Program Schedule

Thursday, April 4, 8:00 am

Division Sessions

1.010. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, General Session). Division A - Administration Cosponsored with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 8:00am to 5:00pm

1.011. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 1). Division A - Administration Cosponsored with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 8:00am to 5:00pm

1.012. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 2). Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 8:00am to 5:00pm

1.013. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 3). Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 8:00am to 5:00pm

1.014. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 4). Division A - Administration Cosponsored with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00am to 5:00pm

1.015. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 5). Division A - Administration Cosponsored with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 8:00am to 5:00pm

1.016. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy: Closed Breakfast and Luncheon — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications. Division A - Administration Cosponsored with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 8:00am to 4:00pm

1.017. Division J: The Emerging Scholars Workshop (Day 1 of 2). Division J - Postsecondary Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 705; 8:00am to 5:30pm
Discussant: Kirsten T. Edwards Williams, University of Oklahoma

Thursday, April 4, 9:00 am

Professional Development Courses

2.010. PDC01: Analyzing Data from International Large-Scale Assessments Using R. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 711; 9:00am to 5:00pm
Director: Emmanuel Sikali, U.S. Department of Education
Instructors: Ting Zhang, American Institutes for Research; Paul Dean Bailey, American Institutes for Research; Ebru Erberber, American Institutes for Research

2.011. PDC02: An Introduction to Multiple Imputation for Educational Research. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 713B; 9:00am to 5:00pm
Director: Craig K. Enders, University of California - Los Angeles
Instructor: Brian Keller, University of California - Los Angeles

2.012. PDC03: Developmental Evaluation in Action: Multimodal Narratives to Democratize Evidence in Real-Time. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 714A; 9:00am to 5:00pm
Director: Keiko Kuji-Shikatani, Ontario Ministry of Education
Instructors: Megan Borner, Ontario Ministry of Education; Wendy Rowe, Royal Roads University

2.013. PDC04: Evaluation Theories and Approaches: An Interactive and Case-Centered Primer. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 714B; 9:00am to 5:00pm
Director: Bianca Montrosse-Moorhead, University of Connecticut
Instructors: Daniela Schroeter, Western Michigan University; Lyssa Wilson Becho, Western Michigan University

2.014. PDC05: Exploring a Data-Informed Approach to the Development of Students’ Social-Emotional Competencies. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 715A; 9:00am to 5:00pm
Director: Ralf K. Blank, STEM K-12 Research
Instructors: Katie H. Buckley, Transforming Education; Sara Krachman, Transforming Education

2.015. PDC07: Fully Integrated Mixed Method Approaches. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 715B; 9:00am to 5:00pm
Director: Elizabeth G. Creamer, Virginia Polytechnic Institute and State University
2.016. PDC08: How to Get Published: Guidance from Emerging and Established Scholars. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 713A; 9:00am to 5:00pm
Director: Patricia A. Alexander, University of Maryland - College Park
Instructors: Patricia A. Alexander, University of Maryland - College Park; Yuting Sun, University of Maryland - College Park; Sophie Jablansky, University of Maryland - College Park; Anisha Singh, University of Maryland - College Park; DeLeon Gray, North Carolina State University; Matthew T. McCrudden, The Pennsylvania State University; Panuyioti Kendeou, University of Minnesota; Laura M. Stapleton, University of Maryland; Diane L. Schallert, The University of Texas at Austin; Sofie Løvden, University College Roosevelt; Jeff A. Greene, University of North Carolina - Chapel Hill

2.017. PDC09: Introduction to Systematic Review and Meta-Analysis. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 716A; 9:00am to 5:00pm
Director: Amy L. Dent, University of California - Irvine
Instructors: Amy L. Dent, University of California - Irvine; Terri D. Pigott, Loyola University Chicago; Joshua R. Polanin, American Institutes for Research; Joseph Taylor, UCCS

2.018. PDC10: Multilevel Modeling with Large-Scale International Databases Using the HLM Software Program. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 716B; 9:00am to 5:00pm
Director: David C. Miller, American Institutes for Research
Instructors: Francis Howard Lim Huang, University of Missouri; Sakiko Ikoma, American Institutes for Research; Sabine Meineck, IEA Hamburg; Bitnara Jasmine Park, American Institutes for Research; Yuan Zhang, American Institutes for Research

2.019. PDC11: Network Analysis of Qualitative Data (NAQD): Toward Multimodal Narratives to Democratic Evidence. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 717A; 9:00am to 5:00pm
Director: Manuel S. Gonzalez Canche, University of Pennsylvania

2.020. PDC13: Using ATLAS.ti Windows 8 Qualitative Data Analysis Software Across the Research Process. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 717B; 9:00am to 5:00pm
Director: Jessica Nina Lester, Indiana University
Instructor: Trena M. Paulus, University of Georgia - Athens

WEERA Sessions

2.021. World Education Research Association International Research Network Pre-Conference Workshop. World Education Research Association; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 701B; 9:00am to 4:00pm
Chairs: Laur Johnson, Boston College; Sue Winton, York University

Division Sessions

2.022. Division A Graduate Student Council Dialogic Forum. Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 9:00-11:00am
Chairs: Sandra E. Leu, University of Utah; LaMarcus Jermaine Hall, Purdue College of Education
Participants: Judy A. Alston, Ashland University; Casey D. Cobb, University of Connecticut; Ramon Goings, Loyola University Maryland; Terrance L. Green, The University of Texas at Austin; Cleveland Hayes, Indiana University Indianapolis; Beverly J. Irby, Texas A&M University - College Station; Ann M. Ishimaru, University of Washington; Vanessa Monique Liles, Texas A&M University - College Station; Katherine Rodela, Washington State University; Angela Ulrick, The University of Oklahoma; Irene H. Yoon, University of Utah; Michelle D. Young, University of Virginia

Thursday, April 4, 11:30 am
AERA Related Activities

3.010. Pre-Conference Seminar for Early Career Scholars With Disabilities/Disabled Scholars (Day 1 of 2). AERA Related Activities; Seminar
Metro Toronto Convention Centre, 200 Level, Room 201F; 11:30am to 8:30pm
Chairs: Keri L. Rodgers, Ball State University; Federico R. Waitoller, University of Illinois at Chicago

Thursday, April 4, 12:00 pm
SIG Sessions

4.010. Research on Learning and Instruction in Physical Education Invisible College (Day 1 of 2). SIG-Research on Learning and Instruction in Physical Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 12:00-5:00pm
Chair: Sara Barnard Flory, University of South Florida
Participants: Senlin Chen, Louisiana State University; Erin Elizabeth Centoio, University of Hawaii - Manoa
Discussant: Ben P. Dyson, University of North Carolina at Greensboro

Thursday, April 4, 1:00 pm
Division Sessions

5.010. Division A Early Career Scholar Mentoring Session (Day 1 of 2). Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 1:00-5:00pm
Chairs: Angela Ulrick, The University of Oklahoma; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Yining Wang, Georgia State University

5.011. Division B Pre-Conference Seminar. (Re)engaging With the Intersections of Disability and Curriculum: Moving Toward a Culture of Anti-Ableist, Intersectional, and Interdependence Praxis (Day 1 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 601B; 1:00-5:00pm
Chairs: Holly Pearson, Framingham State University; David Isaac Hernandez-Saca, University of Northern Iowa

5.012. Division B Pre-Conference Seminar. Early Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscape of Education (Day 1 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 604; 1:00-5:00pm
Chairs: Theodore Regina Berry, San Jose State University; Robert James Helfenbein, Loyola University Maryland

5.013. Division B Pre-Conference Seminar. International Curriculum Research Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 605; 1:00-5:00pm
Chairs: Ming Fang He, Georgia Southern University; Dinny Risri Aletheiani, Yale University; Min Yu, Wayne State University

5.014. Division B Pre-Conference Seminar. Making Revolution Irresistible: The Politics and Poetics of Writing/Reading as an Act of Social Justice (Day 1 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 606; 1:00-5:00pm
Chairs: Denise M. Taliaferro Bazile, Miami University; Cheryl E. Mattias, University of Colorado - Denver
5.015. Division B Pre-Conference Session. Laboring for Love, Toward Justice, With Joy: Wellness Work for Curriculum Scholars in the Wake of "45" (Day 1 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 602A; 1:00-5:00pm
Chairs: Crystal T. Laura, Chicago State University; Marcelle M. Haddix, Syracuse University

5.016. Division C Graduate Student Seminar (Day 1 of 2). Division C - Learning and Instruction; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 709; 1:00-6:00pm
Chair: Heather Rogers Haverback, Towson University
Participant: Tony Perez, Old Dominion University

5.017. Division C New Faculty Mentoring Program (Day 1 of 2).
Division C - Learning and Instruction; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 707; 1:00-6:00pm
Chair: Kai Xie, The Ohio State University
Participant: Jenefer E. Husman, University of Oregon

Thursday, April 4, 4:00 pm

Division Sessions

6.010. Division K Graduate Student Pre-Conference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 203A; 4:00-9:00pm
Chair: Keffrelyn D. Brown, The University of Texas at Austin
Discussant: Keffrelyn D. Brown, The University of Texas at Austin

6.011. Division K New Faculty Pre-Conference Seminar (Day 1 of 2).
Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 203B; 4:00-9:00pm
Chairs: Donna Y. Ford, Vanderbilt University; Kimberly A. White-Smith, University of La Verne
Discussant: Donna Y. Ford, Vanderbilt University

Thursday, April 4, 6:15 pm

Division Sessions

7.010. Division F Mentoring Seminar for Graduate Student and Junior Faculty (Day 1 of 2). Division F - History and Historiography; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 6:15-9:00pm
Chair: Christopher M. Span, University of Illinois at Urbana-Champaign

Friday, April 5, 7:00 am

AERA Related Activities

8.010. Pre-Conference Seminar for Early Career Scholars With Disabilities/Disabled Scholars (Day 2 of 2). AERA Related Activities; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 7:00-11:30am
Chairs: Keri L. Rodgers, Ball State University; Federico R. Waitoller, University of Illinois at Chicago

Division Sessions

8.011. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, General Session). Division A - Administration; Cosponsored with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 7:00-11:30am

Friday, April 5, 7:30 am

Division Sessions

Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 701B; 7:30-11:30am
Chairs: Hollie Mackey, The University of Oklahoma; Lisa Bass, North Carolina State University

Metro Toronto Convention Centre, 700 Level, Room 701A; 7:30-11:55am
Chairs: Shena Sanchez, University of California - Los Angeles; Adam Musser, University of California - Davis; Renata Love Jones, Boston College; Lindsay Jarratt, The University of Iowa; Jamelia Nicole Harris, University of California - Los Angeles; Carolina Silva Martinez, Washington State University - Pullman
Presenters: Leigh Patel, University of Pittsburgh; Subini Ancy Annamma, The University of Kansas
Discussants: Alyssa Hadley Dunn, Michigan State University; Valentina M. Flores; Sophia Rodriguez, University of North Carolina - Greensboro; Duhita Mahatmya, The University of Iowa; Amanda R. Tachine, Arizona State University; DeMarcus A. Jenkins, The University of Arizona; Donna Y. Ford, Vanderbilt University; Kakali Bhattacharya, Kansas State University; Subini Ancy Annamma, The University of Kansas

Friday, April 5, 8:00 am

Professional Development Courses

10.010. PDC06: Fitting Multilevel Models to Early Childhood Longitudinal Study Data Using R.
Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 713B; 8:00am to 5:00pm
Director: Emmanuel Sikali, U.S. Department of Education
Instructors: Paul Dean Bailey, American Institutes for Research; Ting Zhang, American Institutes for Research; Shannon Russell, American Institutes for Research; Claire Kelley, American Institutes for Research; Tran Nguyen, American Institutes for Research

10.011. PDC12: The Success Case Method Revisited: Opportunities for Educational Evaluation and Research Practice. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 713A; 8:00am to 4:00pm
Director: Daniela Schroeter, Western Michigan University

10.012. PDC14: Advanced Meta-Analysis. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 700 Level, Room 715B; 8:00am to 4:00pm
Director: Terri D. Pigott, Loyola University Chicago
Instructors: Terri D. Pigott, Loyola University Chicago; Ryan Williams, American Institutes for Research; Ariel M. Aloe, University of Iowa; Susan Natasha Beretvas, The University of Texas at Austin; Winn Van den Noortgate, KU Leuven

Division Sessions

10.013. David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group
10.014. Division L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 2). Division A - Administration Cospersoned with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 8:00-11:30am

10.015. Division L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 3). Division A - Administration Cospersoned with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 8:00-11:30am

10.016. Division L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 4). Division A - Administration Cospersoned with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00-11:30am

10.017. Division L. Clark Graduate Student Research Seminar in Educational Leadership and Policy — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 5). Division A - Administration Cospersoned with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 8:00-11:55am

10.018. Division L. Clark Graduate Student Research Seminar in Educational Leadership and Policy: Closed Breakfast — Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications. Division A - Administration Cospersoned with Division L - Educational Policies and Politics; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 8:00-10:00am

10.019. Division A Early Career Scholar Mentoring Session (Day 2 of 2). Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 8:00-11:30am
Chairs: Angela Urick, The University of Oklahoma; Yiming Wang, Georgia State University; Anjale DeVaan Wilton, University of Illinois at Urbana-Champaign

10.020. Division B Pre-Conference Seminar. (Re)engaging With the Intersections of Disability and Curriculum: Moving Toward a Culture of Anti-Ableist, Intersectional, and Interdependence Praxis (Day 2 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 601B; 8:00-11:30am
Chairs: Holly Pearson, Framingham State University; David Isaac Hernandez-Suca, University of Northern Iowa

10.021. Division B Pre-Conference Seminar. International Curriculum Research Graduate Student Seminar (Day 2 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 605; 8:00-11:30am
Chairs: Ming Fang Ho, Georgia Southern University; Dinny Risi Aletheiani, Yale University

10.022. Division B Pre-Conference Session. Early Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscape of Education (Day 2 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 604; 8:00-11:30am
Chairs: Theodoria Regina Berry, San José State University; Robert James Helfenbein, Loyola University Maryland

10.023. Division B Pre-Conference Session. Laboring for Love, Toward Justice, With Joy: Wellness Work for Curriculum Scholars in the Wake of “45” (Day 2 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 602A; 8:00-11:30am
Chairs: Crystal T. Laura, Chicago State University; Marcelle M. Hadix, Syracuse University

10.024. Division B Pre-Conference Session. Making Revolution Irresistible: The Politics and Poetics of Writing/Reading as an Act of Social Justice (Day 2 of 2). Division B - Curriculum Studies; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 606; 8:00-11:30am
Chairs: Denise M. Taliaferro Bazile, Miami University; Cheryl E. Matias, University of Colorado - Denver

10.025. Division C Graduate Student Seminar (Day 2 of 2). Division C - Learning and Instruction; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 709; 8:00-11:30am
Chairs: Heather Rogers Haverback, Towson University; Tony Perez, Old Dominion University

10.026. Division C New Faculty Mentoring Program (Day 2 of 2). Division C - Learning and Instruction; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 707; 8:00-11:30am
Chair: Kui Xie, The Ohio State University
Participant: Jenefer E. Husman, University of Oregon

10.027. Youth Conference — Room 1. Division C - Learning and Instruction; Invited Speaker Session
The Westin Harbour Castle, Convention Level, Harbour Salon A; 8:00am to 12:00pm
Chairs: Helenrose Fives, Montclair State University; Gale M. Sinatra, University of Southern California; Susan McKibben, University of Southern California; Ananya Matevos, Temple University; Delemon Gray, North Carolina State University; Jamaal Matthews, Montclair State University; Brian P. Zellner, University of North Florida; Alston C. Koekoa, The Ohio State University

10.028. Youth Conference — Room 2. Division C - Learning and Instruction; Invited Speaker Session
The Westin Harbour Castle, Convention Level, Harbour Salon B; 8:00am to 12:00pm
Chair: Helenrose Fives, Montclair State University

10.029. Youth Conference — Room 3. Division C - Learning and Instruction; Invited Speaker Session
The Westin Harbour Castle, Convention Level, Harbour Salon C; 8:00am to 12:00pm
Chair: Helenrose Fives, Montclair State University

10.030. Division D Graduate Student Seminar. Division D - Measurement and Research Methodology; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 8:00-11:00am
Chair: Hanwook (Henry) Yoo, Educational Testing Service

10.031. Division E Early Career Mentoring Pre-Conference Session. Division E - Counseling and Human Development; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202C; 8:00-11:30am

10.032. Division E Graduate Student Pre-Conference Seminar. Division E - Counseling and Human Development; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 8:00-11:30am
10.039. Division K Pre-Conference Seminar: Theorizing Teacher Education and Teacher Learning. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 716A; 8:00-11:30am
Chair: Melissa Braaten, University of Colorado - Boulder
Discussant: Melissa Braaten, University of Colorado - Boulder

10.040. Division K Pre-Conference Seminar: Writing Winning AERA Submissions. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 716B; 8:00-11:30am
Chairs: Chonka Coleman King, The University of Tennessee - Knoxville; Cleveland Hayes, Indiana University Indianapolis
Discussants: Chonka Coleman King, The University of Tennessee - Knoxville; Cleveland Hayes, Indiana University Indianapolis

10.041. Division K Pre-Conference Session. Invited Graduate Student Mentoring Session. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 8:00-11:30am
Chairs: Ashley Danielle Scroggins, University of Colorado - Boulder; Kristina M Stamatis, University of Colorado - Boulder
Discussants: Ashley Danielle Scroggins, University of Colorado - Boulder; Kristina M Stamatis, University of Colorado - Boulder

SIG Sessions

10.042. Research Focus on Black Education Pre-Conference: Early Career Workshop. SIG-Research Focus on Black Education; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 602B; 8:00-11:30am
Chair: T. Elon Dancy, University of Pittsburgh
Discussant: Maisie L. Ghelson, University of Michigan - Ann Arbor

10.043. Research on Learning and Instruction in Physical Education Invisible College (Day 2 of 2). SIG-Research on Learning and Instruction in Physical Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 8:00-11:30am
Chair: Sara Barnard Flory, University of South Florida
Participants: Senlin Chen, Louisiana State University; Erin Elizabeth Centeno, University of Hawaii - Manoa
Discussant: Ben P. Dyson, University of North Carolina at Greensboro

Friday, April 5, 8:30 am

SIG Sessions

11.010. Self-Study of Teacher Education Practices SIG Mentoring Session. SIG-Self-Study of Teacher Education Practices; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 8:30-11:30am
Chair: Kathleen Pithouse-Morgan, University of KwaZulu-Natal
Participants: Methods and Tools in Self-Study Research. Awnet Sivua, University of the Fraser Valley; Deborah L. Tidwell, University of Northern Iowa; Edward R. Howe, Thompson Rivers University; Trustworthiness and Rigor in Self-Study Research. Adrian D. Martin, New Jersey City University; Tom Russell, Queen’s University
Extending Self-Study Research From Personal Teacher Education Practices to Program Contexts. Nancy M. Brown, SUNY - College at Old Westbury; Jill B. Farrell, Barry University; The Design and Enactment of Reflective Self-Study. Susan E. Elliott-Johns, Nipissing University; M. Bala Thomas, University of Kansas School of Education
Discussant: Julian D. Kitchen, Brock University

Friday, April 5, 9:00 am

SIG Sessions

12.010. Research on Giftedness, Creativity, and Talent SIG Un-Conference. SIG-Research on Giftedness, Creativity and Talent; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 603; 9:00am to 1:00pm
Participant: Nancy B. Hertzog, University of Washington

Friday, April 5, 9:15 am

Presidential Sessions

13.010. The Laboratory School at the Dr. Eric Jackman Institute of Child Study at the University of Toronto, Ontario Institute for Studies in Education. AERA Presidential Session; Off-Site Visit
The Laboratory School at the Dr. Eric Jackman Institute of Child Study (EJICS) at the University of Toronto, Ontario Institute for Studies in Education (OISE), 45 Walmer Road, Toronto, CA; 9:15-11:00am
Visit Leader: Sim Kapoor, University of Toronto - OISE
15.011. The Opt Out Movement: Promoting Democratic Skeptical and Affective Literacies: Redefining Standards for Educational and Psychological Testing, Participants:  
Chair: 
Discussants:

15.010. Skeptical and Affective Literacies: Redefining Critical Media Pedagogies in a “Post-Truth” Era. AERA Presidential Session Cosponsored with Division B - Curriculum Studies; Invited Speaker Session 
Chair: Megan Boler, University of Toronto  
Participant: April D Baker-Bell, Michigan State University  
Participants: 
Media Education as Critical Praxis: Cultivating “Affective” Skepticism. Megan Boler, University of Toronto  
Race and Representation: Critical Media Literacy in the Wake of Racial Violence. April D Baker-Bell, Michigan State University  
Rethinking Literacies Research and Practice in the Post-Truth Media Context. Donna E. Alvermann, University of Georgia - Athens  
Discussants: Joseph E. Kahne, University of California - Riverside; Jennifer Wemigwans, University of Toronto

15.011. The Opt Out Movement: Promoting Democratic Schooling Through the Voice of Teachers, Parents, and Students. AERA Presidential Session; Invited Speaker Session 
Chair: David W. Hursh, University of Rochester  
Participant: Zhe Chen, University of Rochester; Sarah Kathleen McGinnis, University of Rochester; Jeanette Deutermann; Lisa Rudley; Katie Zaheidi, Red Hook CSD SUNY; Jamaal Bowman; Nicholas Tampio; Oren Pizmony Levy, Teachers College, Columbia University; Nancy Green Saraisky, Teachers College, Columbia University; Robert L. Lingard, University of Queensland  
Discussant: Camille A. Martinia, University of Rochester

15.012. Standards for Educational and Psychological Testing, Teachers, and Classroom Assessment: Where’s the Fit? AERA Sessions; Invited Roundtable  
Chair: Joan Herman, University of California Los Angeles/CRESST  
Participant:  
1. Standards for Educational and Psychological Testing, Teachers, and Classroom Assessment: “Where’s the Fit?” Alicia C. Alonso, Michigan State University; Tonya R. Moon, University of Virginia; Kristen Huff, Curriculum Associates; Dale Whittington, Retired; E. Caroline Wylie,
15.016. Advancements in Human Scoring: Bringing Together Multiple Approaches. Division D - Measurement and Research Methodology; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 12:00-2:00pm
Chair: Hoo Song, National Board of Certification and Recertification for Nurse Anesthetists
Participants:
Assessing Teacher Pedagogical Knowledge: The Video Assessment of Teacher Knowledge. Peter Wiens, University of Nevada - Las Vegas; Jori S. Beck, Old Dominion University; Christina Lunsman, Young Harris College
Computer-Programmed Decision Trees for Assessing Teacher Noticing. Edna O. Schack, Morehead State University; David Dubeir, University of Kentucky; Jonathan Norris Thomas, University of Kentucky; Molly H. Fisher, University of Kentucky; Cindy Jong, University of Kentucky
Investigating Human Essay Rating Quality in a Large-Scale Assessment Using Many-Facet Rasch Measurement. Xiuyuan Zhang, The College Board
The relationship Between Rater Experience and Performance Ratings: A Systematic Review. Jing Huang, The University of Hong Kong; Gao Wei Chen, The University of Hong Kong
The Analysis of Frequency Terms Used in Rating Scales. Seock-Ho Kim, University of Georgia
Discussant: Katie Larsen McClarty, Questar Assessment Inc.

15.017. Neoliberalism, Race, and Disability: A Conjunctural Analysis of the Crisis in Chicago Education Reform. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 12:00-1:30pm
Chair: Pauline Lipman, University of Illinois at Chicago
Participants:
Collisions of Race, Capital, Education, and Resistance in Chicago: A Conjunctural Analysis and Radical Possibilities. Pauline Lipman, University of Illinois at Chicago
Making Sense of School Choice When It Doesn’t: Chicago School Closings and Differential Racialization. Rhoda Rae Gutierrez, University of Illinois at Chicago
School Spaces: The Intersection Between Race, Space, and Education. Michelle Hoerth, University of Illinois at Chicago (UIC)
Neoliberal Ableism in Chicago's Educational Discourses: Critiques and Radical Possibilities From Disability Studies. Gia M. Super, University of Illinois at Chicago
Supporting a Latinx Educational Agenda While Building Solidarity With Black Chicago Communities: Latinx Teacher Perspectives. Ramona Meza, University of Illinois at Chicago
Discussant: Zahiyah Ansari, Alliance for Quality Education

15.018. New Directions in Visual Research. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 12:00-1:30pm
Chairs: Bethany Monea, University of Pennsylvania; Emily Plummer, University of Pennsylvania; Amy Stornaiulo, University of Pennsylvania
Participants:
Worlding the World: Methodological and Conceptual Challenges of 300 Storytelling. Glynnda A. Hull, University of California - Berkeley; Jessica Adams, University of California - Berkeley; Devanshi Unadkat, University of California - Berkeley
Time-Lapse Methodologies for Visualizing Change. Bethany Monea, University of Pennsylvania; Emily Plummer, University of Pennsylvania; Amy Stornaiulo, University of Pennsylvania
Screen-Capturing Mobility in Participatory Research. Brice Nordquist, Syracuse University
Gesturing Toward the Story: Bringing Refusal Into Visual Participatory Research. Deanna Del Vecchio, University of Toronto
Discussant: Wendy L. Luftrell, Graduate Center City University of New York

Metro Toronto Convention Centre, 700 Level, Room 710; 12:00-1:30pm
Chair: Cheryl E. Mattias, University of Colorado - Denver
Participants:
From the Inside Out: Toward a Critical Whiteness Methodology. Amanda Parker, University of New Mexico
“If It Talks Like a [Becky]”: Operationalizing Discourses of Whiteness. Elizabeth Marie Allen, University of North Carolina - Chapel Hill; shelby eden dawkins-law, University of Pittsburgh; Cheryl E. Mattias, University of Colorado - Denver

15.020. Factors Related to Mathematics Achievement: Attendance, Partnerships, and Cognitively Guided Instruction. Division H - Research, Evaluation and Assessment in Schools; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 12:00-1:30pm
Chair: Jinghun Zhang, Florida Gulf Coast University
Participants:
Effects of a Cognitively Guided Instruction Program on Grades 3–5 Students: A Multisite Cluster-Randomized Trial. Robert Schoen, Florida State University; Mark LaVenia, EdReports; Amanda Tazzaz, Florida State University
Early Childhood School Attendance Matters: Influence of Students’ Early Chronic Absence on Grade 3 to Grade 5 Math Achievement. Qinghua Nian, Miami University; Christopher Cox, Miami University
A Community-School Partnership to Implement a Math Intervention Program: Outcomes From a Randomized Controlled Trial. David Parker, ServeMinnesota; Peter Nelson, ServeMinnesota; Robin Coddington, University of Minnesota; Rebecca R. Edmonds, University of Minnesota - Twin Cities; Jenna Klaft
Is Prior Achievement Equally Predictive of Mathematics Course-Taking for All Ethnic Groups? Ernest C. Dawnport, Jr, University of Minnesota; Kyung Park, University of Minnesota - Twin Cities; Mark L. Davison, University of Minnesota; Amanal Mrutu, University of Minnesota - Twin Cities

15.021. Flipping the Ecology: Engaging Student Voices to Confront Paradigms Shaping Higher Education Support Systems. Division J - Postsecondary Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202A; 12:00-1:30pm
Chairs: Tirupulavanam G. Ganesh, Arizona State University; Daniel D Liou, Arizona State University
Participants:
College Readiness: Terms and Conditions May Apply. Joshua D Watson, Arizona State University
The Role of Students’ Counterstories Articulated via Their Assets in Student Academic Advising. Tamara Coronella, Mary Lou Fulton Teachers College Arizona State University
Students as Experts: Photos and Testimonials Illuminate the Resiliency of Latina Low-Income First-Generation Students. Lindsay Romasanta, University of California - San Diego
Capturing Student Perceptions Through Academic Advising to Cultivate Adaptability in Students Changing Majors Within Education. Raquel Fong, Arizona State University

15.022. Black and Latinx Issues in Teacher Retention. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 709; 12:00-2:00pm
Chair: Elizabeth Montaño, Saint Mary's College of California
Participants:
Black Female Teachers on Teacher Preparation and Retention. Abiola Fairinde-Wu, University of Massachusetts - Boston
Expanding Notions of Literacy: Engaging Black Women’s Literacies in Teacher Education Programs. Olivia Ann Furman, Michigan State University; Tashal Brown, Michigan State University
Latinx Educators as Arbiter of Change: Post-Truth CounterNarratives. Sheri Carmel Hardee, University of North Georgia; Lauren C Johnson, University of North Georgia
More Than Role Models: Problematizing Calls for Teacher Representation in the New Latino South. Timothy Monreal, University of South Carolina - Columbia
The Relationship Between Professional Development and Teacher Retention: A Mixed-Methods Study. Kathryn N. Hayes, California State University - East Bay; Linda Preminger, San Lorenzo Unified
15.025. Critical Pathways in Indigenous Education: Reimagining Teacher Education for Indigenous Communities. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 703; 12:00-2:00pm
Chair: Jeremy Garcia, University of Arizona
Presenters: Valerie J. Shirley, The University of Arizona; Jeremy Garcia, University of Arizona; Michelle M. Jacob, Oregon University; Leilani Salzbandian, University of Oregon; Hollie Anderson Kulago, Elmina College; Filiberto Barajas-Lopez, University of Washington; Megan Bang
Discussant: Jo-ann Archibald, The University of British Columbia

15.026. Division K Poster Session A. Division K - Teaching and Teacher Education; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 12:00-1:30pm
Chairs: Chonika Coleman King, The University of Tennessee - Knoxville; Cleveland Hayes, Indiana University Indianapolis
Participants:
1. “Confident, Somewhat, Maybe”: What Teacher Candidates’ Reflections Reveal About Their Teaching Identity and Practice. Salika A. Lawrence, City University of New York-Medgar Evers College; Tabora A. Johnson, Medgar Evers College - CUNY; Zolanth Smith, Medgar Evers College, CUNY; Sherene Hodgson, Medgar Evers College, CUNY; Keshia James, Medgar Evers College, CUNY; Keturah Brooks, Medgar Evers College, CUNY; Woody-Aaron Datun, Medgar Evers College, CUNY; Joanna Adams, Medgar Evers College, CUNY
2. Educating Educators in the Age of Trump. Erika Kitzmiller, Teachers College, Columbia University
3. English Learner Teachers of Color: Decolonizing Shifts in Teacher Preparation Through Study Abroad. G. Sue Kasim, Georgia State University; Ethan Tink Trinh, Georgia State University; Britteny Caldwell, Georgia State University
4. Examining the Intersection of Teachers’ Expectations, African American Males, and Equitable Strategies. Adell Catherne, Loyola University Maryland
5. My Journey From Teaching to Teacher Education: Enacting Liberatory Pedagogy in a Constructivist Classroom. Karla Zaccor, Indiana University
6. Pedagogical Challenges and Critical Approaches to Teaching Language Arts in Urban Classrooms. Lasana Kazembe, Indiana University - IUPUI
7. Reimagining the Emotional Curriculum of Teacher Preparation With Women of Color Feminist Theories. Julia Echtman, The University of Texas at Austin; Maureen Willette Nicol, University of Texas at Austin
9. The Gordian Knot of International Teacher Induction: Cases From Urban America and Rural China. Jing Li, East China Normal University; Cheryl J. Crag, Texas A&M University - College Station; Gang Zhu, East China Normal University
10. Anticolonial Student-Centered Pedagogy: Fostering Equitable Participation and Critical Learning Among Preservice Teachers. Marla Roschelle Gains, The Ohio State University
11. The Trajectory of a Latina Teacher Educator Who Prepares Teachers for Schools in Low-Income Communities. Carmen I. Mercado, Hunter College - CUNY
12. Toward Black Gaze Theory: How Black Female Teachers Make Black Students Visible. Diamond A Howell, University of Wisconsin - Madison; Aminah Norris, California State University - Sacramento; Krystal L. Williams, The University of Alabama
13. Who’s the Teaching Who? A STEM Collaboratory for Summer Teaching and Learning. Suvi Hagiwara, Montclair State University; Tanya Maloney, Montclair State University
Discussants: Cleveland Hayes, Indiana University Indianapolis; Chonika Coleman King, The University of Tennessee - Knoxville

15.027. Equity and Inclusion Issues in Teacher Recruitment and Retention Research. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 717A; 12:00-2:00pm
Chair: Maribel Sanchez, Michigan State University
Participants:
Connecting Teacher and Student Retention to Fight Pushout Culture. Deborah Bieler, University of Delaware
Place and Race: Examining the Retention of Teachers of Color in a Predominantly Rural State. Kristine Lewis Grant, Drexel University; Circe Stumbo, West Education Policy Inc.
"Taking Care of Your Own": Parochialism, Pride of Place, and the Drive to Diversify Teaching. James Noonan, Center for Collaborative Education; Travis Bristol, University of California - Berkeley; Makaela Jones, Boston University
A Historically Black College/University Research-Practice Partnership to Co-Construct Equitable Learning Ecologies for Minoritized Youth. Dena Khalil, Howard University; Adrian Wayne Bruce, Howard University; Angel Miles Nash, Chapman University; Meredith Weaver Kier, College of William and Mary; Turhan Carroll, The Ohio State University - Columbus
Discussant: Ursula S. Aldana, University of San Francisco

15.028. Quantitative Research in Qualitative Spaces. Division K -
15.029. Transforming University-Based Teacher Education: Preparing Asset-, Equity-, and Justice-Oriented Teachers Within the Contemporary Political Context. Division K - Teaching and Teacher Education - Invited Speaker Session

Metro Toronto Convention Centre, 700 Level, Room 716B; 12:00-2:00pm

Chairs: Mariana Souto-Manning, Teachers College, Columbia University; Thomas M. Philip, University of California - Berkeley

Participants:

Kelfrylyn D. Brown, The University of Texas at Austin
Lauren M. Anderson, Connecticut College; Melissa Branten, University of Colorado - Boulder; Dorinda Carter Andrews, Michigan State University; Ilana S. Horn, Vanderbilt University; Thomas M. Philip, University of California - Berkeley; Marilena Souto-Manning, Teachers College, Columbia University; Jenny Stillman, University of Colorado - Boulder; Manka M. Varghese, University of Washington; Anthony L. Brown, The University of Texas at Austin; Alfredo Artiles, University of Arizona; Christine E. Sleeter, California State University - Monterey Bay

Discussants: Kris D. Gutierrez, University of California - Berkeley; Kenneth M Zeichner, University of Washington

15.030. Exploring the Every Student Succeeds Act’s Fifth Indicator: Addressing Absenteeism Issues for Diverse Youth. Division L - Educational Policies and Politics - Symposium

Metro Toronto Convention Centre, 200 Level, Room 202C; 12:00-1:30pm

Chair: Ethan L. Hutt, University of Maryland - College Park

Participants:

Roll Call: Describing Chronically Absent Students of Color and Implications for Accountability; Heather J. Hough, Stanford University

Connect-Text: Mitigating Chronic Absenteeism in Early Schooling for English Language Learners. Lindsay Coleman Page, University of Pittsburgh

Why Foster Youth Miss School: Examining Underlying Predictors of Absenteeism. Kevin A. Ge, University of California - Davis

Is There Equity in Access to School Transportation? Exploring Busing in Rural Communities. Michael A. Gottfried, University of California - Santa Barbara; Christopher Salem Ozuna, University of California - Santa Barbara; Jacob Kirksey, University of California - Santa Barbara

Discussant: Ethan L. Hutt, University of Maryland - College Park

15.031. The Effects of Teacher Policy Reforms on Teacher Effectiveness and Student Achievement. Division L - Educational Policies and Politics - Symposium

Metro Toronto Convention Centre, 200 Level, Room 202D; 12:00-1:30pm

Chair: Carolyn D. Herrington, Florida State University

Participants:

Is the “War on Teachers” a Victory for Students? Estimating the Impact of Teacher Labor Market Reforms on Student Achievement. Kaatlin Anderson, Michigan State University; Joshua M. Cowen, Michigan State University; Katharine Omenn Strunk, Michigan State University

Teacher Mobility and Effectiveness Under At-Will Employment Contracts. Nathan Barrett, Tulane University; Deven Edward Carlson, University of Oklahoma; Douglas N. Harris, Tulane University; Jane Arnold Lincone, University of Maryland - Baltimore County

Union Reform and Teacher Turnover: Evidence From Wisconsin’s Act 10. Jonathan Roth, Harvard University

In the Wake of Reform: Effect of Tenure Policy Changes on Student Achievement in Tennessee. Luis Alberto Rodriguez, New York University; Matthew G. Springer, Vanderbilt University

Discussants: Gary Henry, Vanderbilt University; Adam Kho, University of Southern California

SIG Sessions

15.032. Documenting Evidence by Documenting the Gentrification of Dual-Language Education: Language Allocation, Metaphors, Images, and Teachers’ Perspectives. SIG-Bilingual Education - Research Symposium

Metro Toronto Convention Centre, 200 Level, Room 201F; 12:00-2:00pm

Chair: Luis Ernesto Pozo, San José State University

Participants:

Understanding the Gentrification of Bilingual Education Through the Lens of Urban Gentrification. James Arthur Gambrell, Kennesaw State University

Disrupting Discourses of Exclusion in Dual-Language Bilingual Education. Kathryn L. Henderson, The University of Texas - San Antonio

“This Is My New Customer, This Is What They Need, This Is What I Need to Do”: The Gentrification of a Two-Way Bilingual Education School in Central Texas. Dan Heiman, University of North Texas


Bow Ties, Medals, and Uniform Jackets: The Visual Representation of Dual Language Students. Theresa Catalano, University of Nebraska - Lincoln

Policy and Discursive Slippages Toward Fiftyfication: A Critical Technical Approach to Dual Language Gentrification Strategies. Juan A. Peire, Brigham Young University; Garrett Delavan, California State University - San Marcos

Discussant: Guadalupe Valdes, Stanford University


Metro Toronto Convention Centre, 200 Level, Room 205A; 12:00-1:30pm

Chair: David Charles Turner, University of California - Berkeley

Participants:

Reconciling the Voices: Youth Action Researchers and the Ecology of Political Socialization. Kevin Lowell Clay, Rutgers University - Newark

Humanizing Pedagogies, Activism, and Organizing in Community-Based Educational Organizations. Marlo A. Reeves, University of Wisconsin - Madison

Stay Woke: Black Youth Activists’ Utilization of Political Education. Naomi Mae W, University of Michigan - Ann Arbor

“F**k School”: Abolitionist (Educational) Politics Among Radical Black Youth Community Organizers. Michael A. Davis, University of Wisconsin - Madison

Teaching and Learning as a Political Act: Youth as Politically Educated Preservice Teachers. Jacquie Forbes, University of Wisconsin - Madison

Discussant: Charles M. Payne, Rutgers University - Newark


Metro Toronto Convention Centre, 200 Level, Room 201C; 12:00-1:30pm

Chair: Pierre Turowitzki, Ludwigburg University of Education

Participants:

Stephan Gerhard Huber, University of Teacher Education Zug; Marius Schwander, University of Teacher Education Zug; Gang Hong Pham, University of Teacher Education Zug

The influence of anchoring on teachers’ affective commitment to educational change. Mireille Hubers, University of Twente; Judith ter Vrugte, University of Twente

Producing Multiple-Response Sequences through Whole-Class Talk in the Early Years of Schooling. Christina R. Davidson, Charles Sturt University; Christine J Edwards-Groves, Charles Sturt University

Realizing the Potential of Rural Education Networks as Professional Development and Inspiration for Innovation. Leyton Schnellert, The University of British Columbia; Mehjabeen Datoo, Richmond School District; Paige Fisher, Vancouver Island University

Unravelling the Complexities of Innovation Adoption in Higher Education Teaching Practice Through Intuitive Case-Based Modeling. Irena M White, Flinders University; Lindsey N. Conner, Flinders University; James A. Levin, University of California - San Diego

15.035. Advancing Collaborative Parent-Caregiver Partnerships: Equipping Teacher Candidates to (Be) Envision Family/Caregiver Needs and Interactions. SIG-Family, School, Community Partnerships; Invited Speaker Session

Metro Toronto Convention Centre, 200 Level, Room 205D; 12:00-1:30pm

Presenter: Patricia A. Edwards, Michigan State University

Discussant: Joyce L. Epstein, Johns Hopkins University

15.036. Stakeholder Perspectives on Race and Racism. SIG-Family, School, Community Partnerships; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 203A; 12:00-1:30pm

Participants:

Parenting in an Era of Renewed Racism and Racial Discord. William Jackson, Village of Wisdom; Amber Majors, University of North Carolina - Chapel Hill; Dana C. Griffin, University of North Carolina - Chapel Hill

A Community Approach to Supporting Positive Early Racial Identity. Amanda Brown Cross, University of Pittsburgh; Aisha White; Medina Jackson; Shannon Beth Wannell, University of Pittsburgh

“You Can NEVER Be Too Sure About Parents”: Responses From the Teacher Race Talk Survey. Lori Ann Delade-O’ Connor, University of Pittsburgh; Davonna Graham, University of Pittsburgh; Rich Milner, Vanderbilt University

Forces of Perception: Examining the Impact of School Discipline on Black Parents. Tunette Michele Powell, University of California - Los Angeles

15.037. Careers in the Academy: Exploring Job Prospects. SIG-

Graduate and Postdoctoral Education across the Disciplines; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 714B; 12:00-2:00pm

Participants:

The Early Career Detour via “Return to School” Among U.S. College Graduates. Xiao Yu, Johns Hopkins University

Understanding and Exploring the Relationship Between Research Work and Career Outcomes for Science Graduate Students. Gregory Hum, University of Toronto; Cheryl L. Amundsen, Simon Fraser University

Exploring No Job Prospects for Doctoral Recipients: Recent Trends and Differences Across Demographics. Timothy J Kinoshita, Virginia Polytechnic Institute and State University; David Knight, Virginia Polytechnic Institute and State University; Maura J. Borrego, The University of Texas at Austin; Nathan Hyungok Choe, The University of Texas at Austin

An Analysis of Self-Reported Career Preparedness of Ph.D. Holders. Timothy J Kinoshita, Virginia Polytechnic Institute and State University; Enyu Zhou, Council of Graduate Schools; Hironao Ohakuna, Council of Graduate Schools

15.038. Artivism as Holistic Praxis: Generating Multimodal and Embodied Learning for Transformative Spaces Beyond Schooling. SIG-Holistic Education; Symposium

Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 12:00-2:00pm

Chair: Kristi L. Oliver, University of Massachusetts

Participants:

Liberating Language. Vajra M. Watson, University of California - Davis

Deep Seeing as a Tool for Fostering Empathy. Kristi L. Oliver, University of Massachusetts; Jane Dalton, University of North Carolina at Charlotte

Dialogue, Empathy, and Embodied Learning in a Post-Truth Era. Maureen Patricia Hall, University of Massachusetts - Dartmouth; Catherine E Hoyser, University of Saint Joseph

15.039. The College Experience for Indigenous Youth: Facing Roadblocks While Engaging With Cultural Identity and Policy. SIG-Indigenous Peoples of the Americas; Working Group Roundtable

Metro Toronto Convention Centre, 800 Level, Room 803B; 12:00-2:00pm

Chair: Stephanie J. Waterman, University of Toronto

Participants:

Best-Checking or Documentation: Marking Indigenous in Michigan Universities. Sandi Wemigwase, Ontario Institute for Studies in Education (OISE), University of Toronto

Accounting for Culture in Undergraduate Admission: Holistic Review and the Experiences of American Indian Students and Admissions Staff. Renee White Eyes, University of California - Los Angeles

“Putting on a Powwow Is Easy”: A Case Study of the University of California, Los Angeles, Annual Powwow. Clementine Bordeaux, University of California - Los Angeles

15.040. Pushing Back Against the Post-Truth Paradigm: The Transformative Power of Research in Higher Education. SIG-Indigenous Peoples of the Pacific; Paper Session

Metro Toronto Convention Centre, 800 Level, Room 803A; 12:00-2:00pm

Chair: Teracia Smith, Te Kāpere o te Iwi o Hine ure

Participants:

Exploring Culturally Relevant Leadership Development for Pacific Islander American College Students. Natasha A Saelua, Indiana University - Bloomington; Jenna Sablan, Georgetown University

Improving Indigenous Access to Contemporary Knowledge in Canadian Schools: Maamaawisitiwin Professional Teacher Development Program. John H. Hudson, Lakehead University; Julian D. Kitchen, Brock University

Knowledge-Makers: Increasing Indigenous Student Undergraduate Researchers and Research Through Multimodal Practices. Prof.-Airini, Thompson Rivers University; Sereana Naepl, Thompson Rivers University

Native Hawaiian Student Perceptions of College Readiness. Unni Jensen, University of Hawai‘i - Manoa


Discussant: S Kalekoua Kaeo, University of Hawai‘i Maui College

15.041. Endogenously Organized Teaching and Learning Events in Informal Learning Environments. SIG-Informal Learning Environment Research; Symposium

Metro Toronto Convention Centre, 800 Level, Room 809; 12:00-2:00pm

Chair: Jasmine Y. Ma, New York University

Participants:

“Time for Some Quick Maths”: Teaching-Learning Moments on a Robotics Team. Colin Hennessy Elliott, New York University; Daniela Della Volpe, New York University

“It’s Kinda Cool...I’ll Show You How It Works”: Endogenously Organized Teaching-Learning Interactions in a Science Center. Molly Kellow, Washington State University - Pullman

I’m Going to Turn You Into a Fan!” Learning to Love One Direction. Karis Michelle Jones, New York University

Discussant: Reed Stevens, Northwestern University

15.042. Supporting School and Teacher Leaders for Improved Practice and Increased Self-Efficacy. SIG-Leadership for School Improvement; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 206B; 12:00-2:00pm

Chair: Matthew Shirrell, The George Washington University

Participants:

Developing Leaders Through Transformative Leadership Coaching: Assessing the Impact of a Rural, Multidistrict Research-Practice Partnership. Han s W. Klay, Clemson University; Kristin Shaw Hughes, Washington State University; Parker More Andrea, Clemson University; Frederick Chaim Buskey, Clemson University

Long-Term Leadership Coaching: A Qualitative Study of Principal Support. Kathleen Trong Drucker, Gilder Lehrman Institute of American History; Nikki Nagler, NYC Leadership Academy; Jill Grossman, NYC Leadership Academy
Pedagogical Leadership: High School Principals’ Influence on Teacher Practice. Jeffrey Turner, University of Calgary; Jim Brandon, University of Calgary

The Roles of Instructional Leadership and Teacher Leadership in Support of Teaching and Student Learning. Ling Li, Southwest University; Yan Liu, Central Connecticut State University

School Leader Instructional Support and Change in Novice Teachers’ Efficacy. Anne Garrison Wilhelm, Southern Methodist University; Dawn Marie Woods, Southern Methodist University; Yusuf Kara, Southern Methodist University

15.043. Approaches to Accessing Learning Environments. SIG-Learning Environments; Paper Session

Metro Toronto Convention Centre, 800 Level, Room 802A; 12:00-2:00pm

Participants:

Can Positive Views of Classroom Climate Predict Positive Ratings of Classroom Quality? A Tertiary Study. Mohamed Alansari, University of Auckland; Christine Margaret Rubie-Davies, University of Auckland

Changes in Elementary Preservice Teachers’ Attitudes About Science During Courses Following the SE Instructional Model. Christopher Sean Long, University of North Texas; Barry J. Fraser, Curtin University; Karthigayan Subramaniam, University of North Texas; Pamela E. Harrell, University of North Texas

Relationships Between Learning Environments and Self-Efficacy in Primary Schools and Differing Perceptions of At-Risk Students. Siaobhán Gales, St. Michael’s School, Bassendean, Western Australia; Jill M. Aldridge, Curtin University

Students’ Perceptions of Learning Environment and Attitudes Toward Mathematics in 1 to 2:1 Computing. David F. Teague, Curtin University; Gerard Beleksas, Curtin University; Barry J. Fraser, Curtin University

The Association of Student Engagement With Classroom Behaviors and Educational Outcomes in a University Gateway Course. David J. Shernoff, Rutgers University; Erik Ruzek, University of Virginia; Alexander J. Sannella, Rutgers University - Newark; Roberta Y. Schorr, Rutgers University; Lina Sanchez Wall, Fairleigh Dickinson University; Denise Bressler, Rutgers University

15.044. Mentoring in Teacher Education: In-Service. SIG-Mentorship and Mentoring Practices; Paper Session

Metro Toronto Convention Centre, 800 Level, Room 802B; 12:00-2:00pm

Chair: Rachelle Curcio, University of South Carolina

Participants:

Challenging Teacher Perspectives Through Community Engagement in a Mentor Training Program. Kathryn Loet, Rowan University; Brie Morettni, Rowan University

The Importance of Grade-Level Match for Mentoring Beginning Teachers in Elementary Schools. Yihua Hong, RTI International

Mentors’ Use of Feedback to Support the Professional Development of Student-Centered Teachers and Mentor Self-Growth. Leslie Keller, York College - CUNY; Raffaella Diotti, Bronx Community College - CUNY; Kara B. Hudson, NYC Department of Education

In-Service Teachers’ Perceptions of a Mentoring Cohort Model Program Leading to ESL Certification. Audrey Figueroa Murphy, Saint John’s University; Elizabeth R. Haller, St. John’s University; John Spiridakis, Saint John’s University

Discussant: Isi Ero-Tolliver, Hampton University

15.045. Assessment, Learning Readiness, and Online Learning and Teaching Practices. SIG-Online Teaching and Learning; Paper Session

Metro Toronto Convention Centre, 600 Level, Room 601A; 12:00-1:30pm

Chair: Ana-Paula Correia, The Ohio State University

Participants:

Assessing Online Academic Discussion From a Knowledge-Building Perspective: An Exploratory Case Study. Jianing Cheng, Syracuse University; Lili Zhang, Syracuse University; Jing Lei, Syracuse University Award-Winning Faculty Online Teaching Practices: Course Design, Assessment, and Facilitation. Florence Martin, Univ of North Carolina Charlotte; Swupna Kumar, University of Florida; Kiran Badhram, University of North Carolina - Charlotte; Albert Dieter Ritzhaupt, University of Florida

Formative Assessment of a Web-Based Experiential Role-Playing Aging Simulation. Enilda Janett Romero-Hall, University of Tampa; Leonor Mendiola Adams, Old Dominion University; Megan Osgood, University of Tampa

Relationships Among College Learners’ Online Learning Perceptions, Behaviors, and Achievements via the Self-Determination Theory Approach. Huet-Chuan Wei, Institute of Education - National Chiao Tung University; Chien Chou, National Chiao Tung University

Scaffolding Online Learning Readiness With a Self-Paced Orientation Course. Juhong Christine Liu, James Madison University

Discussant: Beverly J. Irby, Texas A&M University - College Station

15.046. Qualitative Research SIG Mentoring Session: Closed Session. SIG-Qualitative Research; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 205C; 12:00-2:00pm

Chair: Sarah Bridges-Rhoades, Georgia State University

Participants:

Writing, Representation, and Ethics. Adam T Clark, Arizona State University; Sarah Mia Obiwo, Georgia State University; Brad Robinson, University of Georgia; Nisha Toomey, University of Toronto; Wessaan M. Salem, The University of Memphis; Ryan Eelye Gildersleeve, University of Denver; Venus E. Evans-Winters, Illinois State University; Stephanie Anne Shelton, The University of Alabama

Relational Thinking. Travis Marn, Southern Connecticut State University; Leslee Bailey-Tarbet, The University of Memphis; Alexandra Panos, University of Nebraska - Omaha; Mariia Vitrikhou, Arizona State University; Mirka E. Koro-Ljungberg, Arizona State University; Susan Naomi Nordstrom, The University of Memphis; Jennifer R. Wolgemuth, University of South Florida

Approaches to Inquire: Hatice Celebi, MEF University; Donna M Druery, Texas A&M University - College Station; Žuljukar Ozdogan, Indiana University; Mark D. Vagle, University of Minnesota; Kakali Bhattacharya, Kansas State University; Janice B. Fourniller, Georgia State University; Cassie Fay Quigley, University of Pittsburgh

Possibilities for Analysis. Julia Maria Gertrud Hoezel, University of Munich; Jonga Lee, University of Georgia - Athens; Emma Razzell Britton, University of Massachusetts - Amherst; Robert B. Donnemeyer, University of San Diego; Erika C. Bullock, University of Wisconsin - Madison; Tony Lee Talbott, Baylor University; Kathleen Pithouse-Morgan, University of KwaZulu-Natal

Writing, Thinking, and Connecting. Susan Ophelia Cannon, Georgia State University; Melissa Schellenberg, Georgia State University; Dory Haft, South Carolina; Ashley Prewell, Jasmine Ulmer, Wayne State University; Candace Ross Ruby, University of Missouri - Columbia; Aaron M. Kuntz, The University of Alabama

15.047. GET OUT: The Disembodiment of Black Faculty and Staff (Practitioner/Scholar) Identity in Predominantly White Institutions. SIG-Research Focus on Black Education; Symposium

Metro Toronto Convention Centre, 600 Level, Room 601B; 12:00-2:00pm

Chair: Stella L. Smith, Prairie View A&M University

Participants:

GET OUT: The Disembodiment of Black Faculty and Staff (Practitioner/Scholar) Identity in Predominantly White Institutions. Fred Arthur Bonner, Prairie View A&M University; Crystal J. Allen, Lone Star College; Ashley Prewell, Kansas State University of Urbana-Champaign; Stella L. Smith, Prairie View A&M University; Leonard Donovan Taylor, Mississippi State University; Anthony Heaven, The University of Texas at Austin

GET OUT: The Disembodiment of Black Faculty and Staff (Practitioner/Scholar) Identity in Predominantly White Institutions. Fred Arthur Bonner, Prairie View A&M University; Crystal J. Allen, Lone Star College

GET OUT: The Disembodiment of Black Faculty and Staff (Practitioner/Scholar) Identity in Predominantly White Institutions. Leonard Donovan Taylor, Mississippi State University

GET OUT: The Disembodiment of Black Faculty and Staff (Practitioner/Scholar) Identity in Predominantly White Institutions. Leonard Donovan Taylor, Mississippi State University

15.048. Is Another Mathematics Possible? Mathematics and the Living World. SIG-Research in Mathematics Education; Symposium

Metro Toronto Convention Centre, 600 Level, Room 602A; 12:00-2:00pm

Chair: Douglas David Karrow, Brock University

Participants:

Teaching About Issues of Climate Change in Mathematics Classrooms: Empowerment of Critical Citizenship. Yasmine Abtahi, Western Norway University of Applied Science; Kjellrun Huis Hauge, Western
Norway University of Applied Sciences; Lisa Steffensen, Western Norway University of Applied Sciences; Richard Barwell, University of Ottawa

Ecological Mathematics Education: Critical and Postcritical Possibilities. Mark Boylan, Sheffield Hallam University

Mathematics as a Way of Being: Rethinking Our Relationships With Land and Water. Rochelle Gutierrez, University of Illinois at Urbana-Champaign

Mathematics Education’s Ethical Relation With and Response to Climate Change. Steven Khan, University of Alberta; Douglas David Karrow, Brock University; M. Jayne Fleumer, North Carolina State University

Teachers’ Facilitation of Students’ Critical Mathematical Competencies by Engaging Them in Climate Change. Lisa Steffensen, Western Norway University of Applied Sciences

Mathematics Teacher Education Toward a Future Humanity: Interrupting All Forms of Domination. Mark Wolfmeyer, Kutztown University of Pennsylvania; John Joseph Lupinacci, Washington State University - Pullman; Nataly Z. Chesky, SÚN Y College at New Paltz

Discussant: Susan Gerosky, The University of British Columbia

15.049. Advancing Creativity for Talent Development. SIG-Research on Giftedness, Creativity and Talent; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201D; 12:00-2:00pm

Chair: Del Siegle, University of Connecticut

Participants:
- Assessing Creativity: Exploring the Relationships Among Self-Assessment, Teacher Ratings, and Divergent Thinking Tests. Methua Qian, Clemson University; Rui Yang, American Institutes for Research; Baptiste Barbot
- Creative Self-Efficacy and Personality: From Imagination to Creativity. Kristen Lamb, University of Washington - Seattle; Todd Keltler, Baylor University
- Divergent Thinking During Early Adolescence: Changes in Fluency, Flexibility, and Originality. Ross C Anderson, University of Oregon; Matthew C Graham, University of Oregon
- Examining Variability in Creativity Scores. Kendal Smith, University of North Texas
- Finding the Problem: Students’ Approaches to Problem Identification Within a Creative Problem-Solving Context. Lisa DuVia Rubenstein, Ball State University; Gregory L. Callan, Utah State University; Kristie Neumeyer, Ball State University; Lisa Marie Ridgeley, Ball State University

Discussant: Jonathan A. Plucker, Johns Hopkins University

15.050. Challenges and Opportunities for Physical Education Teaching and Teacher Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 203C; 12:00-1:30pm

Chair: Senlin Chen, Louisiana State University

Participants:
- Effect of an Online, Mastery-Based Resource on Movement Analysis Skills of Physical Education Teacher Education Candidate. Helena Baert, SÚN Y - College at Cortland; Matthew D. Madden, SUNY Cortland; Erica Pratt, SÚN Y - College at Cortland
- Examining the Relationship Between the Apprenticeship of Observation and Physical Education Preservice Teachers’ Conceptions of Assessment. Glenn Foster Hushman, University of New Mexico; Carolyn J. Hushman, University of New Mexico; Karen Lux Gaudreault, University of Wisconsin
- Physical Education Future Teachers’ Self-Efficacy Toward Inclusion and Its Relation to Physiological and Affective States. Mayra Matias Fernandes, State University of Sao Paulo; Roraima Alves da Costa Filho, Universidade Estadual Paulista; Roberto Tadeu Iauchite, Universidade Estadual Paulista
- Review of Research on Teaching in Physical Education: Two Decades of Progress. Risto Martinen, George Mason University; Dillon Landi, Towson University; Dario Novak, University of Zagreb; Stephen Silverman, Teachers College, Columbia University
- Twofold Opportunities for Learning in a Collaborative Self-Study. Anne O’Dwyer, Mary Immaculate College; Richard Bowles, Mary Immaculate College

Discussant: Ang Chen, University of North Carolina - Greensboro

15.051. International Perspectives on School Climate and Student and Teacher Engagement. SIG-School Community, Climate, and Culture; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 203B; 12:00-1:30pm

Chair: Jonathan Cohen, Teachers College, Columbia Univ

Participants:
- Exploring Climate, Teaching, and Learning in Charter Schools in Bogotá, Colombia: A Mixed-Methods Investigation. Brad Olsen, University of California - Santa Cruz; Sandra Garcia, Universidad de los Andes; Santiago Gomez, University of Los Andes; Natalia Ariarte
- Structural Association Between Teacher-Student Relationship and School Engagement Among Korean Elementary Students. Donghyun Kang, Texas A&M University - College Station
- Student Diversity in Northern Ireland’s Secondary Schools: Benefits and Challenges. James H. Nehring, University of Massachusetts - Lowell

Discussant: David M. Osher, American Institutes for Research

15.052. Promoting and Measuring Student Learning and Engagement Through Project-Based Learning: Leveraging Coherence. SIG-Science Teaching and Learning; Symposium

Metro Toronto Convention Centre, 700 Level, Room 707; 12:00-2:00pm

Chair: Joseph S. Krajcik, Michigan State University

Participants:
- Designing Curriculum Resources and Enactment: Expanding Understanding of Knowledge-in-Use. Emily Miller, University of Wisconsin - Madison; Samuel Severance, Michigan State University; Susan Codere, CREATE for STEM Institute; Joseph S. Krajcik, Michigan State University
- Using Fidelity of Implementation to Advance Project-Based Learning Curriculum Design, Professional Learning, and Assessment. Susan Codere, CREATE for STEM Institute; Emily Miller, University of Wisconsin - Madison; I-Chien Chen, Michigan State University; Joseph S. Krajcik, Michigan State University; Barbara Schneider, Michigan State University; Israel Tootou, Michigan State University
- Exploring the Role of Social and Emotional Learning in Project-Based Learning Science Classrooms. Emily Miller, University of Wisconsin - Madison; Susan Codere, CREATE for STEM Institute; I-Chien Chen, Michigan State University; Barbara Schneider, Michigan State University
- Explicating “Multiple Literacies”: Synergistic Texts, Tasks, and Enactments in Project-Based Learning. Miranda Fitzgerald, University of Michigan - Ann Arbor; Meredith Baker Marcum, University of Michigan - Ann Arbor; Gabriel Philip Dellavecchia, University of Michigan - Ann Arbor; Kathleen Easley, University of Michigan - Ann Arbor; Annemarie S. Palincsar, University of Michigan

Discussants: Lisa Linnenbrink-Garcia, Michigan State University; Christopher J. Harris, WestEd

15.053. Developing and Assessing Writing in Secondary Education: Learning EFL in Europe. SIG-Second Language Research; Symposium

Metro Toronto Convention Centre, 200 Level, Room 201A; 12:00-1:30pm

Chairs: Johanna Fleckenstein, Pädagogische Hochschule FHNW; Olaf Koeller, Leibniz Institute for Science and Math Education

Participants:
- New Analyses of an Old Topic: Effects of Intelligence and Motivation on English (Writing) Achievement. Olaf Koeller, Leibniz Institute for Science and Math Education; Johanna Fleckenstein, Pädagogische Hochschule FHNW; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education; Steffani Saas, IPN - Leibniz Institute for Science and Mathematics Education; Jürgen Baumert, Max Planck Institute for Human Development
- Openness Predicts (Change in) English Writing Achievement: The Mediating Role of Domain-Specific Interest. Jennifer Meyer, Leibniz Institute for Science and Mathematics Education; Johanna Fleckenstein, Pädagogische Hochschule FHNW; Olaf Koeller, Leibniz Institute for Science and Math Education
- Comparing Preservice and In-Service Teachers’ Judgments of EFL Student Essays With Expert Ratings.Thorben Jansen, University of Kiel; Cristina Vogelín, University of Applied Sciences of Northwestern Switzerland; Nils Machts, University of Kiel; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education; Stefan Daniel Keller, University of Applied Sciences of Northwestern Switzerland; Olaf Koeller, Leibniz Institute for Science and Math Education; Jens Möller, University of Kiel
- The Role of Essay Length in Foreign Language Assessment: Appropriate Heuristic or Disruptive Factor? Anna Lara Pacce, Leibniz Institute for Science and Mathematics Education; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education; Thorben Jansen, University of Kiel; Johanna Fleckenstein, Pädagogische
Metro Toronto Convention Centre, 200 Level, Room 206C; 12:00-2:00pm
Chairs: Cristina Anguiano-Carrasco, ACT, Inc.; Margarita Olivera Aguilar, Educational Testing Service
Participants: The NAFTA Countries’ Perspectives on Social and Emotional Learning in Tertiary Education. Catherine M. Millet, ETS
Identifying, Measuring, and Developing Key Social and Emotional Skills in Schools in Latin America. Elena Arias Ortiz
A Latent Profile Analysis to Report Students’ Socio-Emotional Skills to Higher Education Institutions in Mexico. Ingrid Garcia, Cueneal
Relevance of Socio-Emotional Skills in the Chilean Educational System. Pedro Felipe Moreno Gomez; Carolina Leyton, National Agency for Educational Quality
Discussant: Kate Walton, ACT, Inc.

15.055. Experiences in Postsecondary Education. SIG-Sociology of Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 12:00-1:30pm
Chair: Brian An, University of Iowa
Participants: Individual and School Contributors to Disparities by Disability Status in STEM Achievement, Attitudes, and Choices. Dana Shifer, Portland State University; Daniel Mackin Freeman, Portland State University
Inequality in Graduate School: Gender, Race, and Laboratory Tasks. Candace Miller, University of Virginia; Josipa Roksia, University of Virginia
Major Movement: Examining Major Switching Patterns and Pathways at Community Colleges. Lauren Schudde, The University of Texas at Austin; Raymond Brown, The University of Texas at Austin; Wonson Ryu, The University of Texas at Austin
Race-Based Assumptions of Social Class Identity and Their Consequences at a Predominantly White, Wealthy Institution. Debbie M Warnock, Bennington College

15.056. Changing the Landscape: Explorations in Inclusive Postsecondary Education for Students With Intellectual Disabilities. SIG-Special Education Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205B; 12:00-1:30pm
Chair: Beth Myers, Syracuse University
Developing Supports for Full Academic Inclusion of Students With Intellectual Disabilities in a Large University. Mary E. Morningstar, Portland State University
My College Life: Self-Representation and Postsecondary Students With Intellectual Disabilities. Beth Myers, Syracuse University
College: A Path to Careers for Students With Intellectual Disabilities. Margo Izzo, The Ohio State University
Measuring Valued Outcomes of Postsecondary Education for Students With Intellectual Disabilities. Ann Marie Licata, Millersville University
Discussant: Meg Grisel, Institute for Community Inclusion at University Massachusetts Boston

15.057. Development of Technological Pedagogical and Content Knowledge. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 12:00-2:00pm
Chair: Beth Beschorner, Minnesota State University - Mankato
Participants: Development and Transfer of Technological Pedagogical and Content Knowledge for a Special Education Elementary School Teacher: Case Study. Aleksandra Anna Kaplon-Schulis, The Graduate Center, CUNY; Irina Lyubinskaia, College of Staten Island - CUNY
Technology Proficiencies Among Teachers: Impact of Teaching Level, Classroom Access, Use, and Support for Learning. Rhonda R. Christensen, University of North Texas; Gerald A. Knezek, University of North Texas
Emphasis and Sequence in Technological Pedagogical and Content Knowledge-Based Instructional Planning: Teachers’ Pedagogical Reasoning With Educational Technologies. Judith B. Harris, College of William and Mary; Mark J. Hofer, College of William & Mary
Teachers’ Online Information-Seeking for Technology Integration Guidance: A Technological Pedagogical Content Knowledge (TPACK) Analysis. Yujung Ko, Korea University; Joan E. Hughes, The University of Texas at Austin
Technological Pedagogical Content Knowledge and the Inclusion of Affect in the Design of Technology-Enhanced Music Lessons. Elena Macrides; Charoula M. Angeli, University of Cyprus
An Instrument for Assessing Teachers’ Perceptions of Culturally Responsive Teaching in Technology-Supported Learning Environments. Hsueh-Hua Chuang, National Sun Yat-Sen University; Ming Min Cheng, National Sun Yat-sen University; Han-Chin Liu, National Chia Yi University
Discussant: Michelle Folks Read, Texas State University

15.058. Gangs, Schools, and Communities: How Marginalized Youth Navigate Complex Relationships. SIG-Urban Education, Teaching, and Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201E; 12:00-1:30pm
Chair: Adrian H. Huerta, University of Southern California
Participants: Pedagogy of the Suppressed: Culturally Relevant Education as Intervention. Mario Gerardo Galicia, University of California - Santa Barbara
Sorted on the Outs: Carceral Spillover and Gang Labeling. patrick lopez-aguado, Santa Clara University
“Trust Me”: Latino Male Gang Youths’ Letters to Their Younger Peers. Adrian H. Huerta, University of Southern California
Discussant: Desmon Upton Patton, University of Chicago

15.059. Fairmont Royal York Roundtable Session One; Roundtable Session

Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Susan Glover Takahashi, OISE/University of Toronto
Participants: Investigating the Comparability of Multiple-Choice and Constructed-Response Science Assessments. Cari F. Herrmann-Abell, BSCS Science Learning; Joseph Hardcastle, American Association for the Advancement of Science
George E. DeBoer, American Association for the Advancement of Science
Using Many-Facet Rasch Model to Examine Student Performance on Contextualized Science Assessment. Xiaoming Zhai, Michigan State University; Maria Araceli Ruiz-Primo, Stanford University; Min Li, University of Washington; Dongcheng Dong, University of Washington - Seattle; Klint Kanopka, Stanford University; Philip Hernandez, Stanford University; Jim Minnrel, FACET Innovations

Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Julie Anne Corrigan, University of Ottawa
Participants: Moving Beyond Efficacy: Applying Mixed Methods Design for Conceptual Change Research. Ashley R. Vaughan, Miami University
Adapting Participatory Rank Methodology From a Public Health Context to an Educational Research Context. Maria Cioè-Peña, Mount St. Mary University; Eric Cioè-Peña, Hofstra University - North Shore-LIJ School of Medicine
Learning Research in a Laboratory Classroom: Challenges and
Opportunities. David J. Clarke, University of Melbourne; Man Ching Esther Chan, The University of Melbourne
Picturing Identities: The Affordances of Using Multimodal Data in Language Learning and Critical Literacy Research. Angélica Maia, Federal University of Paraíba - Brazil; Jonathan Feitosa Ferreira, The University of British Columbia
Democratizing Evidence in Evaluating Learning: Assessing Impacts of Academic Support Services on Student Outcomes. Victoria Ann Newsom, Olympic College; Michelle F. Yeung, Loyola Marymount University; Heather Newcomer, Olympic College

15.059-3. Learning Style, Personalization, STEM, and Instruction. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Mehmet "Dali" Ozturk, College of the Sequoias
Participants:
Advanced STEM Course Offerings and Completion in High School: A Study of Supply and Enrollment. Marshall Garland, Gibson Consulting Group; Amie Rapaport, Gibson Consulting Group
Design Personalized Exercises With Adaptive Testing Method. Jing Dai, East China Normal University; Xiaojing Gu, East China Normal University; Hong Zhou
Examining the Impact of Instructional Conversation on Students’ Writing Through Topic Model Analysis. Elaine Vu Duong, University of Georgia - Athens; Paula Jean Mellom, University of Georgia; Jodi Weber, University of Georgia; Rebecca K. Hixon, University of Georgia; Allan S. Cohen, University of Georgia
The Impact of Pedagogy on Learning Style. Qian Wang, Western Michigan University; Brooks Applegate, Western Michigan University; Catherine Sonia Wardley, Western Michigan University

15.059-4. Minority Faculty, Students, and Assessment. SIG: Measurement and Assessment in Higher Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Yang Tang, Qingdao University
Participants:
For Faculty, What Are the Functions of Institutional Assessment? Steven M. Culver, North Carolina A&T State University
Initial Validity and Reliability for the Sense of Belonging in College Scale. Katrina Borowiec, Boston College
Is the Student Opinion Scale Biased? Investigating Measurement of Minority Students’ Motivation. Catherine E. Mintz, University of Iowa; Derek Sauder, James Madison University
Discussant: Charles Scobisky, County College of Morris

15.059-5. A Statewide Collaboration for Integrating Education for Sustainability Into Teacher Preparation. SIG: Environmental Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Participants:
Interdisciplinary Environmental Thought in Action: Schooling and Education. Lucie Gagné, Kwantlen Polytechnic University; David B. Zandvliet, Simon Fraser University
Assemblage Thinking and the Mobilization of Education for Sustainable Development Policy Within a Canadian Province. Kathleen Aiken, University of Saskatchewan
A Statewide Collaboration for Integrating Education for Sustainability Into Teacher Preparation. Tamara Hohnlund, Washington State University; Kathryn A. Baldwin, Eastern Washington University; Michael S. Berger, Washington State University - Vancouver; Anne Egger, Central Washington University; Judith A. Morrison, Washington State University; Victor Neil, Western Washington University; Gustave Nollmeyer, Eastern Washington University; Gretchen Rollwagen-Bollens, Washington State University - Vancouver; Francene Watson, Washington State University
A Study of Climate Change Curriculum in Canadian Postsecondary Educational Institutions. Ana María Martínez, York University; Steve J. Akey, York University
Beyond Interconnected Sustainability Education: A Case Study of Green Schools of Excellence in North Carolina. Scott Morrison, Elon University; Nathan Hunicutt, Elon University
Eco-Leadership: Identifying Key Strategies in Addressing Core Challenges Through Exemplars in Australia, India, and the United States. Sylvia Christine Almeida, Monash University; Venessa Fernandes, Monash University; Lisa A.W. Keneder, Auburn University
Ecological Citizenship in the Early Years: Nurturing Children’s Growing Participation in Environmental Curriculum and Research. Susan Jagger, Ryerson University; Meghan Hayward, Ryerson University

15.059-6. Evaluation of Early Childhood Programs, Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Participants:
Collaborative Evaluation of a Social Emotional Curriculum in Head Start Programs. Allison Ann Howland, Indiana University; Meagan Benetti, Indiana University - Purdue
Direct and Indirect Impacts of Voluntary Pre-Kindergarten on Kindergarten Readiness and Achievement. Karyn A. Allee-Herndon, University of Central Florida; M. H. Clark, University of Central Florida; Haiyan Bai, University of Central Florida; Sherron K. Roberts, University of Central Florida
Impact of transitional Kindergarten on Grade 3 Achievement as Measured by Smarter Balanced Assessment Test. Jennifer De Anda, Riverside Unified School District; Sunny Liu, University of La Verne; MD Haque, University of La Verne

Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Ting Dai, University of Illinois at Chicago
Participants:
When Unobserved Heterogeneity Presents in CLPMs. Baeksan Yu, University of Pittsburgh; Richard James Correnti, University of Pittsburgh
New Model Evaluation Tools in Component-Based Structural Equation Modeling. Ji Hoon Ryoo, University of Southern California; Heungsun Hwang, McGill University
Examining Wording Effects on a Self-Concept Scale From TIMSS 2015. Minsun Kim, University of Missouri - Columbia; Ze Wang, University of Missouri
Discussant: Ting Dai, University of Illinois at Chicago

15.059-8. Toward Pedagogies for Eco-Ethical Becoming: International Collaborations for Eco-Justice Education. SIG: Environmental Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Veli-Matti Värsi, University of Tampere
Participants:
From Anxiety to Hope: Working Through Environmental Melancholia in Eco-Justice Education. Antti Saari, University of Tampere; Panu Pitkälä, University of Tampere
Circle of Life: Generating Empathy and Recognition in Eco-Justice Education. Raija Hannele Foster; Sami Keto
Eco-Justice Meditation as a Pedagogy of Connection, Responseability, and Love. Derek Rasmussen, Simon Fraser University; Rebecca A Martusewicz, Eastern Michigan University
Vitalism and Voice: Toward a Pedagogy for Eco-Ethical Communication. Agnes Kryński, Eastern Michigan University; Rebecca A Martusewicz, Eastern Michigan University

15.059-9. Philosophical and Methodological Explorations of Complex Phenomena. Division D - Measurement and Research Methodology; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:00-1:30pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
Understanding and Resisting Audit Culture and the Politics of Performance and Accountability. Marc T. Spooner, University of Regina
Understanding How Teachers Adapt Research-Based Curriculum in a Test-Driven Era. Melanie Caughey, University of Louisiana at Lafayette;
15.060-1. Activism and Resistance in Changing Political Contexts.
Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Julian Vasquez Heilig, California State University - Sacramento
Participants:
- Education, Activism, and Social Change: Strategies and Tensions in the Work of a Nonprofit Organization. Maria J Ruiz-Martinez, University of Colorado - Boulder; Rebecca Flores, University of Colorado - Boulder; Blanca Elena Trejo, University of Colorado - Boulder
- Images of Educational Leadership: How Principals Make Sense of Democracy and Equity in Two Distinct Political Contexts. Tina M. Trawilii, University of California - Berkeley; Jornann Moller, University of Oslo; Ruth Jensen, University of Oslo; René Espinoza Kissell, University of California - Berkeley; Eivind Larsen, University of Oslo

Refusing the Test: How Educational Leaders Negotiate the Political and Ethical Dilemmas of Opting Out. Terri S. Wilson, University of Colorado Boulder; Wagma S. Mommandi, University of Colorado - Boulder; Matthew Hastings, University of Colorado - Boulder

The Elephant in the Room: Discreet Activism in Conservative Districts Following the 2016 Presidential Election. Katherine Rodela, Washington State University

"Our Schools Are Closing, but No One Asked Us": Competing Narratives on School Closure Decisions. Isela Pena, The University of Texas - El Paso; Karina Chantal Camaba, The University of Texas - El Paso; Rodolfo Rincones, The University of Texas - El Paso

15.060-2. Collaborative Team-Building to Measure Effectiveness.
Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Robert H. Voelkel, University of North Texas
Participants:
- A Collaborative Approach to Teacher Evaluation. Jill Bradley-Levine, Ball State University
- Connecting Transformational Leadership, Professional Learning Communities, and Teacher Collective Efficacy. Robert H. Voelkel, University of North Texas
- Effects of Leadership Practices and Professional Learning Communities on Teachers' Self-Efficacy and Perceived Whole-Child Development in Kindergartens. Chrysa Pui Chi Kang, Chinese University of Hong Kong; Honghao Yao, Chinese University of Hong Kong; Winnie Wing Yi Tam, The Chinese University of Hong Kong
- High-Functioning and Less Well-Functioning Professional Learning Community Teams: Implications for Leaders. Robert H. Voelkel, University of North Texas
- Principals' Boundary Activities and School Violence: The Mediating Role of School Management Teams' Effectiveness. Pascale Sarah Benoliel, Bar-Ilan University

Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Israel Aguilar, Texas A&M University Corpus Christi
Participants:
- Building Capacity for Technology Teacher Leadership Through Collaborative Inquiry. Brittany Collier-Gibson, The Ohio State University - Lima; Anika Ball Anthony, The Ohio State University; Lauren Acree, The Ohio State University
- Principals' Perceptions on Implementing Special Education Services in School. Anna Q. Sun, Rowan University; Joy F Xin, Rowan University
- School Leaders Developing Effective Conversations With Teachers About Data Use. Anne Berit Eiendag, Norwegian University of Science and Technology; Idé Katrine Birkeland, BI Norwegian Business School
- School Leaders’ Efficacies and Their Impact on English Learners Language Growth. Pilar Moreno-Recio, Goose Creek Consolidated Independent School District; Antonio Corrales, University of Houston - Clear Lake; Renee Lastrapez, University of Houston - Clear Lake; Amy Orunge, University of Houston - Clear Lake
- The Lack of Leadership Pedagogical Knowledge and Its Potential Impact in Schools. Megan Hallissey, Columbus State University

Discussant: Barbara L. Pacey, University of North Texas

15.060-4. Affect and Post-Qualitative Inquiry in Education.
Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Participants:
- Emotion as Evidence: Critical Pedagogy, Embodiment, and Emotionality in Academia. Gema Cardona, Berkeley University of California

Post-Qualitative Research: Working Toward Transformative Change Through a Rhizomatic Approach. Kelly C. Johnston, Baylor University

15.060-5. A Seat at the Table: Shaping Historically Minoritized Students’ Access to Higher Education.
Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Participants:
- Affirming Indigeneity in Public Spaces: Indigenous Mexican Testimonios About Higher Education. Gabriela Kovats Sanchez, San Diego State University
- College for Students With Intellectual Disabilities? Boldly Going Where Others Have Gone Before. Kagendo Mutua, The University of Alabama; Amy M. Williamson, The University of Alabama - Tuscaloosa; Mvarumba Mwavita, Oklahoma State University; Heather English, The University of Alabama
- Latina Engineering Students in Intersections of Gender and Sexuality. Alberto Esquínca, San Diego State University; Elisa Quiroz Villa, The University of Texas - El Paso; Lidia Herrera-Rocha, The University of Texas - El Paso
- Sister’s Journey: Building Community, Resilience, and Sisterhood in a Culturally Relevant, First-Year Undergraduate Course. Matisha E. Beasley, University of San Francisco; Samarah Blackmon, University of California - Los Angeles; Michelle Renee Smith, Alief Independent School District; Joni Tunstall, University of California - Los Angeles

15.060-6. Historical and Social Contexts That Shape Diverse Asian American Communities and Their Educational Outcomes.
Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Susan J. Paik, Claremont Graduate University
Participants:
- South Asian Immigration and Education in the United States: Understanding Historical and Social Contexts. Zaynah Rahman, Claremont Graduate University
- History and Postwar Acculturation: Their Roles in Shaping Experiences of Southeast Asian American Students. Stacy Kula, Azusa Pacific University
- Policy and Historical Implications for East Asian Immigration and Education in the United States. Lorine Erika Saito, Pacific Academy
- Examining the Historical and Social Contexts of Filipino Immigrants and Their Educational Outcomes. Matthew A. Witenstein, University of Dayton

Discussant: Linda M. Perkins, Claremont Graduate University

15.060-7. School Choice and Intersectionality: Comparative and International Perspectives From the United States, China, and Israel.
Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Michael W. Apple, University of Wisconsin - Madison
Participants:
- School Choice and Disposable Urban Communities: The Complicated Relationship Between Neoliberal Education Reform and Race. Thomas C. Pedroni, Wayne State University
- Minoritized Middle-Class Parental Choice: Palestinian Middle-Class Parents’ Choice of Palestinian-Jewish Bilingual (Arabic-Hebrew) Education. Assaf Meshulam, Ben-Gurion University of the Negev
- (Re)Construction of Choice: Parental Choice of Internationally Oriented High Schools in China. Shuning Liu, Ball State University

Discussant: Michael W. Apple, University of Wisconsin - Madison

15.060-8. Multiple Perspectives on Structural and Cultural Inequalities Across International Contexts.
Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-
15.060-9. (Re)Visioning and (Re)Imagining Social Justice, Social Science, and STEM Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Participants:
A New Analytical Lens for Social Justice Issues in STEM Education.
Leona Donaldson, Drexel University
Critical Imaginations and Navigation of Equitable Science Pathways.
Reanna S. Roby, Michigan State University; Angela Cababrese Barton, Michigan State University
Decolonizing Social Science Education: A Collaborative Critical Auto-Ethnography of Racial Awareness in a Post-Truth Era. Lyric Harris, Towson University; Marcia J. Watson-Vandiver, Towson University
Meritocracy, Color Blindness, and an Assumed-to-Be-Postracial-Era: Challenges to Learning Mathematics in the Age of Neoliberalism. Mahtabl Nazemi, Thompson Rivers University

15.060-10. Elliot Eisner SIG Roundtable. SIG-Elliot Eisner; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Participants:
Exploring Visual Art Students’ Balanced and Successful Thinking in Project-Based Learning Environments. Delane Ingalls Vanada, University of Florida & Boston University
Kurt Rowland's Visual Education: A Bridge Between Levels of Human Experience. Donna Goodwin, University of Northern Colorado; Bruce Uhrmacher, University of Denver
Re-Visioning Eisner's Arts and the Creation of Mind: Contemporary Arts Pedagogy and Advocacy. Jennifer Bartee, University of Denver

15.060-11. Investigating Personal and Professional Growth Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Valerie A. Allison, Susquehanna University
Participants:
Navigating the Personal Challenges and Sociopolitics of Doctoral Supervision: A Self-Study. K. Andrew R. Richards, University of Illinois at Urbana-Champaign; Tim Fletcher, Brock University
Putting Posthuman Theory to Work in Collaborative Self-Study. Tammy Mills, University of Maine; Charity Dacey, Montclair State University; Kathryn Jill Strom, California State University - East Bay; Linda Whalen Abrams, Knowles Teacher Initiative
Teaching as Becoming: A Self-Study Exploring Possibilities of Feminist Pedagogy in Higher Education. Sarah Wolfe Kaufman, DePaul University

15.060-12. It’s More Than Just a Placement: Thinking Beyond Least Restrictive Environment and Inclusion. SIG-Disability Studies in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:00-1:30pm
Chair: Lauren Katzman, Urban Special Education Leadership Collaborative
Participants:
A Capabilities Approach to Re-envisioning the Individuals With Disabilities Education Act’s Least Restrictive Environment Mandate. Sumin Lim-Mullins, The University of Kansas
Accomplices and Aliibis of General and Special Education: Colluding in Excluding. Beth A. Ferri, Syracuse University; Federico R. Waiteoller, University of Illinois at Chicago
Honoring, Constructing, and Supporting Neurodiverse Communicators in Inclusive Classrooms. Christine Elaine Ashby, Syracuse University; Casey Woodfield, Rowan University
Integrated Co-Teaching Classroom Teachers Through a DiSCrit Lens: The Impact of Teacher Beliefs and Perceptions. Tanya E Friedman, ATAPE Group; Arminich Hallaran; Mallory Locke, New York City Department of Education

15.061. MTCC Roundtable Session Two; Roundtable Session

15.061-1. Special Education and (Dis)Ability at the Intersections. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm
Participants:
Approximating "Normal": A Critical Examination of Racial Privilege and Mental Disability. Elena Hatton Silverman, Indiana University - IUPUI; Maureen Negrelli Coomer, Indiana University - Indianapolis; Mercedes Adell Cannon, Indiana University - Indianapolis
Disproportionality of English Learners in Special Education: California Reclassification Policies and Effects on Intersectional Students. Cassandra Nicole Lane, San Francisco State University; Jennifer Levine-Smith, San Francisco State University; Irina S. Okhremtchouk, San Francisco State University
Erased: A Critical Analysis of the Racialized Discourse of Research on Exclusionary Discipline in Special Education. Hyejung Kim, Texas A&M University - Commerce; Audrey A. Trainor, New York University; David E. Kirkland, New York University
Social Exclusion of Peers With Learning Difficulties: The Thoughts of Grades 3 and 4 Students. Ting-Jou Wu, The University of Western Ontario; Elizabeth Nowicki, University of Western Ontario; Lynn Dare, University of Western Ontario

15.061-2. Advances in Measuring Dimensions of Teachers and Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm
Chair: Ramon Emilio Fernandez, Pace University
Participants:
Developing a Measurement Instrument for Teacher Key Competencies. Jin Lin, Beijing Normal University; Xiufeng Liu, University at Buffalo - SUNY; Chun-Yen Chang, National Taiwan Normal University; Tianying Sun, Beijing Normal University; Xiaoyu Shi, Beijing Normal University
Developing a Scale for Preschool Teachers’ Design Thinking Engagement. Nanxi Chen, National Chengchi University; Huang-Yao Hong, National Chengchi University; Ching Sing Chai, The Chinese University of Hong Kong, Jhy-Chong Liang, National Taiwan Normal University; Pei-Yi Lin, National Chengchi University
Effects of a Visualization-Based Peer-Feedback Report on Teachers’ Technological, Pedagogical, and Content Knowledge Development in Lesson Study. Axi Wang, Beijing Normal University; Shengguan Yu, Beijing Normal University; Minhong Wang, The University of Hong Kong; Ling Chen, Beijing Normal University
The Clusters of Teachers Based on Their Perceptions of Learner-Centered Instruction. Yanjo An, University of North Texas; Diana Luninita Mindrila, The University of West Georgia

15.061-3. Alternatives Pathways to Traditional Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm
Chair: Pablo Cortez Ramirez, Arizona State University
Participants:
Beyond Legislation: Efforts at Increasing Teacher Diversity in Diverse-by-Design Charter Schools. Joanna R. Smith, University of Oregon; Priscilla Wohlstetter, Teachers College, Columbia University; Sara R Sanders, Teachers College, Columbia University
Can Alternative Teacher Preparation Programs Resolve Teacher Shortages in the United States? Sun Young Yoon, Education Northwest
Exploring a Bridging Program for Internationally Educated Teachers in Saskatchewan. Xia Ji, University of Regina
Relationships, Resources, Resilience: Professional Learning Communities to Improve Teacher Retention. Patricia Waters, St. Joseph’s College of Maine

15.061-4. (Always) Under Construction: Rethinking Teacher Education Programs and Structures. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm
15.061-5. Am I OK? Teachers’ Anxiety, Emotions, and Mindfulness. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Chair: Julianna E. Kershun, The University of Oklahoma Participants:
- CARE for Teachers: The Mediating Role of Distress Tolerance on Burnout. Lamira Khan, The Pennsylvania State University; Kimberly Marie Kohler, The Pennsylvania State University; Jennifer L. Frank, Penn State - Educational Psychology Counseling & S
- Examining Preservice Teachers Stress, Anxiety, and Mindfulness: Is There Sufficient Evidence to Justify Well-Being Interventions? David Spendlove, University of Manchester; Liz Birchmull, University of Manchester; Robert Buck, University of Manchester; Margarita Panayiotou, University of Manchester
- Facilitating Emotional Connectedness in Teacher Education: A Practitioner Inquiry. Nastasia Lawton-Stickler, Clark University; Katherine Bielaczyc, Clark University
- The Effect of Emotion on the Development of Teachers’ Assessment Knowledge and Practice. Frances Edwards, The University of Waikato

15.061-6. Centering Race and Marginalized Voices Across Policies and Practices. Division G - Social Context of Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Participants:
- What is a “Blood Debt” is Owed: The Experiences and Survivance of Doctoral Students of Color. Tucia Roberts, University of Rochester; Lorena Gutierrez, University of California Riverside; Theda Gibbs-Grey, Ohio University; Raven Jones Stambough, Michigan State University

15.061-7. Critical Approaches to Research. SIG-Critical Educators for Social Justice; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Chair: Ana Carolina Fernandes de Bessa Antunes, University of Utah Participants:
- Community-Based Research: An Ethical Application of Multicultural Service-Learning? Rick Sperling, St. Mary’s University San Antonio; Michelle Drifill, St. Mary’s University; Cristian Avila, St. Mary’s University
- Be(com)ing Critical Scholars: The Emergence of Urban Youth Scholar Identities Through Research and Praxis. Ayana Allen-Handy, Drexel University; Shawna Lauren Thomas-EL, Drexel University
- You Can’t Go Home Again: An Auto-Ethnography of Educational Research in Post-Maria Puerto Rico. Aurora Santiago Ortiz, University of Massachusetts - Amherst

Refusing the Mandates of the Academy: Toward Methodological Arts of the Contact Zone. Jenna Cushing-Leubner, University of Wisconsin - Whitewater

15.061-8. Empowering Latinx Youth. SIG-Hispanic Research Issues; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Participants:
- Addressing the Latinization of Schools: Schooling Experiences of Latinx Youth. Daniel Morales, University of Massachusetts - Amherst
- "I Don't Want to Be Stereotyped": A Study With Latinx Students. Informed by Photovoice. Leslie Ann Locke, University of Iowa; Gerta Bardhi, The University of Iowa; Jeremy Swanton
- Resilience in Action: Reflections From Latinx Students Belonging to a Youth Participatory Action Research Club. Saskias Casanova, UC Santa Cruz; Roberto Renteria
- Reesuing Ersatze: Life Histories of Mexican American Youth in California Reformatory Schools. Maria C. Malagon, California State University - Fullerton

15.061-9. International Students Experiences in Education. SIG-International Studies; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Chair: Lucy K. Spence, University of South Carolina Participants:
- International-Mindedness as Part of Global Citizenship Education: Its Definitions and Development in International Baccalaureate Schools. Elena Jurasaite-O’Keefe, St. John’s University
- Assessing Mixed-Methods Research Quality in the European Student Mobility Literature. Keesen McKinley, University of Cincinnati
- “We Became Concerned With Attitudes of the Visitors”: One Nicaraguan Village Response to International Studies. Michael O’Sullivan, Brock University; Harry Smaller, York University

15.061-10. Language Socialization and Belonging: Fostering Pedagogies That Support Multilingual Learners and Speakers of Nondominant Varieties. SIG-Language and Social Processes; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Chair: Teresa Satterfield Linares, University of Michigan - Ann Arbor Participants:
- Linguistic Belonging and Dialogic Pedagogy in Two Elementary Classrooms. Lisl Alice Murdock-Perrera, Stanford University
- “It’s a Modified Version of Myself”: An Immigrant Student’s Narrative of Language Learning. Min Wang, St. John’s University; Daniel Ness, St. John’s University
- “Très bien. En français?” Multilingual Students Learning to Complete Their Thoughts in French (and English). Nicole King, The Ohio State University

15.061-11. Civic and Political Learning in a Politically Polarized Era: Exploring Civically Oriented Research-Practice Partnerships. Division G - Social Context of Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 12:00-1:30pm Chair: Ben Kirchner, University of Colorado - Boulder Participants:
- Pursuing Systematic Civics Reform in the 21st Century: Tensions and Possibilities From an Emerging Research-Practice Partnership. Daniela Kriel DiGiacomo, University of California - Riverside; Joseph Kahne; Eric Hodgin, University of California - Riverside
- Centering Students in Equity-Focused Research-Practice Partnerships. Shelley Zion, Rowan University; Nina Nagib, Rowan University
- An Ethnographic Depiction of Navigating School Based Partnerships in a Neoliberal Context. Janiece Zalina Mackey, Young Aspiring Americans for Social and Political Activism (YAASPA)
- Social Justice, Youth Participatory Action Research, and District-Sponsored Student Voice Initiatives: Learnings From One Student Board of Education. Ginnie Logan, University of Colorado - Boulder Discussant: Nicole Mirra, Rutgers University

Division and SIG Posters

15.062. MTCC Poster Session One; Poster Session
15.062-1. Computer-Based Experts and Models. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:00-1:30pm

Posters:
1. Bringing Powerful Ideas to Middle School Students’ Lives Through Agent-Based Modeling, Unit Adan, Northwestern University; Gabriella Anton, Northwestern University; Uji J. Wilensky, Northwestern University
2. Developing Computational Thinking in Scientific Inquiry: Use of sininvestigator in Problem Solving, Nancy Holmcheck, George Mason University; Terrie McLaughlin Galanti, George Mason University; James Treffl; George Tuci; Milai Boc, George Mason University; Dorin Marine, George Mason University
3. Modeling Student Interactions With an Online Map to Predict Differentiated Understanding of Scientific Observations in an Inquiry-Based Learning Environment. Eric G. Poitras, University of Utah; Kirsten R. Butcher, University of Utah; Matthew Orr, University of Utah; Michelle Hudson, University of Utah; Madlyn Runburg, Natural History Museum of Utah
4. Pilot Study of a Tutorial Dialogue System That Emulates the Contingent Scaffolding of Human Tutors. Sandra Katz, University of Pittsburgh; Patricia Albacete, University of Pittsburgh; Pamela Jordan, University of Pittsburgh; Irene-Angelika Chouanta, University of Tartu; Bruce Mclaren, Carnegie Mellon University
5. Supporting Scientific Thinking in Middle School: Impact of Expert Video Models on Students’ Collaborative Processing. Michelle Hudson, University of Utah; Kirsten R. Butcher, University of Utah; Madlyn Runburg, Natural History Museum of Utah
6. Teaching Writing With Technology in K–12 Classrooms: A Research Synthesis. Cheri Williams, University of Wisconsin; Sandra Lee Beam, Cincinnati Christian University
7. Can Technology Itself Provide Effective Feedback? Kyy Yon Lim, Ewha Womans University; Hana Park, Ewha Womans University; Ga Hyung Han, Ewha Womans University; Ji Young Lim, Ewha Womans University
8. Using a Divergent Thinking Map to Activate Students’ Creative Thinking. Meng Sun, The University of Hong Kong; Minhong Wang, The University of Hong Kong; Jiutong Luo, The University of Hong Kong
9. Mobile Learning and Student Cognition: A Systematic Review of Pre-K–12 Research Using Bloom’s Taxonomy. Helen Crompton, Old Dominion University; Diane Burke, Oreilo Educational Associates
10. A Pilot Study of a Tutorial Dialogue System That Emulates the Contingent Scaffolding of Human Tutors. Sandra Katz, University of Pittsburgh; Patricia Albacete, University of Pittsburgh; Pamela Jordan, University of Pittsburgh; Irene-Angelika Chouanta, University of Tartu; Bruce Mclaren, Carnegie Mellon University
11. Supporting Scientific Thinking in Middle School: Impact of Expert Video Models on Students’ Collaborative Processing. Michelle Hudson, University of Utah; Kirsten R. Butcher, University of Utah; Madlyn Runburg, Natural History Museum of Utah
12. Teaching Writing With Technology in K–12 Classrooms: A Research Synthesis. Cheri Williams, University of Wisconsin; Sandra Lee Beam, Cincinnati Christian University
13. Can Technology Itself Provide Effective Feedback? Kyy Yon Lim, Ewha Womans University; Hana Park, Ewha Womans University; Ga Hyung Han, Ewha Womans University; Ji Young Lim, Ewha Womans University
14. Using a Divergent Thinking Map to Activate Students’ Creative Thinking. Meng Sun, The University of Hong Kong; Minhong Wang, The University of Hong Kong; Jiutong Luo, The University of Hong Kong
15. Mobile Learning and Student Cognition: A Systematic Review of Pre-K–12 Research Using Bloom’s Taxonomy. Helen Crompton, Old Dominion University; Diane Burke, Oreilo Educational Associates

15.062-2. Contemporary Issues in Motivation Research Models of Motivation: Theoretical and Applied Advances. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:00-1:30pm

Posters:
10. A Motivation Treatment to Facilitate Academic Success for First-Generation Students Enrolled in an Online Course. Robert Paul Dryden, University of Manitoba; Raymond P. Perry, University of Manitoba; Jeremy M. Ham, Concordia University; Patti C. Parker, University of Manitoba; Judy Chipperfield, University of Manitoba; Tyler Knepe
12. College Students’ Belonging: Its Structure, Domain-specificity, and Relations With Motivation and Persistence in STEM Fields. Sungjun Won, The Ohio State University; Christopher A. Wolters, The Ohio State University; Shirley L. Yu, The Ohio State University; Matthew W. Stoltzfus, The Ohio State University; Ted M. Clark, The Ohio State University
13. Developing Elementary Students’ Motivation for Online Discussions and Argument-counterargument Integration: An Intervention Study. Namrada Paul, University of Kentucky; Tsz-Jung Lin, The Ohio State University; Michael Glassman, The Ohio State University - Columbus
14. Antecedent Conditions That Enhance Students’ Agentic Engagement. Stephanie Hyeyon Shin, Korea University; Johannmarshall Reev, Australian Catholic University
15. Digging Deeper: Understanding the Reading and Motivation Profiles of Marginalized Nonprofitreaders. Hlawatha D Smith, University of Wisconsin - River Falls; Samuel D. Miller, University of North Carolina - Greensboro
16. Distinguishing the Construct of Interest From Intrinsic Motivation, Intrinsic Value, and Mastery Orientation. Kyle M. Williams, Austin Partners in Education; Diane L. Schuerrtt, The University of Texas at Austin
17. Effects of Autonomy and Structure Support in Web-Based Inquiry Learning Environment. Danhui Zhang, Beijing Normal University; Yiran Cui, Beijing Normal University
18. Examining the Effects of Single-Shot Mindfulness Intervention on Conceptual Change. John Chuncey, University of Oklahoma; Benjamin C. Heddy, University of Oklahoma
19. Grit, Self-regulation, and Conscientiousness: Relations Among Constructs and Their Roles in Predicting Achievement. Annette Poonock, University of Maryland - College Park; Monica Morell, University of Maryland - College Park; Jessica Rose Gladstone, University of Maryland - College Park; Lara Tucci
20. Has Achievement Goal Theory Been Right? A Meta-analysis on Goal Structures and Personal Achievement Goals. Sophie Oczlon, University of Vienna; Lisa Bardach, University of York; Jakob Pietschnig, University of Vienna; Marko Lutfeneger, Universität Wien
21. In the Eyes of the Beholder: Undergraduates’ Perception of Relevance. Eric C. Schout, University of Maryland - College Park; Sofie Layeens, University of College Roosevelt; Fred Pian, Erasmus University; Patricia A. Alexander, University of Maryland - College Park
22. Latent Profile Analyses of Achievement Motivations and Metacognitive Behaviors and Their Relations to Achievement. Wonjoon Hong, University of Nevada - Las Vegas; Matthew L. Bernacki, University of North Carolina Chapel Hill
23. Military Veterans and Their Motivation to Persist in Distance Education Doctoral Programs. Paula Ross, Liberty University; Lucinda Spaulding
24. The Development of Students’ Academic Effort: The Unique and Combined Effects of Conscientiousness and Interest. Sven Rieger, University of Tubingen; Richard Gollner, Tubingen University; Marion Spengler; Ulrich Trautwein, University of Tubingen; Benjamin Nagengast, University of Tubingen; Brent W. Roberts, University of Illinois at Urbana-Champaign
25. The longitudinal pathway from growth mindset and goal commitment to academic outcomes: the mediation role of grit. Xin Tang, University of Helsinki; Ming-Ti Wang, University of Pittsburgh; Jiesi Guo, Australian Catholic University; Katariina Salmela-Aro, Cicer Learning, University of Helsinki
26. Getting a Grip of Psychological Evidence: Examining Students’ Evaluative Practices and Meta-epistemic Understanding. Gideon Dishon, Ben-Gurion University of the Negev; Sarit Barzilai, University of Haifa
27. An Evaluation of Early Intervention Career Exploration. Kathryn Ann Levine, University of Manitoba; Dawn L. Sutherland, University of Winnipeg
28. Comparison of School Characteristics Among Recognized ASCA Model Program (RAMP) and Non-RAMP Schools. Nancy M Choe, The College of William & Mary; Adrienne M Backer, The College of William & Mary
18.010. Session 2. Trauma and Violence in Students’ Lives: The Role of Education in Healing and Hurting. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104C; 2:25-3:55pm

Chair: April Z. Taylor, California State University - Northridge

Participants:
- Innovation Incubators for School Change: A Case Study of Two Elementary Schools Creating Trauma-Informed Learning Environments. Jeanne Kocher, Southern Illinois University; Anne Kathleen Schier, Southern Illinois University; Emilie Lohman-Irwin, Southern Illinois University; Jill Reedy, State of Illinois
- Aasne Memengwaan: Centering Indigenous Knowledge(s) for Indigenous Student Well-Being. Tanya Senk, Urban Indigenous Education Centre, Toronto District School Board; Antonino Giambraone, Urban Indigenous Education Centre of Toronto
- The Politics of Sexual Violence in Universities as Represented in Policy Documents and #metooPhD. Melody Viczko, University of Western Ontario; Rita Ann Gardner, The University of Western Ontario; Shannon McKechnie, The University of Western Ontario; Hayley Finn, The University of Western Ontario
- Sexual Violence and Women’s Education: Impacts on Academic Performance. Lana Sterman, University of Toronto-Toronto, Canada; Touraj Amiri, University of Toronto; Veronica Badali

Discussant: Dorothy L. Espelage, University of Florida

18.011. Race on Campus: Debunking Myths With Data.

AERA Presidential Session; Symposium

Metro Toronto Convention Centre, 100 Level, Room 104B; 2:25-3:55pm

Chair: Julie J. Park, University of Maryland - College Park

Participants:
- Introductory Comments by Chair, Symposium Overview, and Context. Julie J. Park, University of Maryland - College Park
- Influences of the Legal Arena on Myths Surrounding Affirmative Action. Liliana M. Garces, University of Texas at Austin
- Asian Americans and Affirmative Action. Megan Segols, Loyola University Chicago
- Critiquing the Mismatch Hypothesis. Kimberly Griffin, University of Maryland
- Why DON’T We See All the White Kids Sitting Together in the Cafeteria? Exploring the Campus Politics of Real and Perceived Racial Segregation. Nolan L. Cabrera, The University of Arizona

Discussant: Lorelle Espinosa, American Council on Education

Committee Sessions

18.012. Challenging Dominant Narratives of Sexual Violence Through Participatory Visual Methodologies. Committee on Scholars and Advocates for Gender Equity in Education; Symposium

Metro Toronto Convention Centre, 200 Level, Room 201E; 3:55pm-5:00pm

Chair: Catherine Vanner, McGill University

Participants:
- Hands-On Art, Hands-Off Gender-Based Violence: Auto-Ethnographic Reflexive and Visual Accounts in a Faculty of Education. Maria Ezzurra
- Response-ability for Addressing Sexual Violence in Educational Contexts: Theoretical Considerations. Pamela Lamb, McGill University
- Exploring Challenges to Education by Young Mothers in an Urban Slum Through Visual Participatory Methodologies. Milka Nyario, McGill University
- Participants/Facilitators/Researchers Experience Multiple Embodiments in a Cross-Cultural, Intergenerational Event to Support Girls Challenging Gender-Based Violence. Haleh Raisadat, McGill University; Catherine Vanner, McGill University; Seyed Mohammad Hani Sadati, McGill University; Pamela Lamb, McGill University; Milka Nyario, McGill University
- Technology, Art, and Curriculum: Teaching and Learning About Sexual Violence in an Innovative Educational Platform. Nissam Abdi, Dacalemia; Seyed Mohammad Hani Sadati, McGill University; Jackie Buesch, School of the Art Institute of Chicago; Loren Kleiman, Drew University; Pempho Daza Chinkondenji, University of Massachusetts - Amherst

Discussant: Relebohile Moletsane, University of KwaZulu-Natal
Chair: Victoria Kim, University of California - Los Angeles Participants: Walter R. Allen, University of California - Los Angeles; Phitsamay Sychikolkhong Uy, University of Massachusetts - Lowell; Gina Ann Garcia, University of Pittsburgh; Andrew Martinez, University of Pennsylvania Discussant: Victoria Kim, University of California - Los Angeles

18.014. The Future of Academic Freedom: Identifying Global Threats and Defining Universal Values. International Relations Committee; Symposium Metro Toronto Convention Centre, 200 Level, Room 205A; 2:25-3:55pm

Chair: Kurt Clausen, Nipissing University Participants: The Individual and the Collective in the Education Systems of Canada and the United States: A Philosophical Exploration. Claudia W. Roddenberg, The University of British Columbia What Historical Study Can Reveal to Educators: The Example of “Peace, Order, and Good Government.” Lynn Ellen Lemoski, University of Saskatchewan; Kurt Clausen, Nipissing University The Role of Sociology in Preparing Tomorrow’s Teachers: A Brief Comparison of the Canadian and American Contexts. David Mandzuk, University of Manitoba

18.016. Equity Innovation in Teaching and Learning. Division A - Administration; Paper Session Metro Toronto Convention Centre, 200 Level, Room 201B; 2:25-3:55pm
Chair: Erica Harbutkin, Vanderbilt University Participants: Reducing Inequities in Children’s Educational Success and Well-Being in Marginalized Communities Through Innovation in Education. Sejal Patel, Ryerson University; Maria Yee-man Yau, Toronto District School Board Students as Agents of Improvement in Increasing Equity in Schools. Lee Teitel, Harvard University; Circe Sambu, West Wind Education Policy Inc.; Jason B. Ness, Niles West High School Refining Equitable and Inclusive Pedagogical Practice: Capturing Practitioner-Based Evidence Through District-Wide Multivariate Equity Surveys. Motoaki Haru, Portland State University; Esperanza De La Vega, Portland State University; Elise Christiansen, Portland Public Schools; April Mara Arevalo, Portland Public Schools Value-Driven System-Level Change: Building and Sustaining Innovative Teaching and Learning Practices. Christopher W. Day, University of Nottingham; Christine Grice, The University of Sydney Discussant: Taharee A. Jackson, University of Maryland - College Park

18.017. The Unintended Consequences of Historical “Best Practices” in “Post-Truth” Times: A National and International Perspective. Division A - Administration; Working Group

18.018. Advances in Structural Equation Modeling. Division D - Measurement and Research Methodology; Paper Session Metro Toronto Convention Centre, 700 Level, Room 717A; 2:25-3:55pm
Chair: Yi Feng, University of Maryland - College Park Participants: Bayesian Latent Class Analysis for Person-Centered Research: Simulation Study on Conditional Dependence and Prior Choice. Jae hoon Lee, Texas Tech University; Kwanghee Jung, Texas Tech University; Junghyuk Park, Kyungpook National University; Hyeran Park A Multigroup Factor Analysis Approach to Analyzing Simple Matrix Sampling Planned Missing Data: (When) Does It Work? Ting Dai, University of Illinois at Chicago; Yang Du, University of Illinois at Urbana-Champaign; Jennifer G. Cronley, University of Illinois at Urbana-Champaign; Tia M. Fechter, Office of People Analytics; Frank Nelson, Temple University Controlling for Latent Confounding by Confirmatory Factor Analysis. Rui Lu, Teachers College, Columbia University; Bryan Sean Keller, Teachers College, Columbia University Optimization of Model Specification Search in Structural Equation Modeling With Mixed Ant Colony Optimization Algorithm. Ze yuan JIng, University of Florida; Walter L. Leite, University of Florida; Huan Kuang, University of Florida Oh %&$$!, They Cut My Funding: Using Planned Missing Data Methods to Salvage Longitudinal Research. Yi Feng, University of Maryland - College Park; Gregory R. Hancock, University of Maryland Discussant: Eun Sook Kim, University of South Florida

18.019. Approaches to Enhancing College Access and Career Development. Division E - Counseling and Human Development; Paper Session Metro Toronto Convention Centre, 700 Level, Room 717A; 2:25-3:55pm
Participants: Democratizing Equitable Futures in Public Education: An Interdisciplinary Approach to College Access. Christine Jean Yeh, University of San Francisco; Phuong Tang; Stephanie Khaziran The Relationships of School Connectedness and School Counselor Contact to Asian American Students’ College Enrollment. Jungnam Kim, Ball State University; Sangmin Park, California State University - Sacramento; Hong Ryun Woo, University of Louisville; Hyun bok Kim, The Pennsylvania State University A Qualitative Exploration of STEM Career Development of High School Students in Taiwan. Ji aqi Li, Wichita State University; Wei - cheng Joseph Mau, Wichita State University; Sh r jy Chen, Tsing Hai University; Tzu Chi Lin, Tsing Hai University; Ting Yu Lin, Tsing HAI University Predicting Changes in Vocational Exploration: The Role of Parental Behaviors and Family Characteristics. Emilie Gagnon, Université Laval; Catherine Ratelle, Université Laval; Geneviève Boisclair Chateauvert, Université Laval; Stéphane Duchesne, Université Laval; Frederic Guay, Université Laval

Chair: Shuning Liu, Ball State University Participants:
Immigration and the Transition Between School Systems: Analyzing the Experiences of a Group of Colombian Mothers With Canadian Schools. Phillippa Myers, University of Western Ontario; Gus Riveros, University of Western Ontario; Ahhishala Duggal, University of Western Ontario

“Alas My Life I Has to Fight”: Single Black Mothers Using Cultural Capital in Schools. Elizabeth Holloway Morgan, University of California - Davis

Examination of Middle-Class Korean Immigrant Mothers’ Book Selections. Jehee Kwon, SUNY - College at Fredonia

Radical Mothering as Pedagogy. Davena Y. Jackson, Michigan State University; Cierra Presherby, Michigan State University

Discussant: Shelley Zion, Rowan University


Metro Toronto Convention Centre, 700 Level, Room 711; 2:25-3:35pm

Chair: Maneka Deanna Brooks, Texas State University

Participants:
“Wheels the Tail Wagging the Dog”: Assesment as a Mediating Context in Secondary Literacy Education. Julie E. Learned, University at Albany - SUNY; Laura Dacus, University at Albany - SUNY; Mary Jo Morgan, University at Albany - SUNY; Kathryn S. Schliller, University at Albany - SUNY; Guher Gorgun, University at Albany - SUNY

Interrogating Oral Reading in Secondary Literacy Intervention Classrooms. Katherine K. Frankel, Boston University; Maneka Deanna Brooks, Texas State University

Is Knowledge the Problem? Supporting Diverse Readers Accessing Challenging Texts. Sarah M. Lupo, James Madison University; Amanda Kibler, University of Virginia

Transnational Youth’s Critical and Intellectual Engagement With Narco/corridos. Cati V. de los Rios, University of California - Davis

Whose Digital Revolution? Critical Issues in Adolescents’ On- and Offline Literacies. Earl Aguiler, California State University - Fresno

Discussant: Danny C. Martinez, University of California - Davis

18.022. Dimensions of Community Cultural Wealth Across Time and Place: Chicana/o Efforts for Educational Equity. Division G - Social Context of Education; Symposium

Metro Toronto Convention Centre, 700 Level, Room 706; 2:25-3:35pm

Chair: Tara J. Yooso, University of California - Riverside

Participants:

Familial and Social Capital in “Mexican Town”: Creating Community Beyond Barstow’s Clark Street School, 1936–1950. Michaela J. López Mares-Tamayo, Pasadena City College


Discussant: Tara J. Yooso, University of California - Riverside

18.023. Multimodal Approaches to Exploring Gentrification and Schools: Real Estate, Experiences, and School Community Transitions. Division G - Social Context of Education; Symposium

Metro Toronto Convention Centre, 700 Level, Room 712; 2:25-3:35pm

Chair: Pauline Lipman, University of Illinois at Chicago

Participants:
“Now They’re Coming After Our Schools”: Interrogating Urban Intimacies of Children and Displacement. Michael R. Scott, The University of Texas at Austin

Contested Space: The Role Public School District Policies Play in the Residential Gentrification Process. Sarah Rothschild, Chicago Teachers Union; Lillian Osborne, Chicago Teachers Union

Space Matters: The Gentrifying School and Traditional Resident Family Experiences. Gregory Brian Pulte, The University of Texas at Austin

“Computational Residents”: Smart Cities, Gentrification, and Education. Kalervo N. Gilsun, University of New South Wales; Duncan McDue-Ra, University of New South Wales

Discussant: Pauline Lipman, University of Illinois at Chicago


Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 2:25-3:35pm

Chair: Stephen J. Schellenberg, Blue Dog Data, LLC

Participants:
Postsecondary Partnerships in Early College Implementation: Evidence From the College and Career Readiness Expansion Program. Eric Grebing, University of North Carolina - Greensboro; Ramsey Cardwell, University of North Carolina - Greensboro

Ensuring Access to Programming for All Students: An Evaluation of Equity in a District’s International Baccalaureate Programming. Leila Richey Nuland, Hanover Research; Michael Greenfield, Harrison Central School District; Cate Keller, Hanover Research; Nadya Abramova, Hanover Research; Joy Gitter, Iris Lew

Shifting to Project-Based Learning in the Advanced Placement Context. Anna Ros fascist Sacreda, University of Southern California; Amie Rapaport, Gibson Consulting Group; Elizabeth Marweah, Gibson Consulting Group; Jill Carle, Gibson Consulting Group; Ying Liu, University of Southern California; Sarah Jean Johnson, University of California - Los Angeles; Janet Li; Danial Aaron Hoepfner, Gibson Consulting Group; Marshall Garland, Gibson Consulting Group, Inc.

College Entrance Reform in Shanghai: A Case Study of a High School in Shanghai. Jing Wang, The Chinese University of Hong Kong


Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 2:25-3:35pm

Chair: S. Marshall Perry, Saint Mary’s College of California

Participants:
A Case for Regression Discontinuity Design in Impact Evaluations. Henry May, University of Delaware; Akihisa Jones, University of Delaware; Aly Blakeney, University of Delaware

Evaluating Implementer Perceptions of an Assessment to Feedback System Through Thematic Analysis. Jacqueline Slep, The State University of New Jersey; Timothy J. Cleary, Rutgers University; Erica R. Pavlo, Rutgers University; Devora Panish, Rutgers University; Nikki E Sharouqim, The State University of New Jersey; Thomas Gambone, Rutgers University


English Learner Reclassification: Impacts on Student Outcomes and Potential Mechanisms. Mark Chin, Harvard University

18.026. International Higher Education and Geopolitical Power: Critical Perspectives on University Activities in the United States. Division J - Postsecondary Education; Symposium

Metro Toronto Convention Centre, 200 Level, Room 202B; 2:25-3:35pm

Chair: Jonny J. Lee, The University of Arizona

Participants:
Speaking Truth to Power: Exploring Geopolitics in U.S. Campus Internationalization Plans. Chrystal George Mwangi, University of Massachusetts - Amherst


Transnational Partnerships and Dual Degrees: Entrepreneurial Strategies for Internationalization. Dale LaFluer, The University of Arizona

Interest Convergence and the Commodification of International Students in the United States. Christina W Yao, University of Nebraska - Lincoln

Graduate Education and Research in the Geopolitics of Higher Education. Brendan Cantwell, Michigan State University

18.027. Success for Underrepresented Students in Higher Education. Division J - Postsecondary Education; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 202A; 2:25-3:35pm

Chair: Christina S. Haynes, University of Wisconsin - LaCrosse

Participants:
Designing College Programs to Promote Career and Major Self-Efficacy Among Underrepresented Students: An Ecological Perspective. Liane Indra Hulpole, University of Southern California; Joseph Kitchen,
18.031. Leavers, Pushed-Outs, and Those Who Stay: Teachers
Participants:
Discussant:
Participants:
Discussant:

The Staying Power of Status Quo Scripts: Preservice Teachers’ Field
Collaboration With Families of Students With Disabilities: Are Teachers
Child Perspectives on the Impact of Clinically Based Field Experiences
Mainstream Teachers’ Views on Working With English Language
The Influence of Stereotypicality on Preservice Teachers’ Perceptions
Becoming Accomplices for Racial Justice: Preservice Teachers
Invisible or Hypervisible: Narratives of Brown Professors in Higher
Education

18.032. “Well Situated to Do the Work”: Female Professors of Color Navigating White Academia
Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 703; 2:25-3:55pm
Chair: Bettina L. Love, University of Georgia
Participants:
“Well Situated to Do the Work”: Female Professors of Color Navigating White Academia. Sherrell A. McArthur, University of Georgia - Athens; Morgan Faison, University of Georgia; Bettina L. Love, University of Georgia; Christine Montecillo Leider, Boston University; Christina L. Dobbs, Boston University
Teacher Education Gap: The Experiences of Three Black Women Professors Navigating White Resistance in the South. Sherrell A. McArthur, University of Georgia - Athens; Morgan Faison, University of Georgia; Bettina L. Love, University of Georgia
Invisible or Hypervisible: Narratives of Brown Professors in Higher Education. Christina L. Dobbs, Boston University; Christine Montecillo Leider, Boston University

Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 2:25-3:55pm
Chair: Heather Bemmernutty, Queens College - CUNY
Participants:
The Influence of Stereotypicality on Preservice Teachers’ Perceptions and Decisions About Black Girls. Terry Allen, University of California - Los Angeles; Jamelia Nicole Harris, University of California - Los Angeles
Mainstream Teachers’ Views on Working With English Language Learners: Preparing Preservice Teachers for ESL Inclusion. Hye Kyeung Kim, Binghamton University - SUNY; Maomao Feng, Binghamton University - SUNY
Persona Work: Challenges of Connection and Control. Martha Curren-Peiris, University of Michigan
Discussant: Rhonda Suzanne Bondie, Harvard University

18.030. Examining Field Experiences From New Perspectives.
Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 2:25-3:55pm
Chair: Jennifer Young Wallace, Jackson State University
Participants:
Child Perspectives on the Impact of Clinically Based Field Experiences on Learning Outcomes and School Culture. Sara Lohman Hartman, Ohio University; Charles L. Lowery, Ohio University; Michael E. Hess, Ohio University; Chris Kennedy, Ohio University; Ann Kaufman, Marietta College; Marcy Kennedy, Ohio University; Madison P. Coy, Ohio University
Collaboration With Families of Students With Disabilities: Are Teacher Candidates Ready? Amy Accardo, Rowan University; Joy F Xin, Rowan University; Margaret Shuff, Rowan University - Glassboro, NJ
The Staying Power of Status Quo Scripts: Preservice Teachers’ Field-Based Encounters With the Masculinity Narrative in Elementary School Settings. Kathy J. Carter, The University of Arizona; Amanda T. Sugimoto, Portland State University; Kasey Stuart, University of Arizona
Discussant: Diane Yendol-Hoppey, University of North Florida

Responses to Professional Pressures.
Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 705; 2:25-3:55pm
Chair: Rupert Clive Collister, OISE/University of Toronto
Participants:
Teacher Identity as a Superpower: Analysis of the Stories of Teacher Leavers. Celina Marie Lay, Brigham Young University; Anna Bromley Andrews; Lana Robinson Bailey; Stefanie E. Pinnegar, Brigham Young University
Staying Power: Teacher Longevity at Title I Schools. Tomoko M. Nakajima, University of California - Los Angeles
Untold Stories: Pushing Teachers Out by Leaving Life Experience at the Classroom Door. Steve Lebherz, La Trobe University
Missing in Action: Did They Really Go Because of Test Scores? Doris Anne Krioss, University of North Carolina - Greensboro; Salem Rainey Metzger, University of North Carolina - Greensboro; Samuel D. Miller, University of North Carolina - Greensboro
Discussant: Christina Hamilton, Huston-Tillotson University

18.033. This I Believe: Educators’ Attitudes About Students and the Work.
Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 704; 2:25-3:55pm
Participants:
How Teachers’ Professional Attitudes Predict Students’ Social and Emotional Learning and Academic Achievement. Christine Calderon Vriesema, University of California - Santa Barbara; Carly Dolan Robinson, Harvard University
Unified Voices: National Survey of Educators’ Perceptions of Teacher Practices. Tane Hudgens, National Institute for Excellence in Teaching; Andrey A. Logis, National Institute for Excellence in Teaching
“They Have a Lot of Potential”: High School Mathematics Teachers’ Perspectives on Difficult Students. Catherine E. Callicott, Arizona State University; Kelly Curtis, University of Delaware; Esther Avila Rodriguez, Arizona State University; Amanda Jansen, University of Delaware; James A. Middleton, Arizona State University; Julie Koshy, Arizona State University
From Supportive to Domineering: How Texas and Massachusetts Teachers Describe School Administrators’ Attitudes About Teaching. Rachel E. Gaines, Kennesaw State University
Discussant: Sharon H. Ulanoff, California State University - Los Angeles

Division L - Educational Policies and Politics; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 2:25-3:55pm
Chair: Erica Owyang Turner, University of Wisconsin - Madison
Participants:
Toward a More Robust Approach to Educational Policy Analysis. Abby Beneke, University of Wisconsin - Madison
Using Fiscal Policy to Increase Equity: Context Matters for the Outcomes of Weighted Student Funding. Lena Batt, University of
Division L - Educational Policies and Politics; Paper Session  
Divison L - Educational Policies and Politics; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 201D; 2:25-3:55pm  
Chair: Sonya Shariffard, Pepperdine University  
Participants:  
Discourse of Denial: The Morally Disengaging Subtext of State Takeover in Little Rock. Davis Clement, University of Virginia; Jason A. Chen, The College of William & Mary  
Strengthening Local Governance of Schools: Evidence From Pakistan. Minahil Asim, University of California - Davis  
Top-Down Governance of Bottom-Up Change Processes: An Israeli Policy Network Case Study. Henny Ramiel, Ben-Gurion University of the Negev; Adam Leptestin, Ben-Gurion University of the Negev  
18.036. Crossing Boundaries in Defining Effectiveness: Investigating Special Education Teachers’ Instructional Quality in Teacher Evaluation. Division L - Educational Policies and Politics; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 203A; 2:25-3:55pm  
Chair: Nathan Jones, Boston University  
Participants:  
Observing Special Education Teachers in High-Stakes Teacher Evaluation Systems. Courtney A. Bell, ETS; Nathan Jones, Boston University; Mary T. Brownell, University of Florida; Yi Qi, Educational Testing Service; Melissa Fowler, Educational Testing Service  
Examining the Role of Instructional Context in Predicting Special Educators’ Scores on Framework for Teaching. Mary T. Brownell, University of Florida; Nathan Jones, Boston University; Courtney A. Bell, ETS; Daisy Pua, University of Florida; David John Peyton, University of Florida  
Differing Conceptions of Teaching: Expert Special Educators’ Perceptions of the Framework for Teaching. Hannah Morris Mathews, Boston University; Nathan Jones, Boston University; Courtney A. Bell, ETS; Mary T. Brownell, University of Florida; Yi Qi, Educational Testing Service  
Instructional Behaviors in Question: Convergent and Divergent Themes of Effective Instruction. David John Peyton, University of Florida; Daisy Pua, University of Florida; Mary T. Brownell, University of Florida; Courtney A. Bell, ETS; Nathan Jones, Boston University  
Discussants: Julie Jackson Cohen, University of Virginia; Daniel F. McCaffrey, ETS  
18.037. Helping the Unseen: Supporting Vulnerable Student Populations Experiencing Homelessness. Division L - Educational Policies and Politics; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 202D; 2:25-3:55pm  
Chair: Joseph Bishop  
Participants:  
Young, Black, Successful, and Homeless: Exploring Academic Success of Black Students Who Have Experienced Homelessness. Earl J Edwards, University of California - Los Angeles  
Housing Instability, Dreams Deferred, and the Pursuit of Education. Ann M. Axile, University of Delaware  
Precarious Living: The Relationship Between Housing Policies, Living Conditions, and High School Educational Outcomes. Aline Soares, University of California - Los Angeles  
18.038. Bullying, Cyberbullying, and Victimization in the Digital Age. SIG-Adolescence and Youth Development; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 201A; 2:25-3:55pm  
Chair: Breanna Catherine Lawrence, Brandon University  
Participants:  
Bullying, Cyberbullying, and Weapon Carrying in U.S. Adolescents: A Latent Class Analysis. Diana Luminita Mindrila, The University of West Georgia  
Bullying in the Digital Age: Changing Discourse of Cyberbullying. Intervention and Prevention Methods in Literature. Merve Bisdogan, Indiana University; David B. Estell, Indiana University  
Bullying Victimization Within Adolescent Friendships. Karen Leigh Bouchard, University of Ottawa Heart Institute; Heather Woods, University of Ottawa; David Smith, University of Ottawa  
Finstring: High School Students and Their Private Instagram Accounts. Derek L. Anderson, Northern Michigan University; Isabelle Karl, Northern Michigan University  
18.039. Critically Engaged Educational Research: Leveraging Creative and Collaborative Pedagogies for Transformative Change. SIG-Bilingual Education Research; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 201F; 2:25-3:55pm  
Chair: Laura Hamman-Ortiz, University of Colorado - Boulder  
Participants:  
Envisioning a Critical Translanguaging Space: Collaborative Bilingual Identity Texts as Research and Pedagogy. Laura Hamman-Ortiz, University of Colorado - Boulder  
Testimonios as Pedagogical Tool in the Two-Way Bilingual Education Classroom. Dan Heiman, University of North Texas; Michelle Vanes, University of Toronto  
Written Testimonios: “Dude, What Was Up With the Poem? It’s Messed Up!” Patricia Abril-Gonzalez, University of Texas at Austin  
Latinx Families’ Experiences and Perceptions of Collaborative Project-Based Learning in Their Children’s Bilingual Classroom. Adriana Alvarez, University of Colorado - Denver  
Discussant: Claudia C. Cervantes-Soon, Arizona State University  
18.040. The Role of Mapping Methodologies to Disrupt Neoliberalism and Injustices at the Intersections of Ableism and Racism. SIG-Critical Educators for Social Justice; Symposium  
Metro Toronto Convention Centre, 700 Level, Room 715A; 2:25-3:55pm  
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles  
Participants:  
Palimpsest as Spatial Methodology: Mapping Student Dis-location in Educational Contexts. Nirmala Erevelles, The University of Alabama  
Teachers as Critical Cartographers: Mapping to Dismantle Disabling and Racialized School Spaces. Margaret R. Beneke, University of Washington; Molly Elizabeth Stussy, Portland State University  
Disability, Race, and the Geography of School Choice: Toward a Dialectical Understanding of Urban Educational Space. Federico R. Waitoller, University of Illinois at Chicago; Christopher A. Lubinski, Indiana University  
Excavating Inequities: Making Space for Girls of Color Through Education Journey Mapping. Amanda L. Miller, University of Kansas; Courtney Lane Wilk, The University of Kansas; Grace Tamara Handy, The University of Kansas; Subini Ancy Annamma, The University of Kansas  
Discussant: Verónica Nelly Vélez, Western Washington University  
18.041. Critical Becky Studies: Critical Explorations of Gender, Race, and the Pedagogies of Whiteness. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium  
Metro Toronto Convention Centre, 600 Level, Room 606; 2:25-3:55pm  
Chair: Geneva L. Sarcedo, University of Colorado - Denver  
Participants:  
This Ain’t No “Wizard of Oz,” Becky: Using Parable to Explore Gender and Whiteness in Higher Education. Geneva L. Sarcedo, University of Colorado - Denver  
Two Woke Beckys? A Fan Fiction Conversation Between Derek Bell’s White Women. Naomi Nishi, University of Colorado - Denver; Tonia Guida, University of California - Los Angeles  
Love in the Time of Beckyism: On Willfulness and Wokeness in Teacher Education. Justin Phillip Jimenez, University of Minnesota - Twin Cities  
Book Club Becky: White Racial Bonding in the Living Room. Amanda Parker, University of New Mexico  
Border Becky: Exploring White Women's Emotionality, Ignorance, and Investment in Whiteness. Danielle Walker, University of Colorado - Denver
18.042. Home Learning Activities and Family Engagement Across Preschool and Kindergarten. SIG-Early Education and Child Development; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205C; 2:25-3:55pm
Chair: Meghan McCormick, MDRC
Participants: The Added Value of Learning Activities at Home During the Preschool Year. Christina Welland, University of Michigan; Amanda Ketner, University of Michigan - School of Education; Meghan McCormick, MDRC; JoAnn Hauch, MDRC
Stability and Variability in Family Involvement Across the Preschool-Kindergarten Transition. Maureen Myrtil, The Ohio State University - Columbus; Laura M. Justice, The Ohio State University; Kelly Partell, The Ohio State University; Jessica Logan, The Ohio State University - Columbus; Tzu-Jung Lin, The Ohio State University
The Home Literacy Environment of Spanish-Speaking Latino Families With Kindergarten Children. Gloria Yeomans-Maldonado, University of Michigan; Ann A. O’Connell, The Ohio State University
Discussant: Erin E. O’Connor, New York University

18.043. Assemblage Thinking and the Mobilization of Education for Sustainable Development Policy Within a Canadian Province. SIG-Environmental Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 2:25-3:55pm
Chairs: Vanessa Ann Klein, University of Maine at Orono; Catherine Hart, University of Regina; Teresa Katrina Lloro-Bidart, California State Polytechnic University - Pomona; Constance L. Russell, Lakehead University; Erin Spierling, University of Toronto - OISE; Sylvia Christine Almeida
Participants: Wild Pedagogies: A Scholaristic Experiment in Re-Wilding Research. Michael De Danann Sitka-Sage, Simon Fraser University; Bob Jickling, Lakehead University; Scan Blenkinsop, Simon Fraser University; Nora Timmerman, Northern Arizona University
Assessing the State of Canadian Environmental Sustainability Education in Teacher Education in a Post-Truth Era. Era Maurice Digiauseppe, University of Ontario Institute of Technology; Douglas David Karrow, Brock University; Richard Kool, Royal Roads University; Patrick Howard, University of Alberta; Emily Lin, University of Nevada - Las Vegas; Paul Elliott, Trent University; Laura Sims, Université de St. Boniface; Robert Vamvymbsgerhe, The University of British Columbia
Care and Conviviality: Reconfiguring Everyday Place Encounters in Early Childhood Education. Meagan Montpetit, University of Western Ontario; Sarah Black, University of Western Ontario
Collaborative Reflective Inquiry as Garden Eco-Pedagogy. Elizabeth Beattie, The University of British Columbia; Douglas Adler, The University of British Columbia; Sandra Anne Scott, The University of British Columbia
Examining Visual Rhetoric in Environmental Documentaries. Claire Ahn, Queen’s University
Discussions: Kathleen Aiken, University of Saskatchewan; Amy N. Catter-Mackenzie, Southern Cross University; Catherine Hart, University of Regina; Xue Dong, SUNY - College of Environmental Science & Forestry; Vanessa Ann Klein, University of Maine at Orono; Teresa Katrina Lloro-Bidart, California State Polytechnic University - Pomona

18.044. A #HipHopEd Compilation: Hip-Hop as Education and Knowledge of Self. SIG-Hip Hop Theories, Praxis & Pedagogies; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203B; 2:25-3:55pm
Chair: Ian Levy, Manhattan College
Participants: Creating a Shared Energy to Advance the Art of Teaching: A Collaborative Auto-ethnography Cypher. Marti Cason, Crowley ISD
Hip-Hop Development: Gifts From the Roots 4 Youth Engagement in Education and Health Prevention. P. Thand Hicks Harper, Youth Popular Culture Institute, Inc.
From BK to the Dirty to the Classroom: Implementing the Use of Hip-Hop Lyricism and Spoken Word as a Therapeutic Tool for Students. Qiana Spellman, Brooklyn Preparatory High School; Ian Levy, Manhattan College
Discussant: Edmund S Adjampong, Seton Hall University

Metro Toronto Convention Centre, 800 Level, Room 801B; 2:25-3:55pm
Chair: Monica Elaine Cardella, Purdue University
Participants: 1. Professional Engineering Organizations as Critical Informal Learning Environments for Latinos in STEM. Emily Tacredi-Brice Agbeyenga, LaGuardia Community College
2. “Making a Way Out of No Way”: Women’s Making Practices in a Public Library Makerspace. Rebecca M Teasdale, University of Illinois at Urbana-Champaign
5. Critical Youth Participatory Explorations of STEM Pathways. Day W Greenberg, Michigan State University
7. R3: Ruptures, Repairs, and Reconfigurations Within Family Design Trajectories. Don Lahonte, University of Washington - Seattle
9. Beyond the Child: The Impacts of Family STEM Programs on Siblings and Parents. Megan Ennes, North Carolina State University

18.046. Can We Debug It? Perceptions and Inquiry. SIG-Instructional Technology; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 601A; 2:25-3:55pm
Participants: A Computational Thinking Approach to Teaching Financial Literacy. J.D Jayaraman, New Jersey City University; John B. Black, Teachers College, Columbia University
A Longitudinal Examination of Students: Computational Thinking in an After-School Computing Program. Chryssalida Mouza, University of Delaware; Yi-Cheng Pan, University of Delaware; Hui Yang, University of Delaware; Lori Pollock, University of Delaware
An Empirical Investigation of Student Frustration With E-Textbooks in Undergraduate General Biology Courses. Jerry Daday, IUPUI; Elena Novak, Kent State University; Kerrie McDaniel, Western Kentucky University
A Structural Equation Modeling Model for Information and Communications Technology Integration Into Preservice Teacher Education. Sevda Kucuk, Istanbul University; Ozlem Baydas; Funda Yeildig-Hasancebi, Giresun University
Beyond the Dichotomy: Quantifying the Effect of Achievement Emotions on Students’ Retention in MOOC Forums. Hengtao Tang, The Pennsylvania State University; bo pei; Wanli Xing, Texas Tech University
Bloom’s Digital Taxonomy Scale: A Validation Study. Vanessa Wanchanit Vongkulaksan, The Ohio State University; Lin Lu, The Ohio State University; Kui Xie, The Ohio State University
Discussant: Andre R. Denham, The University of Alabama

18.047. “Because I Have Str...I Have Strength”: The Revoicing of Community. SIG-Peace Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 2:25-
18.048. Food for Black Thought. SIG-Research Focus on Black Education; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 601B; 2:25-3:35pm
Chair: Marvin Lynn, Portland State University
Participants:
Beyond the Ivy Tower: The Intersection of Academic Knowledge, Activism, and Lived Experience of Black Girlhood Scholars.
Lasawnda A. Lindsay-Dennis, Wellesley Centers for Women
Exploring the Significance of Black Spaces at a Minority-Serving Institution. Blanca Elizabeth Vega, Montclair State University
The Revolution Will Not Be Standardized. Marquita Delorse Foster, University of North Texas
What Historically Black Colleges and Universities Need to Effectively Compete for the Research Dollars. Ivory Tolson, QEM Network; Rodney Hopson, H&H Strategies; Mercy Mugo, QEM Network; Sonya Horsford, H&H Strategies; Shawnta Jackson, H&H Strategies
Discussant: Lawanda Ward, The Pennsylvania State University

SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 602A; 2:25-3:35pm
Chair: Niral Shah, Michigan State University; Jennifer Marie Langer-Osuna, Stanford University
Participants:
(Re)imagining Mathematical Identities: Positioning, Positionality, and Dispositions in Mathematics Education Research. Maxine McKinney de Royston, University of Wisconsin - Madison; Tesha Sengupta-Irving, Vanderbilt University; Missy D. Cosby, Michigan State University "Bossy," "Boy," and "Urban": Troubling Coded Language in Mathematics Education Research. Niral Shah, Michigan State University; Missy D. Cosby, Michigan State University; Sandra M. Crespo, Michigan State University; Imani Masters Goffney, University of Maryland - College Park; Victoria M. Hand, University of Colorado - Boulder; Crystal A. Kalinec Craig, The University of Texas - San Antonio; Mary B. Wood, The University of Arizona
Institution Identities in the Neoliberal Era: Challenging Differential Opportunities for Mathematics Learning. Emma Caren Gargroetzi, Stanford University; Ilana S. Horn, Vanderbilt University; Rosa Chavez, Stanford University; Sungwhan Byun, Michigan State University
Ethics and Identity Research in the Field of Mathematics Education: Reflections. Sandra M. Crespo, Michigan State University; Emma Caren Gargroetzi, Stanford University; Victoria M. Hand, University of Colorado - Boulder; Beth A. Herbel-Eisenmann, Michigan State University
Discussant: Danny B. Martin, University of Illinois at Chicago

18.050. Life Beyond K–12 Gifted Education. SIG-Research on Giftedness, Creativity and Talent; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 2:25-3:35pm
Participants:
Family Experiences of Early College Entrance Students. Nancy B. Hertzog, University of Washington; Sakhvat Mamadov, Valdosta State University
Gifted Adults at Work: Career Biographies, Positions, and Job Satisfaction. Eveline Wutke, Johann Wolfgang Goethe University; Maren Schlegel, Frankfurt University of Applied Sciences
"I Struggled but I Made It": Black Gifted Underachievers on Transitioning to College. Christopher J.P. Sewell, Williams College; Ramon Goings, Loyola University Maryland
Postsecondary STEM Paths of High-Achieving Students in Math and Science: A Longitudinal Multilevel Investigation. Soohyun Yi, Purdue University; Marcia L. Gentry, Purdue University
Discussant: Reina P. Subotnik, American Psychological Association

18.051. Nonacademic Factors and School Success. SIG-School Effectiveness and School Improvement; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 2:25-3:35pm
Chair: Erin Casey, Louisiana State University
Participants:
Intelligence, Family Background, and Gender as Drivers of Socioeconomic Success: Exploring the Case of Germany. Michael Becker, German Institute for International Educational Research; Jurgen Baumert; Max Planck Institute for Human Development; Julia Tetzner, German Institute for International Educational Research; Kai Maier; Olaf Koeller, Leibniz Institute for Science and Math Education
Positive Youth Development as an Improvement Resource in Odds-Beating High Schools. Catherine Kramer, University at Albany - SUNY; Kristen C. Wilcox, University at Albany - SUNY; Hal A. Lawson, University at Albany - SUNY
Students’ Characteristics and the Probability of Participating in Specific Extracurricular Activities in German “All-Day Schools.” Wolfraim Rollett, University of Education - Freiburg; Karin Losen, TU Dortmund University; Heinz Günter Holtappels, TU Dortmund University; Katja Tillmann, TU Dortmund University

18.052. School Turnaround and Reform Efforts: Leadership to Augment Professional Capital and Student Learning. SIG-School Turnaround and Reform; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, New Burnswik; 2:25-3:35pm
Chair: Michael L. McIntosh, Virginia State University
Participants:
Developing Leadership Teams to Improve Human Capacity and Student Learning in Underperforming High-Needs Schools. Henry Tran, University of South Carolina, Columbia; Rose M Yilmaz, University of South Carolina; Lynnette Brunderman, University of Arizona
Countering the Effects of Neoliberal Reforms on an Urban Turnaround High School. Barbara L. Pazzy, University of North Texas
Investigating an External Root Cause Analysis for Guiding School Transformation in Texas Turnaround Elementary Schools. Hamada Ahmed Fahmy Elfarargy, Texas A&M University - College Station; Fredrick Mayia Nujuko, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alcides, Texas A&M University - College Station; Reginald Leon Green, The University of Memphis; Rodolfo Gaytan, Texas A&M University - College Station; Fred C. Lunenburg, Sam Houston State University
The Effect of the New Tech Network Design on Students’ Academic Achievement and Workforce Skills. Brooke Calcusare, Furman University; Eric Stocks, University of Texas at Tyler; Michael Odell, University of Texas at Tyler
Discussant: Brian Robert Beabout, The University of New Orleans

18.053. Collaborative School University and Community Partnerships for Student and Professional Learning. SIG-School/University Collaborative Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 2:25-3:35pm
Chair: Victoria Dickman-Burnett, University of Cincinnati
Participants:
A Conceptual Model of a Community-University Partnership for a Resident-Led After-School Program. M. Meghan Raisch, Temple University; Juwan Z. Bennett, Temple University; James Earl Davis, Temple University
Learning, Learning, and Researching Together: Strengthening Collaboration in School/University Partnerships. April L. Peters, University of Houston; Bradley W. Carpenter, The University of Houston
Long-Term Collaborative Partnerships: Impacting Change in Practice for Middle School Teachers and Students. Tisha A Duncan, Meredith College; Cecilia Toole; Jennifer Miske, Rogers-Herr Middle School; Jennifer Hall, Rogers-Herr Middle School
18.054. Factors That Affect School Attendance. SIG-Sociology of Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 2:25-3:55pm
Chair: Sean P. Kelly, University of Pittsburgh
Participants:
Inequality and Inexperience: The Effects of Early Career Teachers and Race on School Suspensions. Allison J. Hart-Young, Western Michigan University; Christine Moser, Western Michigan University.
School Attendance and the Opportunity to Learn in Early Elementary Grades. Jaymes Pyne, University of Wisconsin; Eric Grodsky, University of Wisconsin; Elizabeth Vaade, Madison Metropolitan School District; Bo McCreary, Madison Metropolitan School District; Eric M. Camburn, University of Missouri - Kansas City.
What’s in a Label? The Long-Term Effects of Student Labels. Tanya Natasha Sanabria, University of California - Irvine; Andrew Penner, University of California - Irvine.

18.055. Free and Appropriate? Contextual Factors Impacting the Provision of “Appropriate” Special Education Services. SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 2:25-3:55pm
Chair: Lauren Katzman, Urban Special Education Leadership Collaborative
Participants:
A Legal Analysis of the Free Appropriate Public Education Standard Before and After Endrew F. Leah Bueso, University of California - Los Angeles.
Assessing Special Needs in Canadian and German History: Research-Based Decisions or Situational Negotiations? John Allison, Nipissing University; Michaela Vogt, University of Bielefeld.
Is Special Education Certification Essential? Examining Evidence From Student Achievement. Allison F. Gilmour, Temple University.
Unprepared to Accommodate Special Education: Students’ Unmet Needs. Man-Wai Chu, University of Calgary; Heather Craig, Lake Bedilu Yaworiew, University of Calgary; Yue Xu, University of Missouri - Kansas City.
How Do Teachers of Incarcerated Youth Understand and Operate Assessment? A Case Study. Fuomi Someki, College of Staten Island - CUNY; David Allen, College of Staten Island - CUNY.
Discussant: Lauren Katzman, Urban Special Education Leadership Collaborative.

18.056. Educator Responses to the Stressors of the Teaching Profession. SIG-Stress, Coping, and Resilience; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 2:25-3:55pm
Chair: Virginia Man Chung Tze, University of Manitoba
Participants:
Stress and Coping of Bilingual Teachers: Can Teacher Well-Being Mitigate Attrition? Zenaida Aguirre-Manus, University of Houston; Nayoung Choi, University of Houston.
Teacher Leaves of Absence and Return to Work. Kristen Anne Fergusson, Nipissing University; Yvonne James, University of Ottawa; Jelena Atanackovic, University of Ottawa; Nabedal Ahmed, University of Ottawa; Ivy Bourgault, University of Ottawa.
The Influence of Personal Accomplishment and Resilience on Teachers’ Experience of Teaching Multiple School Subjects Role Conflict. Cassandra Iannucci, Deakin University; K. Andrew R. Richards, University of Illinois at Urbana-Champaign; Ann MacPhail, University of Limerick.

Work-Family Conflict, Teachers’ Job Stress, and the Moderation Effect of Positive Psychological Capital. Mustafa Toprak, American University in Cairo; Rason Tseten, Sirt University; Zakr Elkeizc.
Discussant: Leah F. Hollis, Morgan State University.

18.057. Physics Playground, a Game for Learning: Demonstration and Posters. SIG-Technology, Instruction, Cognition & Learning; Structured Poster Session
Metro Toronto Convention Centre Centre, 800 Level, Room 801A; 2:25-3:55pm
Chair: Russell Almond, Florida State University
Participants:
2. Physics Playground Demonstration. Ginny Smith, Florida State University; Seyyedahmad Rahimi, Florida State University; Valerie J. Shute, Florida State University; Russell Almond, Florida State University; Fengfeng Ke, Florida State University.
3. Technical Underpinnings of Physics Playground. Seyyedahmad Rahimi, Florida State University; Russell Almond, Florida State University; Valerie J. Shute, Florida State University.
4. Designing Game-Based Learning Experience: Game-Level Design and Testing in Physics Playground. Zhichun Liu, Florida State University; Ginny Smith, Florida State University; Valerie J. Shute, Florida State University; Fengfeng Ke, Florida State University.
5. Envisioning, Creating, and Refining In-Game Learning Supports for Conceptual Physics Understanding. Pengfeng Ke, Florida State University; Valerie J. Shute, Florida State University; Ginny Smith, Florida State University; Zhichun Liu, Florida State University.
6. Affect Detection in Physics Playground. Ryan Shaw Baker, University of Pennsylvania; Sidney K. D’Mello, University of Notre Dame; Shimin Kai, Teachers College, Columbia University; Philip Nigel Bosch, University of Illinois at Urbana-Champaign; Jaclyn Ocampos, Worcester Polytechnic Institute; Valerie J. Shute, Florida State University.
7. Physics Playground Scoring and Activity Selection Algorithms. Russell Almond, Florida State University; Seyyedullah Tingir, Florida State University; Zhichun Liu, Florida State University; Valerie J. Shute, Florida State University.
8. The Impact of In-Game Support on Learning: A Pilot Test for Physics Playground. Ginny Smith, Florida State University; Zhichun Liu, Florida State University.
Discussant: Arouit Nathanial Foster, Drexel University.

Division and SIG Roundtables

18.058. MTCC Roundtable Session Four; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Stuart Rhoden, Arizona State University
Participants:
Culturally Responsive and Relationship-Based Pedagogies at Work: New Zealand’s Master’s of Teaching and Learning Program. Mary Beth Ressler, North Central College; James D Ressler, Northern Illinois University; Barrie A. Gordon, Victoria University of Wellington.
Research as Mediator Between Teacher Education Policy and Practice: A Case Study. Maureen Robinson, Stellenbosch University.
School-University Collaboration for Facilitating In-Service Training as a Part of School-Based Professional Development. Anne Bert Emsad, Norwegian University of Science and Technology; Lise Vikan Sandvik, The Norwegian University of Science and Technology.
Where Do We Start? Initiating a Practice-Based Teacher Education Program. Amanda R Harbut, Texas Woman’s University; Daniel G Kruitka, University of North Texas.

18.058-2. Rethinking Math Quantitatively. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Michael (Misha) Abarbanel, OISE/University of Toronto
Participants:
Challenges in Designing Tasks: Multiple-Case Study of Secondary Mathematics Teachers. Angelica Monarres, University of Texas - El Paso; Mourad Tchoshman, The University of Texas - El Paso.
Characterizing Elementary Preservice Teachers’ Anticipated Student Solutions to Mathematical Problem-Solving Tasks. Glenda Susan Miaoulis, University of California - Los Angeles.

18.057. Physics Playground, a Game for Learning: Demonstration and Posters. SIG-Technology, Instruction, Cognition & Learning; Structured Poster Session
Metro Toronto Convention Centre Centre, 800 Level, Room 801A; 2:25-3:55pm
Chair: Russell Almond, Florida State University
Participants:
2. Physics Playground Demonstration. Ginny Smith, Florida State University; Seyyedahmad Rahimi, Florida State University; Valerie J. Shute, Florida State University; Russell Almond, Florida State University; Fengfeng Ke, Florida State University.
3. Technical Underpinnings of Physics Playground. Seyyedahmad Rahimi, Florida State University; Russell Almond, Florida State University; Valerie J. Shute, Florida State University.
4. Designing Game-Based Learning Experience: Game-Level Design and Testing in Physics Playground. Zhichun Liu, Florida State University; Ginny Smith, Florida State University; Valerie J. Shute, Florida State University; Fengfeng Ke, Florida State University.
5. Envisioning, Creating, and Refining In-Game Learning Supports for Conceptual Physics Understanding. Pengfeng Ke, Florida State University; Valerie J. Shute, Florida State University; Ginny Smith, Florida State University; Zhichun Liu, Florida State University.
6. Affect Detection in Physics Playground. Ryan Shaw Baker, University of Pennsylvania; Sidney K. D’Mello, University of Notre Dame; Shimin Kai, Teachers College, Columbia University; Philip Nigel Bosch, University of Illinois at Urbana-Champaign; Jaclyn Ocampos, Worcester Polytechnic Institute; Valerie J. Shute, Florida State University.
7. Physics Playground Scoring and Activity Selection Algorithms. Russell Almond, Florida State University; Seyyedullah Tingir, Florida State University; Zhichun Liu, Florida State University; Valerie J. Shute, Florida State University.
8. The Impact of In-Game Support on Learning: A Pilot Test for Physics Playground. Ginny Smith, Florida State University; Zhichun Liu, Florida State University.
Discussant: Arouit Nathanial Foster, Drexel University.

Division and SIG Roundtables

18.058. MTCC Roundtable Session Four; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Stuart Rhoden, Arizona State University
Participants:
Culturally Responsive and Relationship-Based Pedagogies at Work: New Zealand’s Master’s of Teaching and Learning Program. Mary Beth Ressler, North Central College; James D Ressler, Northern Illinois University; Barrie A. Gordon, Victoria University of Wellington.
Research as Mediator Between Teacher Education Policy and Practice: A Case Study. Maureen Robinson, Stellenbosch University.
School-University Collaboration for Facilitating In-Service Training as a Part of School-Based Professional Development. Anne Bert Emsad, Norwegian University of Science and Technology; Lise Vikan Sandvik, The Norwegian University of Science and Technology.
Where Do We Start? Initiating a Practice-Based Teacher Education Program. Amanda R Harbut, Texas Woman’s University; Daniel G Kruitka, University of North Texas.

18.058-2. Rethinking Math Quantitatively. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Michael (Misha) Abarbanel, OISE/University of Toronto
Participants:
Challenges in Designing Tasks: Multiple-Case Study of Secondary Mathematics Teachers. Angelica Monarres, University of Texas - El Paso; Mourad Tchoshman, The University of Texas - El Paso.
Characterizing Elementary Preservice Teachers’ Anticipated Student Solutions to Mathematical Problem-Solving Tasks. Glenda Susan Miaoulis, University of California - Los Angeles.
18.058-3. Rewriting Dominant Scripts in Educators' Learning for More Equitable Practice. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Brian L. Wright, The University of Memphis
Participants:
- Including Indigenous Values Into Teacher Professional Learning and Development. Porsha London, Tokona te Raki; Sonja Macfarlane, University of Canterbury; Angus Hikairo Macfarlane, University of Canterbury
- Professional Scripts for Teaching: A Tool for Conceptualizing Equity as a Defining Feature of Practice. Rebecca Gadd, Boston University
- Reconceptualizing the Roles of Speech and Language Pathologists Regarding African American English in K–12 Schools. Simone Gibson, Morgan State University; Ebony Terrell Shockley, University of Maryland - College Park; Megan-Brette Hamilton, Auburn University
- The (White) Elephant in the Room: Color-Blind Ideology in Equity-Oriented Professional Development. Brent Jackson, Michigan State University

18.058-4. Taking a Closer Look: Professional Development for Teacher Leadership. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Jill Bradley-Levine, Ball State University
Participants:
- Early and Mid-Career Teachers' Blog Conversations About Teacher Leadership: Issues and Insights. Debra K. Meyer, Elmhurst College
- Supporting Teacher Leaders: Impacts of Long-Term Development on Teacher Leadership Trajectory. Tia Ge Gid, Columbus State University; Brett Allen Cravell, University of Kentucky; Kadir Demir, Georgia State University
- Teacher Leadership Professional Development: Review of the Research. Lauren Tarabokia Kendall, University of North Carolina - Chapel Hill

18.058-5. Pre-K Policy Implementation. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Participants:
- Professional Neighbors: Institutional Forces and Local Spatial Regression to Understand Consequences of Policy Implementation. Peter Cody Fiduccia, Cornell University; Hope G. Casto, Skidmore College; John W. Sipple, Cornell University; Lisa McCabe, Cornell University
- Conceptualization and Assessment of Key Competencies of Preschool Children in China. Yumei Han, Southwest University; Wenfan Yan, University of Massachusetts - Boston; xiaoping yang; Southwest University; naiqing song, Southwest University

18.058-6. Understanding Language Use and Language Learning in Second Language Acquisition Classrooms. SIG-Second Language Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Juieng Li, Texas A&M University - College Station
Participants:

18.058-7. Understanding Latinx Undergraduates. SIG-Hispanic Research Issues; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Participants:
- A Doorway to Academic Success: The Undergraduate Research Experiences of Students of Mexican Descent. Rocio Mendoza, Claremont Graduate University
- Research Methodologies That Humanize Latinx Undergraduate Students. Carolina Ramirez, University of California - Davis
- Staying Close to Home: A Critical Race Counter-narrative on First-Generation, Mexican American Student-College Academic Undermatch. Nydia C. Sanchez, The University of Texas at Austin; Edgar Orbel Lopez, The University of Texas at Austin; Victor Hugo Martin, The University of Texas at Austin; Maria Unda, The University of Texas at Austin
- The Two Faces of Outreach: Using Interest Convergence to Analyze a College Outreach Program. Janette Mariscal, Iowa State University; Judy Marquez Kyiama, University of Denver; Eligio Martinez, Claremont Graduate University

18.058-8. Understanding Learners’ and Educators’ Experiences Dialogically: Negotiating Engagement, Power, and Participation in Novel Contexts. SIG-Language and Social Processes; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Sara C. Michael-Luna, University of Central Florida
Participants:
- Practicing Power Through Language: Relational Authority in a Community of Inquiry. Kim Skinner, Louisiana State University; Lindsay Stewart, Louisiana State University; Erica Stewart, Louisiana State University
- Moving From the Perimeter To(ward) the Center: Co-Teaching English Learners in Integrated Classes. Andrea M. Honigfeld, Molloy College; Maria G. Dove, Molloy College
- An Exploration of Preadolescent Perceptions About Engagement in Interdisciplinary Research. Jasmine Kyle McBeath, University of California - Santa Barbara; JOHN CANO BARRIOS, University of California - Santa Barbara; Anna To, University of California - Santa Barbara; Diana J. Araya, University of California - Santa Barbara

18.058-9. Networks, Transformation, and Finding Balance in Online Education. SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Lora A. Bailey, Troy University - Troy
Participants:
- Chasing Resources: A Mixed-Methods Study of a Professional Learning Network. Sarah Thomas, Prince George's County Public Schools; Nicole R. Howard, University of Redlands
- Community Development in Social Network Interaction and Social Presence in Online Discussion. Cherrong-Jyh Yen, Old Dominion University; Chih-Hsiung Tu, Northern Arizona University; Laura Estela Sujo-Montes, Northern Arizona University; Claudia Rodas, Northern Arizona University; Heda Harati, North arizona university; Shadow William Jon Armfield, Northern Arizona University
- Finding Balance: Preservice and Nonpreservice Students’ Online Course Participation Patterns. Lesley Wilson, University of Toronto - OISE; Clare M. Brett, University of Toronto; Anne Marie Chadleigh, University of Toronto - OISE; Jon Hewitt, OISE/University of Toronto
- Transforming Residential Teaching and Research Through MOOCs. Tiffany Wong, Harvard University; Selen Turkay, Harvard University; Drew Lichtenstein, Harvard University

Peoples of the Pacific; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm

Participants:
Alternative Narratives of Pacific Success: Culturally Relevant Ways of Knowing as Truth and Democratized Evidence. Emma Cunningham, The University of Auckland; Tainui L.M. Samu, University of Auckland; Rebecca Jasson, University of Auckland
Co-Reading Picture Books With Indigenous Children. Ivy Haoyin Hsieh, Tamkang University Lanyang Campus

Indigenous Knowledge and Climate Science Professional Learning Opportunities: Lessons From the Field. Elizabeth Recheber; Jose Limes; Sharon Nelson-Barber, WestEd; Jonathan Boxerman, WestEd
Planning for Culturally Revitalizing Science Instruction Using Olole Noeau. Kirsten K. N. Mawer, University of Hawai'i - Manoa
Unlocking the Metaphor in Native and Indigenous Hawaiian (Kānaka ʻōiwi) Women’s Storytelling. Renuka Mahari de Silva, University of North Dakota; Joshua Hunter, Indiana University - Bloomington

Discussant: Leonie Pihama, The University of Waikato

18.058-11. Enhancing Students’ Multicultural and Global Perspectives. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Edward G. Fierros, Villanova University

Participants:
Instructional Strategies for Producing Attitude Change in a Multicultural Education Course: A Qualitative Case Study. Shamila Janakiram, Purdue University; William R. Watson, Purdue University; Sunny Lee Watson, Purdue University; Papia Bawa, Ivy Tech Community College

Multiculturalism and Teacher Education: Perspectives of Jewish and Arab Preservice Teachers and Teacher Educators. Eman Abu-Hanna Nahas, Academic Arab College of Education in Israel - Haifa

The Perceptions of American High School Students of Global Citizenship: Appreciating Differences in Cultural Diversity. Hasan Aydin, Florida Gulf Coast University; Kristina Andrews, Florida Gulf Coast University; uzeeyi oguru

Understanding College Students’ Multicultural Education Perspectives. Krishna Bista, Morgan State University; Uttam Gualee, Morgan State University; Benjamin H. Welsh, Morgan State University

18.058-12. A Look at Science and Math With Bilingual Learners. SIG-Bilingual Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Enrique (Henry) Suarez, University of Washington - Seattle

Participants:
Opportunities to Learn Science: Multilingual Learners in a Mainstream Classroom. Millie Roux, East Windsor Regional School District

Equitable Spaces for Bilingual Learners in Dual-Language Science Classrooms. Melissa Arabel Navarro, California State University - Dominguez Hills

Teachers’ Use of Spanish and Inquiry-Based Instruction in Bilingual Science Classrooms. Arcelí Enriquez-Andrade, University of Houston; Mau, Glenda Lopez; Wu, University of Houston; Jie Zhang, University of Houston; Sissy S. Wong, University of Houston; Yan Yan, University of Houston; Jackie Relyea, Harvard University; Jennifer Donze, University of Houston; Lana Kharabi-Yamato, University of Houston; Rosa Nam, University of Houston

Cross-Cultural Co-Teaching for Emergent Arabic-English Biliteracy in Kindergarten. Anna Dillon, Zayed University; Kay Gallagher, Zayed University

Problematizando la Intersección de Cultura, Bilingüismo y Matemáticas: Estudiantes de Secundaria Haciendo y Hablando Matemáticas. Armando Garza, California State University - Fullerton

18.058-13. Supporting Teaching in STEM, Making, and Computational Thinking. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:25-3:55pm
Chair: Meina Zhu, Indiana University - Bloomington

Participants:
Does the Integration of the "Maker Movement" Into a School District Change Teachers' Pedagogical Practice? Renata Almeida Ramos, University of Pittsburgh; Keith W. Trohan, University of Pittsburgh; Stephanie Maietia Romero, University of Pittsburgh; Cynthia A. Tanius, University of Pittsburgh

Skepracgrame: Professional Development for Using Custom Technology Tools. Matthew Duwall, Drexel University; Frank J. Lee, Drexel University; Brian Keith Smith, Drexel University

STEM Projects by Design. Ellen B. Meier, Teachers College, Columbia University; Xiaoxue Du, Teachers College, Columbia University; Rocio Santos-Carrillo, Teachers College, Columbia University; Karen Kirsch Page, Teachers College, Columbia University; Merrill DeGraff, Teachers College, New York

Developer Making Teachers. Beth Deuermeyer, Texas A&M University - College Station; Sharon Lynn Chu, Texas A&M University - College Station; Francis Quek, Texas A&M University - College Station

18.059. MTCC Roundtable Session Three; Roundtable Session

18.059-1. Challenges in Evaluating Principals, Teachers, and Students. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Yan Liu, Central Connecticut State University

Participants:
How Principal Evaluation Is Associated With Principals’ Leadership Practices. Morgaen L. Donaldson, University of Connecticut - Storrs; Madeline Marvogelrado, Michigan State University; Peter A. Youngs, University of Virginia; Shaun Michael Dougherty, Vanderbilt University

Principals’ Perspectives on Teacher Evaluation Reforms and Micropolitics in Illinois. David L. Conrad, Governors State University; Donald G. Hackmann, University of Illinois at Urbana-Champaign

Homework of Chinese Students in Hong Kong: School or Individual Students’ Problem. Kit-Tai Hau, The Chinese University of Hong Kong; Jianfang Chang, The Chinese University of Hong Kong

18.059-2. Cultural Responsive Leadership Models From a Global Perspective. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Ann E. Lopez, OISE/University of Toronto

Participants:
Challenging Uncritical Ways of Knowing and Leading Through Transformative Decolonizing Educational Leadership. Ann E. Lopez, OISE/University of Toronto

How School Principals in Grenada Enact Understanding of Work. Donna Hazel Swapp, University of Western Ontario

The Contemporary Work of Principals and Vice-Principals in Ontario: A Comparative Study. Fei Wang, The University of British Columbia; Katrina E. Pollock, University of Western Ontario; Cameron Hauseman, University of Manitoba

The Influence of Well-Being Issues on Secondary School Principals’ Work in Jamaica. Annette Walker, University of Western Ontario

18.059-3. Teacher Collaboration: Structures and Effects. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Diane E. Olivier, University of Louisiana at Lafayette

Participants:
Examining Access to Collaboration: Organizational Conditions of Schools and Teachers’ Collaborative Learning Opportunities. Susan Kemper Patrick, Vanderbilt University

Predicting School Innovation: The Role of Academic Press and Collective Efficacy, Mediated by Faculty Trust. Nitza Schwabksy, Gordon College of Education; Ufuk Erdogan, College of William & Mary; Megan Tschanen-Moran, College of William and Mary

The Mediating Role of Psychological Capital in School Interpersonal Atmosphere/Management Atmosphere–Teacher Performance Relationships. Yonghong Cai, Beaumont National University; Yajie Han, Beijing Normal University; Jingyi Meng, Beijing Normal University

What Impact Do Teachers and Other Educators’ Collaboration Have on Students’ Possibilities of Participation? Jamie Hedegard Hansen, Aarhus University; Mette Molbak, Aarhus University; Maria Christina Secher Schmidt, Aarhus University; Charlotte Riss Jensen, Aarhus University

Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: José Ramón Lizarraga, University of California - Berkeley

Participants:
Teaching Contemporary Controversies to Develop English Language Learners’ Academic Capabilities and Empower Immigrant Civic Participation. Vincent Quang Pham, New York City Department of Education

Dreamer Resource Centers as Culturally Responsive Practices Within Higher Education. Jesus Cisneros, University of Texas at El Paso; Diana Valdivia
18.059-6. New Directions in Curricular Policy Research. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Mahnaz Moallem, Towson University, Towson Maryland
Participants:
Do Students Taking STEM Career and Technical Education Courses Attend School More Often? Jay Plasman, University of California - Santa Barbara; Michael A. Gottfried, University of California - Santa Barbara
Evidence for Educational Intervention Effectiveness: Impacts of a Cluster Randomized Controlled Trial of Social Emotional Learning-Infused Tutoring Programming in Niger. Lindsay Brown, New York University; Ha Yeon Kim, New York University; John Lawrence Aber, New York University Steinhardt
18.059-7. Examination of Women Leaders: Frameworks and Experiences. SIG-Research on Women and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Participants:
Intersectional Identities: A Comparative Analysis of Muslim Female Leaders’ Narratives in Islamic Schools in Ohio and New York. Tameem Amatullah, SUNY - College at Oneonta; Kate B. Rousmaniere, Miami University
The Discursive Framing of Women Leaders: A Feminist Poststructural Review. Torrie Kincade Edwards, University of North Carolina - Chapel Hill
Using State Reports, District Evaluations, and Individual Teacher Interviews to Better Understand Women Teachers’ Experiences. Mary Bridget Burns, Boston College
Discussant: Laura C.S. Jones, Nazareth College
18.059-8. Student Experiences of Education Through an International Lens. SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Wei Wei, University of Western Ontario
Participants:
Becoming Educational Researchers: Stories of Asian International Doctoral Students in the United States. Yueme Li, University of Houston; Cameron S. White, University of Houston
Exploring Iraqi Undergraduate Exchange Students’ Cultural and Academic Adjustment Processes in the United States. Heather Theisen-Gandara, University of Houston - Clear Lake; Amy Orange, University of Houston - Clear Lake
Indonesian Teachers in Finland: Answering Questions on Cultural Compatibilities of Public Education. Robert Imre, University of Tampere; Anna Maria Ryttivuo, University of Tampere; Niina Nyysölä; Tön Mikael Saarivirta, Regional State Administrative Agency; Anna Kristiina Wallin, University of Tampere; Jari Eskola, University of Tampere
Transitions From Higher Education: Students at U.K. and U.S. Universities. Kalwant Bhopal, University of Birmingham; Martin Myers, University of Portsmouth
18.059-9. Transitions: Understanding Rural Student Experiences. SIG-Rural Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Amber Lange, Clemson University
Participants:
A Critical Systematic Review of Rurality and Higher Education. Andrew Crain, University of Georgia - Athens
Youth Talk Back: Inequality in Rural and Urban America. Erika Kitzmiller, Teachers College, Columbia University
On “Location”: The Interplay of Rural Social Space and Postschool Aspirations. Leanne Fray, The University of Newcastle; Jennifer M. Gore, The University of Newcastle; Matthew Harper, The University of Newcastle; Jess Harris, University of Newcastle
Rural (Nonrural) Differences in School-to-Work Transition Outcomes. Soo-yong Byun, The Pennsylvania State University; Sarah Schmitt-Wilson, Montana State University
Rural McNair Students’ Preparedness for Graduate School Matriculation: A Quantitative Analysis of Self-Efficacy. Catherine Mary Johnson, Montana State University; Shelly Hogan, Montana State University; Martha Peters, Montana State University; Deborah Blanchard, Montana State University
18.059-10. Uncovering Identity Through Self-Study Research. SIG- Self-Study of Teacher Education Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Elsie Lindy Olson, University of Central Florida
Participants:
Living Contradiction of a Japanese Immigrant Educator in the Nordic Preschool Context: An Auto-Ethnographic Self-Study. Megumi Nishida, University of Iceland; Oren Ergas, Beil Berl College and Hebrew University
Multimodal Narratives of Academic Identity: Using an ePortfolio as a Catalyst for Self-Study Research. Julie Ul Çiçekaltunbul, Marino Institute of Education
Object-ive Self-Study of Administrative Work. Deborah L. Tidwell, University of Northern Iowa; Hafdis Gudjonsdottir, University of Iceland; Mike Jess, University of Edinburgh
18.059-11. New Approaches to Learning and Leading. SIG-Leadership for School Improvement; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Eugene Gary Kowch, University of Calgary
Participants:
Enhancing Leadership Capacity: Awareness and Readiness Impact of School District Leadership. Pam Adams, University of Lethbridge; Carmen P. Mombourquette, University of Lethbridge
Looking Through a Learning Sciences Lens: Forging a Dialogue Between Leadership, Teaching, and Social Justice. Steve P. Myran, Old Dominion University; Ira E. Bogotch, Florida Atlantic University; Daniel Reyes-Guerra, Florida Atlantic University; Ian Sutherland
The impact of Transformational Leadership for Public School Principals in Mexico: A Case Study. Cristina Patricia Salazar Gallardo, Educando by Worldfund; Dolores Gonzalez-Aragon, Educando by Worldfund
18.059-12. New Directions in Participatory Action Research and Evaluation. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Participants:
Engaging With Teacher and Student Participatory Action Research in a Seventh-Grade Science Classroom. Annie S. Adamian, California State University - Chico
Opportunities for Youth Participatory Action Research to Inform Local Educational Policy Making. Alison Klebanoff Cohen, University of San Francisco; Emily Ozer, University of California - Berkeley; Michelle Abraczinskas, Arizona State University; Adam Voight, Cleveland State University; Ben Kirchner, University of Colorado - Boulder; Molly Devlinney, University of California - Berkeley

Metro Toronto Convention Centre, 800 Level, Hall F; 2:25-3:55pm
Chair: Shannon Beth Wanless, University of Pittsburgh
Participants:
Outcome Measurement of School-Based Social-Emotional Learning Interventions: Current Trends and Future Directions. Sarah Kathleen Ura, Texas A&M University - College Station; Sara Castro-Olivo, Texas A&M University - College Station; Ana C. d'Abreu, Texas A&M University - College Station
The Effect of School Violence Prevention Programs on Social and Emotional Learning Competencies in South Korea: A Meta-Analysis. Sayeon Yun, Ewha Womans University; Tae Seoh Shin, Ewha Womans University

Division and SIG Posters

18.060. MTCC Poster Session Two; Poster Session
18.060-1. Division C: Engineering and Computer Science Poster Session, Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm
Poster: 1. Advanced Placement Computer Science Principles' Impact on High School Computer Science Using Maryland as a Model. Heather Killen, University of Maryland - College Park; David Weintrop, University of Maryland - College Park; Meegan Garvin, University of Maryland - Baltimore County

18.060-2. Emotion Regulation and Affective Experiences in Learning Contexts. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm
Posters:
2. How and Why Undergraduate Students Regulate Emotion in Achievement Situations. Amanda Jarrell, McGill University; Susanne P. Lajoie, McGill University; Maren Gube, McGill University
3. Multilevel Mediation Model of Control-Value Theory Predicting Community College Students’ Trait- and State-Based Mathematics Anxiety. Holly L. Klee, George Mason University; Michelle M. Buehl, George Mason University; Angela D. Miller, George Mason University
5. Relations Between Students' Momentary and Rememered Affective Experiences in Science. Kimberly Marie Alberts, Michigan State University; Patrick Neil Beymer, Michigan State University; You-kyung Lee, Michigan State University; Jennifer A. Schmidt, Michigan State University
6. Shame on You! An Investigation Into the Impact of Academic Shame on Learning. Jeremiah Ray Sullivan, Harding University; Caroline Bean, Harding University; Katherine Howell, Harding University; Rebecca Denton; Shelby Roberts, Harding University
7. Shifting Interest and Enjoyment of Reading: Shakespeare in Graphic Novel or Script Format. Alejandro Ozeda-Beck, University of California - Berkeley
8. Sensitivity to Emotional Contagion Relates to Teachers’ Emotions and Burnout. Anton Karl Georg Marx, University of Munich; Anne C. Frenzel, University of Munich (LMU); Corinna Reck, University of Munich; Nathannia Klauser, University of Munich; Mitho Mueller, University of Munich; Reinhard Pekrun, University of Munich
9. Who Needs a Training for Achievement Emotion Regulation? Examining Students’ Perspective. Christiane Charlotte Hoessle, Ludwig-Maximilian-Universität München; Kristina Loderer, University of Munich; Elisabeth Vogl, Ludwig Maximilian University of Munich; Reinhard Pekrun, University of Munich
10. Developing a Self-Respect Instrument to Distinguish Cognitive From Affective Processes. Sean G. Jefferson, California State University Northridge; Kelly Roberts
11. Phenomenology of Boredom Coping: Understanding Students’ Lived Experiences of Coping With Boredom in College. Kyle Adam Hubbard, McGill University; Nathan C. Hall, McGill University; Anna Sverdluk, McGill University

18.060-3. Research on Science Teaching and Learning Poster Session
1. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm
Posters:
12. Building Community Knowledge: Teacher Discourse Moves That Support Interthinking. Susan Bromley Kelly, University of Illinois at Urbana-Champaign; Christina Krist, University of Illinois at Urbana-Champaign
14. Effects of Elaborative Feedback and Correct Answer Feedback on Reducing Confirmation Bias: A Preregistered Study. Suzan van Brussel, Aars University of Applied Sciences; Miranda Timmermans, HAN University of Applied Sciences; Peter Verkooijen, Erasmus University; Fred Paas, Erasmus University
15. Elementary Science Simulations: Science Teaching Efficacy and the Construction of Scientific Explanations. Benjamin H. Dotger, Syracuse University; Sharon Dotger, Syracuse University
17. Exploring Preservice Teachers’ Still Life Paintings of Crystals in Artist-Focused Versus Science-Focused Lessons. Mahjabeen Hussain, University of Northern Iowa; Dassy S. Sotycheva, University of Northern Iowa; Audrey Rule, University of Northern Iowa; Denise Tallakson, University of Northern Iowa
19. Instructional Funding for Science Instruction: A Social Justice Issue. Emily Cayton, Campbell University; M. Gail Jones, North Carolina State University
20. Leveraging Technology to Create Ambitious Science Learning Environments for Elementary Learners: Convergent Mixed-Methods Study. Georgia Wood Hodges, University of Georgia; Kayla Flanagan, University of Georgia - Athens; Sandhya Krishnan, University of Georgia; Allan S. Cohen, University of Georgia; Jayeon Lee, University of Georgia - Athens
21. Materials Acting as Props for Science Identity Work. Michele Johnson Mann, The University of Texas at Austin; Flavio S. Azevedo, Dept. of Curriculum and Instruction
22. Quality Decision Making About Socioscientific Issues (SSIs): Developing Frameworks to Describe Students’ Use of Evidence. P. Citlally Jimenez, University of Nebraska - Lincoln; Jenny M Dauer, University of Nebraska - Lincoln
23. Static and Interactive Concept Maps to Enhance Learning Performance in Chemistry. Rachel Min Wong, Washington State University - Pullman; NarayaniKripa Sundararajan, Washington State University - Pullman; Oluola Olaideke Adesope, Washington State University; Krista Nishida, Washington State University - Pullman
24. Teachers’ Educational Beliefs in Shaping Instructional Practices for Pre-K’s STEM Learning. Hye Byung Won, Florida State University; Ithel Jones, Florida State University; Zilong Pan, The University of Texas at Austin; Hye Sun You, University of Texas at Austin; Kate Puckett, The University of Texas at Austin
25. The Interplay Among Science Extracurricular Activities, Parental Involvement, and Science Achievement of Hong Kong Students. Shuyi Zhao, University at Buffalo - SUNY; Fengrong Yang, University at Buffalo - SUNY
26. What Happens in Educational Reality? Analyzing the Impact of a Extracurricular Science Intervention in Practice. Julia Schiefer, University of Tübingen; Jessika Golle, University of Tübingen; Ulrich Trautwein, University of Tübingen
Friday, April 5, 3:00 pm

18.060-4. Assessment in Schools: Poster Session 1. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm

Posters:


28. An Exploration of Linear and Nonlinear Student Growth Patterns on a Reading Comprehension Task. Rafaela Wolf, Lexia Learning Systems

29. A Scoping Review of Empirical Research on Recent Computational Thinking Assessments. Chang Lu, University of Alberta; Maria Cutumisu, University of Alberta; Catherine Adams, University of Alberta

30. Classroom Assessment: An Investigation Into Ghanaian Teachers’ Conception of Assessment. Paul Kwame Butakor, University of Ghana

31. Educational Equity in Moldovan Compulsory Schools: Factors Behind Outcome Differences in PISA 2015. Oxana Rosca, University of Albany - SUNY

32. Elementary Teachers’ Use of Data-Driven Instruction: An Application of the Theory of Planned Behavior. Natalie Schilling, Indiana University - Kokomo; Lisa DalVia Rubenstein, Ball State University

33. Examining the Physics Identity of Chinese Students Under High-Stakes Testing--Oriented Education. Jianlan Wang, Texas Tech University

34. Exploring Elementary Teacher Perspectives During the Implementation of Computer-Adaptive Diagnostic Assessment Through Action Research. Wendy Beitel, Rochester Community Schools

18.060-5. Advanced Technologies for Learning Poster Session. SIG-Advanced Technologies for Learning; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm

Posters:

35. Comparing Young Students’ Uses of Scientific Annotation Tools for Observing Peers’ Embodiment. Megan Aylse Humphre, Indiana University - Bloomington; Xintian Tu, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; Chris Georgen, Indiana University - Bloomington; Noel D. Enyedy, Vanderbilt University

36. Developing Preservice Teachers’ Conceptualization of Models and Simulations Through Group-Based Cloud Computing. Anthony Petrosino, The University of Texas at Austin; Maximilian Sherard, The University of Texas at Austin; Jason Harron, The University of Texas at Austin; Corey Brady, Vanderbilt University; Walter M. Stroup, The University of Texas at Austin; Uri J. Wilensky, Northwestern University

37. Dialogue to Test for Assessment of Collaborative Learning. Hajime Shirouzu, the University of Tokyo; Takahiro Nakayama; Moogi Saitoh, University of Tokyo; Shinya Ohira; Tomo Nagan

38. Leveraging Digital Technology for Better Learning and Education. Md Nazirul Islam Sarkar; Min Wu, Sichuan University

39. Making Data Useful: A Longitudinal Examination of Young Adults’ Developing Data Transformation Processes. Michelle Hoda Wilkerson, University of California - Berkeley; Kathryn Lanouette, University of California - Berkeley

40. Modeling Time: Students’ Construction of Historical Narratives and Simulations. Kit Martin, Northwestern University; Gabriella Anton, Northwestern University

41. Synergies Between Research and Game Design: Reflections on Interactive Narrative Experiments by Student Game Designers. Camillia Matuk, New York University; Steven Sutherland, University of Houston - Clear Lake; Will Alhgot, University of Houston - Clear Lake; Sam Snodgrass, Northeastern University; Nathan Parlan, Northeastern University; Gillian Smith, Worcester Polytechnic Institute; Mayf Seif El-Nasr; Casper Harteveld, Northeastern University

42. The Role of Technology in Facilitating Student Interest as a Driver of Literacy Development Among Underserved Middle School Students. Brigal J.S. Barron, Stanford University; Amber Maria Levinson, Stanford University; Cindy Kim-Ng Nga Lam, Stanford University; Judy Nguyen, Stanford University; Kathleen S Remington, Stanford University

43. Tracing Bodies Through Liminal Blends During Play-Based Inquiry in a Mixed-Reality Environment. Danielle Keifert, Vanderbilt University; Noel D. Enyedy, Vanderbilt University; Maggie Dahm, University of California - Los Angeles; Christine Lee, University of California - Los Angeles; Lindsay Elizabeth Lindberg, University of California - Los Angeles; Joshua Adam Danish, Indiana University

18.060-6. A Survey of Surveys Used in Educational Research. SIG-Survey Research in Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm

Chair: Jinghun Zhang, Florida Gulf Coast University

Posters:

44. A Comparability Analysis of Anxiety Scale: Invariance Across Groups of International Students’ Classification. Deyah Aied Almaleki, Umm Al-Qura University

45. Measuring Student Seriousness During Conceptual Surveys. Rebecca Ann Booth, Calgary Board of Education; Eleanor C. Sayre, Kansas State University

46. Perception Versus Reality: Correlation Analysis, Teacher Judgment, and Student Performance. Sareh Meshkinfam, North Carolina State University; Julie Joy, North Carolina State University; Amy Craig Reamer, North Carolina State University

47. The Role of Interracial Roommate Pairings in Facilitating Positive Cramer-Racial Interactions. Victoria Couch, University of California - Los Angeles

18.060-7. Early Childhood Poster Session 1. SIG-Early Education and Child Development; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:25-3:55pm

Posters:

48. A Seven-Year Trend Study of the Impact of Fund Leveraging on Early Childhood Service Programs. Jianjun Wang, California State University - Bakersfield; Jinping Sun, California State University - Bakersfield

49. Center-Based Care in infancy and Toddlerhood and Child Cognitive Development: Evidence From Chile. Marigen Narca, Pontificia Universidad Catolica de Chile; kasm imago allé, Pontificia Universidad Catolica de Chile


51. Elementary Principals’ Early Childhood Credentials: Results of a 13-Year Study. R. Clarke Fowler, Salem State University

52. Family Socioeconomic Status and the Cognitive Competence of Very Young Children From Migrant and Nonmigrant Families: The Mediating Role of Parenting Self-Efficacy and Parental Involvement. TING LIU, East China Normal University

53. Hip-Hop Early Literacy Project. Shuaib James Meacham; Sohyun Meacham, University of Northern Iowa; Lamont Muhammad, University of Northern Iowa

54. Home Literacy Environment of Young Children in China. Yajuan Xiang, University of Southern Indiana; Miao Li, Shandong University

55. Predictors of Head Start Teachers’ Perceived Quality of Relationships With Families. Alison Hooper, University of Alabama; Juana Gaviria, University of Delaware

56. Preschool Teachers’ Responsive Interactions in the Dramatic Play Center and Children’s Vocabulary Outcomes. Sohyun Meacham, University of Northern Iowa; Mye Hae Han, University of Delaware

57. Press, Swipe, and Read: Do Interactive Features Facilitate Engagement and Learning With e-Books? Ying Xu, University of California - Irvine; Joanna C. Yau, University of California - Irvine; Stephanie Reich, University of California - Irvine

58. The Experimental Impacts of a School-Based Language Intervention for Groups of International Students in Village Kindergartens in Rural China. Si Chen, Harvard University


60. The Role of Home Literacy Environment in Early Reading Achievement: A Latent Variable Analysis Study. Xuejian Ryan Ji, The University of British Columbia; R. Malatesha Joshi, Texas A&M University - College Station

61. Trajectories of Parents’ Socioeconomic Status, Child-Parent Interaction, Children’s Self-Control, School Readiness, and Academic Performance. Youngwon Kim, University of Washington - Seattle

62. Understanding Educator Expectations in Kindergarten: The Influence of Expectations on Children’s Self-Regulation and Early Literacy Outcomes. Kristy Timmons, Queen’s University

63. Wicked Problem, Nice Profession: Advancing the Early Childhood Profession With Evidence From ALL Stakeholders. Lynn C Hartle, The Pennsylvania State University - Brandywine

AERA Related Activities

19.010. AERA Undergraduate Student Research Training Workshop and Reception: Closed Session. AERA Related
2019 AERA Annual Meeting > Program Schedule > FRIDAY, APRIL 5, 4:20 PM

Friday, April 5, 4:00 pm

Division Sessions

20.010. Division I Executive Committee: Closed Meeting. Division I - Education in the Professions; Invited Speaker Session
InterContinental Toronto Centre, Upper Lobby, Caledon; 4:00-6:20pm

Friday, April 5, 4:20 pm

Presidential Sessions

21.010. Contested Citizenships: Knowledge, Race, and Politics Within an Educational Context. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104B; 4:20-6:20pm
Chairs: Anthony L. Brown, The University of Texas at Austin; Alfredo J. Artiles, Arizona State University
Participants: Zeus Leonardo, University of California - Berkeley; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Michael W. Apple, University of Wisconsin - Madison; Eve Tuck, University of Toronto; Nolan L. Cabrera, The University of Arizona

Metro Toronto Convention Centre, 100 Level, Room 104A; 4:20-6:20pm
Chairs: Sonia Nieto, University of Massachusetts - Amherst; Viv Ellis, King’s College London
Participants: Gladys Aponte, The City University of New York; Laura Ascenzi-Moreno, Brooklyn College - CUNY; Edwin Mayorga, Swarthmore College; Nancy L. Lemberger, Long Island University; Carmen M. Martinez-Roldan, Teachers College, Columbia University; Carmen I. Mercado, Hunter College - CUNY; Cristian Solorza, Bank Street College of Education; Elizabeth Taveras Rivera, Hunter College

AERA Sessions

Metro Toronto Convention Centre, 100 Level, Room 103 AB; 4:20-6:20pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Shirley M. Malcom, American Association for the Advancement of Science; Shaun R. Harper, University of Southern California; Valerie Kinloch, University of Pittsburgh; Shannon Lynn Burton, Michigan State University; Carol Mershon, University of Virginia

Metro Toronto Convention Centre, 100 Level, Room 101; 4:20-6:20pm
Chair: George L. Wimberly, American Educational Research Association
Participants:
2. Promise for Whom? Free-College Programs and Enrollments by Race and Gender at Public, Two-Year College. Denisa Gandara, Southern Methodist University
5. Associations Between Teacher Turnover in Head Start and Children’s Development. Anna J. Markowsitz, University of Virginia
6. Fair and Equal: School Funding and State-Level Racial Inequality of Educational Achievement. Emily Raucher, Brown University
7. Opportunities and Outcomes of In- and Out-of-School STEM Learning. Guan Saw, The University of Texas - San Antonio
9. Does Attending a Deeper Learning School Promote Student Motivation, Engagement, Perseverance, and Achievement? Charlotte A. Ager, Indiana University - Bloomington
10. Hispanic Students’ Sense of Control in Relation to Post-Secondary Enrollment Outcomes. Stephen J. Aguilar, University of Southern California
11. What Do Student Characteristics, High Stakes Tests, and Institutional Environments Have To Do With Postsecondary Completion? Lucy Arellano, Oregon State University
13. Illustration of Multilevel Explanatory IRT Model DIF testing with The Creative Thinking Scale. Meihua Qian, Clemson University
14. Understanding Noncognitive Indicators of College Readiness. Jenna Sublan, Georgetown University
16. School Administrators’ Perceptions of Parents’ Knowledge of Special Education. Angelique Aikten, University of Nebraska - Lincoln
18. A Review of State Department of Education Websites: Examining Special Education Information for Parents. Jennifer Farley, University of Nebraska - Lincoln
19. Examining Differential Impacts of Early Reading Skills on the Reading Comprehension Development of First-Grade At-Risk and Not-At-Risk English Language Learners. Ryan Grinn, University of Virginia
22. Systematic Review of Writing Research Involved With School-Age Children With Autism Spectrum Disorder From a Language Domains and Mediational Systems Framework. Matthew Zajic, University of Virginia
23. Long-Term English Learners’ Understanding of Exit Criteria. Maneka Deanna Brooks, Texas State University
24. Teacher Coaching in a Simulated Environment. Julia Cohen, University of Virginia
25. Overcoming the Geography of Disadvantage Abstract. Manel S. Gonzalez Canche, University of Pennsylvania
26. There Goes the Neighborhood: Examining School-Level Impacts and Responses to Gentrification in an Urban School District. Tersence L. Green, The University of Texas at Austin
27. Local Mathematics Course Trajectories in Middle and High School. Paul Hanselman, University of California - Irvine
30. “I Just Had to Be There”: Indigenous College Student Activists and Their Relationships to the #Nodapl Movement. Adrienne Keene, Brown University
31. The Digital Democratic Dialogue 3(d) Project: Imagining a Renewed Public Sphere Through an Online Youth Civic Design Collaborative. Nicole Minar, Rutgers University
32. Elevated Lead Levels and School Suspensions and Absences: Exploiting Within-School Variation in Lead Exposure. Emily Penner, University of California - Irvine
34. Applying Indigenous Research Methods: Centering Relationships in Research. Timothy Jose San Pedro, The Ohio State University
35. The Implications of “Unmanned Mandates” for Community College Transfer Student Success in a Duplicated State Higher Education System. Lauren Schudde, The University of Texas at Austin
36. Off the Map: Making Public Local Histories Through Digital Walking Tours. Katie Headrick Taylor, University of Washington - Seattle

2019 AERA Annual Meeting > Program Schedule > FRIDAY, APRIL 5, 4:20 PM

Division Sessions

21.018. Trauma and Victimization in Childhood. Division E - Counseling and Human Development; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 717A; 4:20-5:50pm
Chair: Dominic F Gullo, Drexel University
Participants:
- “Trauma Sensitivity? We’re Still Working”: Exploring How Elementary School Staff Make Meaning of Trauma Discourse. Elizabeth E. Blair, University of Wisconsin - Whitewater; Helen Rose Miesner, University of Wisconsin - Madison; Chiara C. Packard, The University of Wisconsin - Madison; Lyn C. MacGregor, The University of Wisconsin - Madison; Eric Grodsky, University of Wisconsin
- School Discrimination as Institutional Betrayal Among LGBTQ Students: The Interplay of Victimization, Discrimination, and Well-Being. Emily Gretytak, GLSEN
- Sexual Harassment and Abuse in Adolescent: Demographics, School Sexual Education, and Family Background. Fengrong Yang, University at Buffalo - SUNY; Shuyi Zhao, University at Buffalo - SUNY; Chia-Chiang Wang, University at Buffalo - SUNY; Man Shu

Metro Toronto Convention Centre, 800 Level, Room 803B; 4:20-6:20pm
Chair: James R. Sheldon, The University of Arizona
Participants:
- Navigating and Supporting Queer Identity in STEM Space. Matthew K Voigt, San Diego State University
- Queering Mathematics: Disrupting Binary Oppositions in Mathematics Education. Catheryn Yeh, Chapman University; Laurie Ravel, Brooklyn College - CUNY
- Queer Time Math Time. Peter M. Appelbaum, Arcadia University
- A Queer Disability Studies Reading of the Life of John Nash. Kai Rands, Independent Scholar

Metro Toronto Convention Centre, 700 Level, Room 709; 4:20-6:20pm
Chair: David E. Kirkland, New York University
Participants:
- Black and Latinx Youth Narrating Linguistic Solidarity. Danny C. Martinez, University of California - Davis
- Poetic Justice: Using Poetry as a Research Methodology to Explore Black Masculinities in Urban Public Schools. Crystal Belle, Rutgers University - Newark
- “Our Hearts Beat Faster” - Performing the Advocate Bilingual Teacher for Future Story-Making in the Borderlands. Blanca Caldas, University of Minnesota - Twin Cities
- Recentering Indigenous Paradigms Through Storytelling-as-Literacy. Timothy Jose San Pedro, The Ohio State University

Discussion: TBD

Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 4:20-5:50pm
Chair: Ann M. Mastergeorge, Texas Tech University
Participants:
- Research Evaluation and Assessment in Schools; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 4:20-6:20pm
Chairs: Mei Kun Lai, The University of Auckland; Cindy Louise Poortman, University of Twente
Presenters: Stuart Mcaughton, The University of Auckland; Ernesto Treviño, Pontificia Universidad Católica de Chile; Lise Vikan Sandvik, The Norwegian University of Science and Technology; Henning Fjortoft, The Norwegian University of Science and Technology
Discussants: Catherine E. Snow, Harvard University; Carol Campbell, University of Toronto - OISE

21.023. Indigeneity, Students, and Higher Education: The Complexities, the Realities, and What YOU Can Do to Support Indigenous Student Success. Division J - Postsecondary Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 4:20-6:20pm
Chairs: Stéphanie J. Waterman, University of Toronto; Michelle E. Pidgeon, Simon Fraser University
Discussant: Amy Scott Matcalf, The University of British Columbia
Panelists: Amanda Plain, University of Waterloo; Lori Campbell, University of Waterloo; Jeanette Villeneuve, University of British Columbia

21.024. Migrants, Refugees, and Global Challenges in Higher Education. Division J - Postsecondary Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202B; 4:20-5:50pm
Chair: Khalid Arar, Al-Qasemi Academic College
Participants:
Migrants, Refugees, and Higher Education in Turkey. Vasant Kondakci, Middle East Technical University; Ozgur Onen, Ankara University
Not a Crisis but a Coping Challenge: How Berlin Universities Responded to the Refugee Influx. Bernhard Thomas Streitwieser, The George Washington University; Maria-Aimee Schmitt; Katharina Gläseme; Lukas Brueck, Erasmus Mundus Joint Degree at Autonomous University of Barcelona, University of Amsterdam, Malta, a
Arab World Refugee Challenges in Higher Education: The Case of Syrian Refugee Students in Jordan. Kassai Haj-Yehia, Beit Berl College; Khalid Arar, Al-Qasemi Academic College; Eman Arar
Precarious Realities: Undocumented Youth in the Southwest (United States). Ruth María Lopez, University of Houston; Jaime Liborio Del Razo, Vassar College; Jaelin Josefina Lee, Harvard Graduate School of Education
Discussant: Lisa Unangst, Boston College

Metro Toronto Convention Centre, 700 Level, Room 710; 4:20-5:50pm
Chair: Karla Zaccor, Indiana University - IUPUI
Participants:
Advanced Placement Curricula: Moving From Exclusion to Accessibility With Disciplinary Literacy. David G. O'Brien, University of Minnesota; Laura Lemaniski, University of Minnesota - Twin Cities; Megan McDonald VanDeventer, Weber State University; Danielle J Heinle, University of Minnesota - Twin Cities; Deborah R. Dillon, University of Minnesota - Twin Cities; Robert Pech, University of Minnesota; Yongjun Lee, University of Minnesota - Twin Cities; Patricia G. Avery, University of Minnesota - Twin Cities
Collaborating Across Disciplines on Disciplinary Literacy Instructional Practices at the Middle School Level. Megin Charner-Laird, Salem State University; Jacy C. Ippolito, Salem State University; Christina L. Dobs, Boston University
How Do We Collaborate Within Disciplinary Literacy? A Literature Review. KaaVonia Hinton, Old Dominion University; Yongsueh Suh, Old Dominion University

21.026. Democratizing Preparation of Teachers of English Learners: Reflective Narratives of Teachers. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 4:20-6:20pm
Chair: Robert W. Blake, Towson University
Participants:
Preservice Teachers Learning to Teach English Language Learners: Knowledge, Attitudes, and Efficacy. Guofang Li, University of British Columbia; Youngseung Lee, University of British Columbia
Reflection on and for Actions: Probing Into English Language Art Teachers' Personal and Professional Experiences With English Learners. Huili Hong, Towson University; Karin J. Keith, East Tennessee State University
Empowering Preservice and In-service Educators to Identify and Reflect on the Needs of English Learners. Gregory Knollman, University of South Florida; Kandace Hoppin, Towson University
Discussant: Brett Elizabeth Blake, Saint John's University

21.027. Mathematics Teachers and Researchers Supporting Student Voice in Mathematics: Collaborative Action Research or Allywork? Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 704; 4:20-5:50pm
Chair: Carlos Alfonso Lopez Leiva, University of New Mexico
Participants:
Collaborative Action Research on Mathematics and Movement. Beth A. Herbel-Eisenmann, Michigan State University; Mary Q. Foote, Research Foundation, CUNY; Shelli Burkhardt, Flint Community Schools
Collaborative Action Research: Complex Instruction and Student Participation. Victoria M. Hand, University of Colorado - Boulder; Brent Jackson, Michigan State University; Carla Roberts-Caudle, Flint Public Schools
Collaborative Action Research: Perspectives on Student Engagement. Sungjooon Byun, Michigan State University; Joel Amidon, The University of Mississippi; Kim Hatfield
Collaborative Action Research: Shifting Focus From Pet Care to Student Collaborative Mathematical Thinking About Pets. Carlos Alfonso Lopez-Leiva, University of New Mexico; Jo-K Boegny, Flint Public Schools; Melade Osibodu, Michigan State University; Ashley Danielle Scruggins, University of Colorado - Boulder; Courtney Koester, Ohio University

Metro Toronto Convention Centre, 700 Level, Room 705; 4:20-5:50pm
Chair: Iwan Syahril, Sampoerna University
Participants:
Does Reading Fiction About Individuals With Disabilities Prepare Preservice Teachers to Conduct Disability-Related Conversations? Nicole Hanson, Fairleigh Dickinson University; Chrisa S. Bialka, Villanova University; Sarah Jin Wong, Bryn Athyn College of the New Church
Prepared for Teaching Together: Candidates’ Perceptions of Co-Taught Courses in a Teacher Preparation Program. Stacy Kuia, Azusa Pacific University; Angela Gutia, Azusa Pacific University; Joyce Melissa Gomez-Najarro, California State University - Fullerton; Kathleen Bautista; Jessica Camnaday, Azusa Pacific University
Preservice Early Childhood Teachers’ Sense of Efficacy for Teaching Students With Autism Spectrum Disorder. Corinne Gaffney Catalano, Montclair State University; Hellenrose Fives, Montclair State University; Eileen McKeating, Montclair State University; Nicole Barnes, Montclair State University
Preservice Teachers’ Attitudes and Beliefs in Working With English
21.029. Thinking Beyond Damage-Centered Teaching: Enacting a Humanizing Pedagogy in Teacher Education. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 711; 4:20-5:50pm

Chair: Dorinda Carter Andrews, Michigan State University

Participants:

- Enacting Humanizing Pedagogy as a Move Away From Damage-Centered Teaching in the Teacher Education Classroom. Dorinda Carter Andrews, Michigan State University
- Enactment of Radical Honesty in the Teacher Education Classroom. Bernadette Castillo, Minnesota State University - Mankato
- Engaging in Critical Self-Reflection in the Teacher Education Classroom. Davina Y. Jackson, Michigan State University
- Resisting Binaries in the Teacher Education Classroom. Tashal Brown, Michigan State University
- Engaging Ontological and Epistemological Plurality in the Teacher Education Classroom. Vivek Vellanki, Michigan State University

Discussant: Mariana Souto-Manning, Teachers College, Columbia University

21.030. When Preservice Teachers Learn Alongside Students, Families, and Communities. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 706; 4:20-5:50pm

Chair: Dr. Neelofer A Tijani, University of Houston

Participants:

- (De)Territories and Stratifications of Teacher Education: Teaching, Learning, Leading in School and Communities Without Organs. Seungho Moon, Loyola University Chicago; Charles Tocci, Loyola University Chicago; Jinyoung Koh, Loyola University Chicago
- Difference in Preservice Teachers’ Perspective on Preparation for Family Engagement in Urban Schools During Residency. Nicole Locker Andrews, University of Houston; Dr. Neelofer A Tijani, University of Houston

Discussant: Karen Colum, Minnesota State University - Mankato

21.031. Accountability for Schools and Teachers. Division L - Educational Policies and Politics; Paper Session Metro Toronto Convention Centre, 700 Level, Room 703; 4:20-5:50pm

Participants:

- The (New) New Institutionalism in Education: The Tension Between Technology-Enabled Personalization and Accountability Regimes. Iris Daruwala, Teachers College, Columbia University; Shani Shaliv Bresat, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University
- How Districts and Schools in Texas Delayed and Denied Special Education. David Edward DeMatthews, The University of Texas at Austin; David S. Knight, University of Texas at El Paso
- Which Teacher, Which Summer, What VAM Score: The Role of Test Timing in Teacher Value-Added. Allison C. Atteberry, University of Colorado - Boulder; Daniel J. Mangan, University of Colorado - Boulder
- After the Race to the Top: Sustainability and Outcome of a Teacher Learning Model. Motoko Akiba, Florida State University; Aki Murata, University of Florida; Cassie Howard, Florida State University; Judith Fabrega, University of Florida

Discussant: Morgan S. Polkoff, University of Southern California

21.032. How Immigration and Education Policy Collide in a “Post-Truth” Era. Division L - Educational Policies and Politics; Symposium Metro Toronto Convention Centre, 200 Level, Room 203B; 4:20-6:20pm

Chairs: Megan Hopkins, University of California - San Diego; Rebecca Jane Lownenhaupt, Boston College

Participants:

- Toward a Theoretical Understanding of Immigration and Education Policy. Erica Owayng Turner, University of Wisconsin - Madison; Ariana Mangual Figueroa, Rutgers University
- Constructing Opportunity: How the Context of Reception for Newcomers Shapes District Policy. Megan Hopkins, University of California - San Diego; Peter Bjorklund, University of California - San Diego; Hayley Ryan Weddle, University of California - San Diego; Ilana Marice Umansky, University of Oregon; Leslie Gautsch, University of California - San Diego; Dafney Blanca Dabach, University of Washington - Seattle
- Immigration Policy in Education Practice: Educators’ Responses to Trump-Era Policies. Rebecca Jane Lownenhaupt, Boston College; Ariana Mangual Figueroa, Rutgers University; Dafney Blanca Dabach, University of Washington - Seattle; Roberto G. Gonzales, Harvard University

Supporting State-Based Community Organizations’ Education Advocacy Efforts for English Learners and Immigrant Students. Delia Pompa, Migration Policy Institute

The Co-Design of a U.S. Mexico Binational-Bilingual Teacher Education Curriculum. Cristina Alfaro, San Diego State University; Sera Jean Hernandez, San Diego State University; Megan Hopkins, University of California - San Diego; Patricia C. Gándara, University of California - Los Angeles

Discussant: Rand Quinn, University of Pennsylvania

21.033. Knowledge Brokers and Boundary Spanners: Strengthening Ties Between Research, Policy, and Practice in Education. Division L - Educational Policies and Politics; Symposium Metro Toronto Convention Centre, 200 Level, Room 202C; 4:20-5:50pm

Chair: Joel R Malin, Miami University - Oxford

Participants:

- Spanning Boundaries Between Research, Policy, and Practice: An Exploration of Multiple, Embedded Thematic Knowledge Networks. Erica H. van Roosmalen, Ontario Ministry of Education; Doris McWhorter, International Congress for School Effectiveness and Improvement; Donna Kotsopoulos, Huron University College; George Galdianis, University of Western Ontario; Ruth G. Kane, University of Ottawa; Nicholas Ng-A-Fook, University of Ottawa
- Avenues of Influence: An Exploration of School-Based Practitioners as Knowledge Brokers and Mobilizers. Elizabeth N. Farley-Ripple, University of Delaware; Sara Bernice Grajeda, University of Delaware
- Push and Pull on Twitter: How School Leaders Use Microblogging as Knowledge Brokering and Mobilization. Jayson W. Richardson, University of Kentucky; Nick John Saurers, Georgia State University; Vincent Cho, Boston College; John Eric M Lingat, University of Kentucky

A Model to Assess the Impact of Brokering Efforts: Proposed Indicators for Multi-Stakeholder Knowledge Mobilization Efforts. Amanda Cooper, Queen’s University; Stephen William MacGregor, Queen’s University - Kingston

Discussant: Chris Brown, University of Portsmouth

21.034. Neighborhood Gentrification and Schools: Implications for Equity and Diversity. Division L - Educational Policies and Politics; Symposium Metro Toronto Convention Centre, 200 Level, Room 201B; 4:20-5:50pm

Chair: Emily Germain, The University of Texas at Austin

Participants:

- Gentrification and Intentionally Diverse Charter Schools: Mapping Locational Decisions and Neighborhood Change. Huriya Jabbar, The University of Texas at Austin; Terri S. Wilson, University of Colorado Boulder; Michael R. Scott, The University of Texas at Austin; Wagna S. Mommandi, University of Colorado - Boulder

A Role for Social Design Experiments in School Gentrification
SIG Sessions

Metro Toronto Convention Centre, 800 Level, Room 801B; 4:20-5:30pm
Chair: Joyce E. Many, Georgia State University
Participants:
1. Critical Incidents That Help or Hinder Novice Urban Teachers’ Ability to Impact Learning and Development. Joyce E. Many, Georgia State University; Ruchita Bhattacharjee, Georgia State University; Carla Lynn Tanguay, Georgia State University
2. Designing and Implementing a Course With a “Teaching for Democracy” Focus: Learning From Induction Teachers. Karynne L. M. Kleine, Young Harris College; Christina Lunsman, Young Harris College
3. Leveraging Completer Data for Program Improvement: Analyzing Multiple Measures Using a Plan-Do-Study-Act Model. Diana Lys, University of North Carolina - Chapel Hill; Alison LaGarry, University of North Carolina - Chapel Hill; Wenyang Sun, University of North Carolina - Chapel Hill
5. Leveraging Paraprofessionals Toward Teacher Candidacy Through Residency Models. Joseph R. Feinberg, Georgia State University; DaShaunda Patterson, Georgia State University; Gwendolyn T. Benson, Georgia State University; Gladys Yarbrough, Georgia State University
6. Determining Impact: A Case Study of the Mentor-Led, Field-Based, Cohort Model. Holley Morris Roberts, Georgia College & State University; Lyndall H. Maschell, Georgia College & State University
7. Inequitable Perspectives: First-Year ESL Teachers’ Perspectives on, Pedagogy for, and Dispositions to Teach Culturally and Linguistically Diverse Students. Judith Helen Collazo, University of South Carolina - Aiken
8. How Educator Preparation Programs Are Responding to Demands to Measure Completer Impact on Student Learning. Leah M. Chamberlain, University of Cincinnati
10. Impacts of Noyce Teachers’ Mind-sets on Ways of Their Teaching and Student Learning Objective or Purpose. Guiyun Qian, Lehman College - CUNY; Serigne Mbaye Gningue, Lehman College - CUNY
Discussant: Jennifer Elizabeth Carinci, American Association for the Advancement of Science

21.036. Embracing the Tension: Identity and Positionality in Diverse Educational Spaces in Africa and the Caribbean. SIG-Caribbean and African Studies in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201C; 4:20-6:20pm
Chair: Janice B. Fourniller, Georgia State University
Participants:
Cross-Cultural Project-Based Collaboration: A Comparison of Communication Patterns Between African and U.S. Students. Kim D. MacGregor, Louisiana State University; Irene S. Mbarika, ICT University
Examining the Impact of Teacher Discrimination and Racial Identity on Black American and Nigerian Adolescents’ Grades. Adaaruennaya Chidinma Omuenuwe, The College of New Jersey
“Maybe I’m Not the Way I See Myself”: Intrapsychic and Interpersonal Development in Trinidad and Tobago. Elizabeth Niethaus, University of Nebraska - Lincoln; Letitia Williams, University Of The District of Columbia; Miles Young, Northeast Texas Community College; Adam Fullerton, University of Nebraska - Lincoln; Kayla Person; Stephanie Zobac
The Art of the Tactic: Youth Artists in Western Kenya. Betsy Okello, University of Notre Dame
Thinking With Theory: Making Sense of Our World. Keitha-Gail Martin-Kerr, Saint Paul College
Discussant: Krystal Strong, University of Pennsylvania

21.037. Centering Community Knowledge and Counterstories Across Community and School Spaces. SIG-Critical Educators for Social Justice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 4:20-5:50pm
Chair: Stacey J. Lee, University of Wisconsin - Madison
Participants:
“Learn From Each Other, Not of Each Other”: Counterstories in Pedagogy. Jia-Hui Stefanie Wong, Trinity College
“Pero yo pienso que You Can Be Proud”: Exploring Counterstories From Latina Youth in Wisconsin. Bailey B. Smolarek, University of Wisconsin - Madison
Nurturing Deep Roots: Pupils as Resistance in a Korean Language School. Eujin Park, University of Illinois at Chicago
“You Are My Other Me”: Young GrownNourished in a Latina Youth Group. Julissa Ventura, University of Colorado - Boulder
“We Learn to Empower Ourselves”: Chuí Youth Decolonizing Learning Through Organizing. Alexandra Allweiss, Michigan State University
Discussant: Bianca Jontae Baldridge, University of Wisconsin - Madison

21.038. More Than Rosa Parks and Dr. King: Empowerment of Black Students Through Pedagogy and Praxis. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 606; 4:20-6:20pm
Chair: Lisa Covington, The University of Iowa
Participants:
Pedagogies of Possibilities: Black Males and Critical Consciousness in School. Derrick R. Brooks, University of Cincinnati
“They Don’t Want Us to Be Woke”: Suburban Black Girls’ Exploration of the Curriculum. Lisa Covington, The University of Iowa; Donna Y. Ford, Vanderbilt University
Justice System—Impacted Girls of Color in the Bronx: Relationship Development as a Protective Factor. Amelia Frank; Crystalle Romero; Shaniqua West
Discussant: Venus E. Evans-Winters, Illinois State University

21.039. From Policy to Practice: Exploring the “Implementation Gap” in Early Childhood Education. SIG-Early Education and Child Development; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205D; 4:20-5:50pm
Chair: Sara C. Michael-Luna, University of Central Florida
Participants:
Theorizing the Implementation Gap: An Equity Framework. Leslee Grey, Queens College - CUNY
Academic Rigor in the Changed Kindergarten: Examining Teachers’ Strategies and Identifying Opportunities for Transformation. Christopher P. Brown, The University of Texas at Austin; Da Hei Ku, The University of Texas at Austin; David Barry, Boston Public Schools; Joanna Englehardt, The University of Texas at Austin
The Academic Language of Universal Pre-Kindergarten Science; Teacher Narratives of Policy Implementation. Sara C. Michael-Luna, University of Central Florida; Leslee Grey, Queens College - CUNY
Teacher Resistance and Reconceptualization of the Universal Pre-K Assessment Directives. Lacey Elizabeth Peters, Hunter College - CUNY
Interpretation of Early Childhood Curriculum Policy: Identity as a Center for Understanding. Lucinda G. Heimer, University of Wisconsin - Whitewater
Discussant: Beth Blue Swadener, Arizona State University

21.040. Children’s Common Worlds in Times of Climate Change and “Post-Truths.” SIG-Environmental Education; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 4:20-5:50pm
Participants:
1. Encounters With Food Waste in Studio Spaces: Activating Responsibilities to Matter. Kathleen Kummern, Capilano University; Sylvia Kind, Capilano University; Laurie Kocher, Capilano University
2. Texas Water Stories: Children’s Everyday Encounters With an Austin Creek. Fikile Nxumalo, The University of Texas at Austin; Marleen Villanueva, UT Austin NAIC (Native American and Indigenous

Research. Luis Ernesto Poza, San José State University
Discussant: Maia B. Cucchiara, Temple University
21.041. Race, Ethnicity, and Gender Issues in Graduate Education. SIG-Graduate and Postdoctoral Education across the Disciplines; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 4:20-6:20pm
Participants:
- When Talent Goes Unrecognized: Gender and Racial Discrimination, Community Recognition, and STEM Postdocs’ Science Identities. Amanda J. Brockman, Vanderbilt University; Dara Elizabeth Naphan, Vanderbilt University; Richard Pitt, Vanderbilt University
- Listening With a Third Ear: Advancing Promising Practices to Promote Black Men’s Persistence in Engineering. Brian A. Burt, Iowa State University; Gordon J.M. Palmer, Palmer University of Michigan - Ann Arbor; Corey Kollasch; Emily Logan

Metro Toronto Convention Centre, 200 Level, Room 201E; 4:20-5:50pm
Participants:
- Abriendo Puertas Escolares: A Narrative Inquiry of Latina/o Principals Opening New Schools. Patricia Rocha, Concordia University - Texas; Yvette Cantu, Texas State University; Irene V. Garza, The University of Texas at Austin
- A Review of the Research on Latinx School Leaders: Lessons From the Last 40 Years. Frank Hernandez, Southern Methodist University; Elizabeth T. Marakami, University of North Texas; Monica Byrne-Jimenez, Indiana University - Bloomington
- University Leadership and Support for Immigrant Students: A Document Analysis of 20 University President Letters. Blanca Elizabeth Vega, Montclair State University
- Exploring the Impact of a Culturally Tailored Leadership Programs for Latinas. Cristina Padilla, University of San Diego
- Cultural Wealth Within Latinx Administrators’ Leadership Practices. Kendra Lowery, Ball State University; Silvia Romero-Johnson, Madison Metropolitan School District

21.043. Pushing Back Against the Post-Truth Paradigm: Indigenous Languages, Literacies, and Politics. SIG-Indigenous Peoples of the Pacific; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 803A; 4:20-5:50pm
Chair: Ina Te Wiata, Massey University
Participants:
- Collective); Pablo Montes, The University of Texas at Austin
- 3. Alter-Tales of Multispecies Water Relations Through Sensational Merri Merri and Stony Creek Water Stories. Mindy Blaise, Edith Cowan University; Catherine Hamm, La Trobe University
- 4. Using Storytelling and Artistic Approaches to Contextualize Climate Change and Energy Relations With Children and Young People. Peter Krafj, Birmingham University; Arnoi Khan

21.044. Innovation-Driven Practice. SIG-Instructional Technology; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 601A; 4:20-6:20pm
Chair: Bryce L. Walker, George Washington University
Participants:
- An Informed Synthesis of Experimental and Quasi-Experimental Computer-Based Scaffolding Research. Nam Joon Kim, University of Miami; Andrew Walker, Utah State University; Brian R. Belland, The Pennsylvania State University; Mason Lefley, Bridgerland Technical College
- Inquiry Learning, Storytelling, or Citizen Science? Exploring Perceptions of Learning in an Online Biology Course. Nátercia Valle, University of Florida; Pasha Antonenko, University of Florida; Loreena Endara; Christine Davis, University of Florida; Gabriel Somarriba; Emily Sessa; Feiya Luo, University of Florida; Sarah Carey; Selcuk Dogan, University of Florida; Gordon Burleigh; Matt von Konrat; Stuart McDani
- Integrating Block-Based Coding Into Scientific Modeling Lessons. Lucas Vasconcelos, University of Georgia - Athens; ChanMin Kim, The Pennsylvania State University
- When Middle School Kids Make: Understanding the Roles of Scaffolding for Troubleshooting to Support Inquiry. Hamid Nadir, Indiana University - Bloomington; Krista D. Glazewski, Indiana University; Thomas Brush, Indiana University; Kyungbin Kwon, Indiana University - Bloomington

21.045. Stem Through an International Lens. SIG-International Studies; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 809; 4:20-6:20pm
Chair: Shunning Liu, Ball State University
Participants:
- A Comparison of Chinese and U.S. Mathematics Teachers’ Word Problem Instruction and Their Impact on Student Learning. Shuang Zhang, Texas Tech University; Jian Wang, Texas Tech University; Raymond Flores, Texas Tech University
- Girls’ and Boys’ Mathematics and Science Performance: A Comparative Analysis Using 20 Years of TIMSS. Frank Torres Fonseca, American Institutes for Research
- Impacts of Gender and Citizenship Status on STEM Career Outcomes. Peggy Geng, Eastern Virginia Medical School; Janet Gao; Tiffany Wiggins
- Motivational and Affective Profiles in TIMSS Mathematics: A Comparison Between Norway, the United States, and Singapore. Elena C. Papanastasiou, University of Nicosia; Gavin T. Brown, The University of Auckland; Hanna Katarina Eklof, Umea University; Militsa Ivanova, University of Cyprus; Anastasios Markitis, University of Cyprus; Michalis P. Michaelides, University of Cyprus

21.046. Mentoring for Leadership and Professional Development. SIG-Mentorship and Mentoring Practices; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 4:20-6:20pm
Chair: Rubén Garza, Texas State University
Participants:
21.047. Motivation SIG Graduate Student In-Progress Research and Networking Event. SIG-Motivation in Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 716A; 4:20-6:20pm
Chair: Erika Alisha Patall, University of Southern California

21.048. Current Perspectives on Queering Elementary Education, Research, and Practice. SIG-Queer Studies; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201F; 4:20-5:50pm
Chair: Jill M. Hermann-Wilmarth, Western Michigan University
Repairing Elementary School Science. Kristin L. Gunckel, The University of Arizona
Interrogating Diversity in Award-Winning LGBTQ Inclusive Picture Books. Craig A Young, Bloomsburg University of Pennsylvania
Discussant: Ryan Schey, Auburn University

21.049. Living, Learning, and Communities in Black Education. SIG-Research Focus on Black Education; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 601B; 4:20-5:30pm
Chair: Chezare A. Warren, Michigan State University
Participants: Are We Gon’ Be Alright? The Fate of Black Students, Schools, and Communities After the St. Louis Voluntary Desegregation Plan Ends. Jerome E. Morris, University of Missouri-St. Louis
Improving Retention and GPAs of Black Males: A Living and Learning Community Approach. Dakota Wayne Cintron, Neag School of Education, University of Connecticut; Erik M Hines, University of Connecticut; Paul Singleton, University of Connecticut - Storrs
Males of Color in Living Learning Communities: Lessons From a Quantitative Exploration. AIC Berdon, Eastern Michigan University; Raul Leon, Eastern Michigan University; LaVar Jovan Charleston, University of Wisconsin - Whitewater
“Voices From the Village”: A Community-Led Model for Serving African American Youth. Juwan Z. Bennett, Temple University; M. Meghan Rutschi, Temple University; James Earl Davis, Temple University
Discussant: DeMarcus A Jenkins, The University of Arizona

21.050. Developing Measures of Mathematical Knowledge for Teaching for Secondary Teachers: Current Research and Open Questions. SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 602A; 4:20-6:20pm
Chair: Jason Brasel, University of Michigan - Ann Arbor
Participants: Using Evidence-Centered Design to Develop Assessments of Mathematical Knowledge of Teachers for Mathematical Argumentation. Daisy Wise Rutstein, SRI International; Hee-Joon Kim, KS Knudsen, SRI International
Assessing Secondary Teachers’ Algebraic Habits of Mind. Ryota Matsuura, Saint Olaf College; Sarah Sword, Education Development Center, Inc.
Reconsidering the Organization of Mathematical Knowledge for Teaching. Patricia G. Herbst, University of Michigan - Ann Arbor; Inah Ko, University of Michigan - Ann Arbor
But What Is It?Specialized Content Knowledge and Knowing Mathematics for Teaching in Secondary Settings. Jason Brasel, University of Michigan - Ann Arbor; Matthew D'Aquino, University of Michigan; Nicole Garcia, University of Michigan; Reidar Moshvold, University of Stavanger; Paul Kwame Yanok, University of Michigan - Ann Arbor; Deborah Looenegang Ball, University of Michigan - Ann Arbor
Discussant: Deborah Looenegang Ball, University of Michigan - Ann Arbor

21.051. Mathematics Coaching for Sense-Making: Shifting the Lens in Teachers in the Coaching Relationship. SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206C; 4:20-6:20pm
Chair: Ethvikia Stephanie Saclardises, The University of Alabama - Tuscaloosa
Participants: Conditions Influencing Teacher Sense-Making During One-on-One Coaching. Ethvikia Stephanie Saclardises, The University of Alabama - Tuscaloosa; Sarah Theele Lubenski, Indiana University
Purposeful Coaching of Middle School Teachers: Establishing a Collaborative Environment for Engaging Teachers as Sense-Makers. Anne Ellington, Virginia Commonwealth University; Joy Wright Whitenack, Virginia Commonwealth University
Negotiating Power and Agency in Coaching to Support Ambitious Teacher Learning. Evra Marie Baldering, San Francisco Unified School District
Using Teachers’ and Students’ Sense-Making in Coaching: Supporting Development of Real-World Mathematical Connections. Samantha Marshall, Vanderbilt University; Patricia Buenrostro, Vanderbilt University; Ilana S. Horn, Vanderbilt University
Teacher Turnaround: Supporting Collective Experimentation Inside Practice. Lynsey K. Gibbons, Boston University; Ada Okun, Boston University
Discussant: Ilana S. Horn, Vanderbilt University

21.052. Literacy Research in the Elementary School. SIG-Research in Reading and Literacy; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 4:20-5:50pm
Chair: Eric Claravall, California State University - Sacramento
Participants: An Investigation of the Contribution of Oral Language to Reading in Young English Learners. Becky H. Huang, The University of Texas - San Antonio; Lisa Bedore, Temple University; Yangting (Tina) Wang, The University of Texas - San Antonio; Luming Niu, The University of Texas at Austin; Nicole Wicha, University of Texas San Antonio
Challenging Discourses Advocating Working-Class Boys Are Reluctant Readers: Identifying Differences in Attitudes, Frequency, and Outcomes. Laura Scholes, Australian Catholic University
Examining Student Agency During Literacy Instruction. Margaret Vaughan, University of Idaho; Joshua Premo, Washington State University - Pullman; Danielle Erickson, University of Idaho; Christine Anne McManus, Washington State University - Pullman
Predicting Writing for Struggling Second-Grade Students. Keith Mathew Graham, Texas A&M University - College Station; Stephanie Michele Moody, Texas A&M University - College Station; Mahjabin Chowdhury, Texas A&M University - College Station; Xueyan Hu, Texas A&M University - College Station; Michele L Norton, Texas A&M University - College Station; Sophia Galvin, Texas A&M University - College Station; Layne Poole, Texas A&M University - College Station; Mallory Everett, Texas A&M University - College Station; Madison Paul; Li-Jen Kuo, Texas A&M University - College Station; L. Quentin Dixon, Texas A&M University - College Station
21.053. Pushing the Boundaries of Gifted Education. SIG-Research on Giftedness, Creativity and Talent; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 4:20-6:20pm
Chair: Jennifer L. Jolly, University of Alabama
Participants:
- "Alternative Facts" About the Intellectually Gifted: Two Experiments on Stigmatization Effects From Biased Newspaper Reports. Sebastian Bergold, Technical University Dortmund; Matthias R. Hastall, Technical University Dortmund; Ricarda Steenmayn, Tu Dortmund
- Myths of Gifted Education: Are We Just Talking to Ourselves? Hope Elisabeth Wilson, University of North Florida
- What Really Happens in Gifted Education: A Portrait of Three States. Rasheka Hamilton, University of Connecticut / Washington Student Achievement Council; D. Betsy Mccouch, University of Connecticut; Del Siegle, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut; Carolyn M. Callahan, University of Virginia; Daniel A. Long, University of Connecticut - Storrs
- Psychological Constellations Assessed at Age 13 Predict Distinct Forms of Eminence 35 Years Later. Brian Oliver Bernstein, Vanderbilt University; David Lubinski, Vanderbilt University; Camilla P. Benbow, Vanderbilt University
Discussant: Michael S. Matthews, University of North Carolina - Charlotte

Metro Toronto Convention Centre, 200 Level, Room 206A; 4:20-5:50pm
Chair: Megan Madigan Peercy, University of Maryland - College Park
Participants:
- What’s in a Name? “Language, Identity, and Equity” in Teacher Education. Manka M. Varghese, University of Washington
- Understanding Core Practices for Multilingual Learners Through the Eyes of Teachers and Students: A Case Study. Jennifer Marie Collett, Lehman College - CUNY; Nancy E. Dubetz, Lehman College - CUNY
- What Makes Me Different as a Teacher? Novice Teachers of EBs Enacting Core Practices. Megan Madigan Peercy, University of Maryland - College Park; Karen Feagin, University of Maryland - College Park; Tabitha Kidwell, University of Maryland - College Park; Megan DeStefano, University of Maryland - College Park; Johanna M. Tigert, University of Massachusetts - Lowell; Wyatt Hall; Daisy Fredricks, Grand Valley State University; Jennifer Gisi Himmel, University of Maryland
- Conceptualizing and Enacting Core Practices for Teachers of English Learners in Secondary Content-Area Classrooms. George C. Bunch, University of California - Santa Cruz; Aida Walqui, WestEd
Discussant: Jamy Stillman, University of Colorado - Boulder

21.055. Dimensions of Supportive and Enabling Educational Environments for African American Children. SIG-Talent Development of Students Placed at Risk; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 715A; 4:20-5:50pm
Chair: James Earl Davis, Temple University
Participants:
- The Effects of Psychological Verve as a Learning Context and How African American Students’ Perception of Culturally Relevant Conceptualizing and Enacting Core Practices for Teachers of English Learners in Secondary Content-Area Classrooms. George C. Bunch, University of California - Santa Cruz; Aida Walqui, WestEd
- Using Asset-Based Pedagogy to Facilitate STEM Learning, Engagement, and Motivation for African American Middle School Boys. Sean Coleman, Bowie State University; Julius Davis, Bowie State University; Ramon Goings, Loyola University Maryland
- Discussant: James Earl Davis, Temple University

21.056. Creating a Diverse and Data-Capable Workforce Through Innovative STEM Programs. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203A; 4:20-6:20pm
Chair: Brianna Rache, Education Development Center, Inc.
Participants:
- Advancing Geospatial Thinking and Technologies: Citizen Mapping, Community Engagement, and Career Preparation in STEM. Chang Chia James Liu, New York Hall of Science; Beth Schlemper, University of Toledo
- Data Modeling With Young Learners and Their Families. Katherine McMillan Culp, New York Hall of Science
- Expanding Geospatial Technology Career Development for High School Students Through Teacher Professional Development. Nena Bloom, Northern Arizona University
- Designing Tactile Picture Books: Critical Making in Libraries to Broader Participation in STEM Education and Careers. CU Science Discovery Attn: Stacey Forsyth, University of Colorado Boulder; Chang Chia James Liu, New York Hall of Science
Discussant: Brianna Roche, Education Development Center, Inc.

21.057. Cognition and Emotion in Game-Based Learning Environments. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 4:20-5:50pm
Chair: Nicola Marie Allain, Empire State College - SUNY
Participants:
- Accelerating Early Math Learning With a Digital Math Resource: A Cluster Randomized Controlled Trial. KP Thu, Age of Learning, Inc. / Vexue Education, Inc.; Linlin Li, WestEd; Abby Christine Winer Schuchner, Learning Policy Institute; Kylie Flynn, WestEd
- A Meta-Analysis on the Implementation of Digital Badges in Educational Settings. Barbara Lopez, The University of New Mexico; Manuel Jimenez, The University of New Mexico; Liza Kittinger, The University of New Mexico; Victor Law, University of New Mexico; Paige Prescott, University of New Mexico; Sharon Schauf, The University of New Mexico; Zahira Merchant, San Francisco State University
- Assessment of Learning in Action in the Game-Based Learning Environment. Fengfeng Ke, Florida State University; Biswas Parajuli; Danial Smith
- Exploring Instructors’ Emotions and Metacognition: A Case Study of Instructor Interactions With a Learning Analytics Dashboard. Juan Zheng, McGill University; Lingyan Huang, McGill University; Maelch Assadat Kazemitarb, McGill University; Susanne P. Lajoie, McGill University; Yuxin Chen, Indiana University; Cindy E. Hmelo-Silver, Indiana University
- Effects of Belief Generation on Cross-Cultural Concept Learning in a Game-Based Social Simulation. Kalina Gjicali, The Graduate Center, CUNY; Bridgil Finn, Educational Testing Service; Delano Hebert, Educational Testing Service
Discussant: Lisa J. Lynn, Chicago Public Schools

Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 4:20-6:20pm
Chair: Matthew Newman Gaertner, WestEd
Participants:
- Keystrokes, Edit Distance, and Grading Rules: Psychometric Properties of Short-Answer Items. David Lang, Stanford University; Ben Stenhang, Stanford University; Rene kizilcec, Cornell University
- Evaluating the Performance of Automated Essay Scoring in AzMERIT Assessments. Yuan Hong, American Institutes for Research; Stephan A. Ahadi, American Institutes for Research; Myung Hee Im, American Institutes for Research
- Assessing Explanation, Argument, and Integrated Knowledge for the Next Generation Science Standards. Matthew Newman Gaertner, WestEd; Matt Silbergliht, WestEd; Kevin King, Utah State Office of Education; W. Christopher Brandt, IMPIAQ International, LLC
- Validity of Automated Scoring in Game-Based Assessment. Matt Silbergliht, WestEd; Kim Luttgen, WestEd; Melissa Rego, WestEd; Charlie Mahoney, WestEd; Andrew Grillo-Hill, WestEd; Daniel Brenner, WestEd
Discussant: Sue Lottridge, American Institutes of Research

21.059. Issues in Urban Learning, Teaching, and Research. SIG-Urban Learning, Teaching, and Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201D; 4:20-5:50pm
Chair: Mary Jean Tecce DeCarlo, Drexel University
Participants:
Changing the Narrative on Immigration: Educators Collaborating to Transform the Newcomer Student Experience. Lisa Auslander, Research Foundation - CUNY; Magdalen Ann Beiting-Parrish, Graduate Center - CUNY
Does Context Matter? Dispositions of New Teachers for Urban Schools. Diane M. Truscott, Georgia State University; Sarah Mia Obivo, Georgia State University
Learning Urban Teaching as an Interpretative Process. Kindel Turner Nash, University of Maryland - Baltimore County; Etta R. Hollins, University of Missouri - Kansas City; Connor Warner, University of Missouri - Kansas City; Ekaterina Strekalova-Hughes, University of Missouri - Kansas City; Keisha McIntosh Allen, University of Maryland - Baltimore County; Rhianna Kay Thomas, University of Missouri - Kansas City; Michele Stites, University of Maryland - Baltimore County
The Power of a Shared Language: Critical Relatability and Student Engagement. Ramon Stephens, University of California - San Diego; James Crawford, University of California - San Diego; Kirk D. Rogers, University of California - San Diego; Dolores Lopez, University of California - San Diego; Makeba Jones, University of California - San Diego; Thandeka K. Chapman, University of California - San Diego

Discussant: Brian L. Wright, The University of Memphis

Division and SIG Roundtables

21.060. Fairmont Royal York Roundtable Session Two; Roundtable Session

21.060-1. Contributions to Equity Through Systems, School Choice, Teachers, and Arts. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 4:20-6:20pm
Participants:
Living and Learning Through System Change. Gillian Parekh, York University; Robert S. Brown, Toronto District School Board; Vidya Shah, York University; Arthur Burrows; Rabiea Riaz
Spatial Analysis of Charter School Location and Neighborhood Poverty in Two Urban Cities. Mark Hogreve, Washington University in St. Louis
The Role That Teachers Play in College Placement Among First-Generation Youth. Erika Kitts-miller, Teachers College, Columbia University; Diana Elizabeth Cruz, Teachers College, Columbia University; Kurrinn Abrams, The Opportunity Network; Ted Domers, Carver High School for Engineering and Science; Kelly Carde, Teachers College, Columbia University
Does Art Make You Smart? Longitudinal Experiment of the Effects of Multiple Arts-Focused Field Trips. Jay p... Greene, University of Pennsylvania; Meesuk Eric Booth, Teachers College, Columbia University; Angela Watson, University of Arkansas; Molly Beck, University of Arkansas

21.060-2. Extending Mixed-Method Research and Its Application to Schools. SIG-Mixed Methods Research; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 4:20-6:20pm
Chair: Weijia Wang, University of Washington - Seattle
Participants:
Who Are the Experts? Challenges When Using the Exemplar Methodology in Mixed Methods Research. Elizabeth E. Smith, University of Tulsa
How Open-Ended Survey Questions Can Aid in Rigorous Qualitative Research Design. Deshita Chakraverty, Indian Institute of Management Ahmedabad; Donna B. Jeffe, Washington University in St. Louis
From Secondary Data to Case Studies: A Mixed-Methods Study of Youth With Learning Disabilities. Brenna Catherine Lawrence, Brandon University
Understanding Their Truths: English Language Learner Student Achievement Under California’s Local Control Funding Formula Policy. Theresa Ann Meyerott, University of California - San Diego
Discussant: Zuyay-R Hong, National Sun Yat-sen University

21.060-3. Literacy, Attendance, Teacher Pension Perceptions, and Postsecondary Supports. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 4:20-6:20pm
Chair: Jade Kim, University of Toronto
Participants:
Examining the Mediating Effects of Home Literacy Environments on Reading Growth Across Four Language Backgrounds. Ronald H. Heck, University of Hawaii - Manoa; Tingting Reid, University of Hawaii at Manoa
Between Yesterday and Tomorrow: Association of Student Factors and Postsecondary Outcomes. Patrick D Rich, Denver Public Schools
What Do New Teachers Think About Their Pension? Joseph M. O’Reilly, Arizona State University
The Effect of Physical Fitness on Attendance and the Financial Benefits Thereof. Danial Aaron Hoepfner, Gibson Consulting Group; Eric Booth, Gibson Consulting Group; Joseph Patrick Shields, Gibson Consulting Group

21.061. MTCC Roundtable Session Five; Roundtable Session

21.061-1. Ethical and Political Implications on Teacher Experience. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Chair: Karen Embry-jenlink, Stephen F. Austin State University
Participants:
Addressing Ethical drift in Educational Leadership: A Moral Literacy Perspective. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-jenlink, Stephen F. Austin State University
Career Patterns of Women in Canadian Independent School Leadership. Claire Kelly, University of Toronto
Investigating the Teacher Experience With Colorado’s Educator Effectiveness Law. Mohsen Alzahrani, University of Denver; Lynn Saltzgaver

21.061-2. Examining the Role of Leadership in Complex Context. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Chair: Rebecca McBride Bustamante, Sam Houston State University
Participants:
Inquiries Form Trajectories: Reflections of Professors in the Field of Social Justice Leadership Preparation. Tanya Alyson Long, Texas State University
Mobilizing Norwegian Leadership: Reculturung the Role of School Leaders in a Post-Truth Era. Bev Friedman, OISE/University of Toronto; Ann-Karin Ivensen, KS
Reimagining the Principal. Pia Skott, Stockholm University
Discussant: Jefrer Hartman, University of South Florida - St. Petersburg

Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Participants:
Developing Self-Improving School Systems: Collaboration, Competition, and Transition. Mel Asinsow, University of Manchester; Mark P. Hudfield, Cardiff University
Unraveling Social Capital of School Districts: Reciprocity Between Central Office Staff Members and School Principals. Edith H. Hooge, TIAS School for Business and Society; Margriet van der Klui; TIAS Tilburg University
Two-Mode Social Network Analysis of the Funders’ Role in K–3 Reading Improvement Programs’ Distributing Resources. Melssu Akin, New York Institute of Technology; Thomas C. Hatch, Teachers College, Columbia University; Alyson Rumberger, Teachers College, Columbia University; Daniel E. Ferguson, George Mason University
Social Networks and Policy Coherence: Administrators’ Common Core and Teacher Evaluation Advice Networks. Elizabeth Lesty Stosich, Fordham Graduate School of Education; Thomas Hatch, Teachers College, Columbia University; Kathryn Hill, Research Alliance for New York City Schools; Rachel Roegman, University of Illinois at Urbana-Champaign; David Allen, College of Staten Island - CUNY
Discussant: Marian A. Robinson, The George Washington University

21.061-4. Beyond Permit Patty and Barbecue Becky: Racial Hierarchy and Spatial Justice in Education. Division G - Social Context of
Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Chair: Charise Nahm Pimentel, Texas State University - San Marcos
Participants:
- Annotating in the Margins: Generation 1 Learners’ Resistance Through Language/Identity in Sites of Contestation. Emily Suh, Texas State University
- Narratives of Six Latina/o Bilingual Teachers in the Context of Texas. Bercu Atez, Sam Houston State University; Mary A. Petron, Sam Houston State University; Helen Berg, Sam Houston State University
- “No Había Bilingual Education”: Historias From South Texas Escuelitas. Enrique David Degollado, The University of Texas; Randy Clinton Bell, The University of Texas at Austin

21.061-6. Politics, Knowledge, and Classroom Instruction. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Chair: Ayana Allen-Handy, Drexel University
Participants:
- Social Studies Curriculum in Post-Genocide Contexts: Interactions Between International- and National-Level Policy Makers. Petrina Davidson, Lehigh University
- Social Studies Teachers’ Decisions Around Politics in the Classroom in the Trump Era. Jerry Jameel Wilson, University of North Carolina
- Standards-Based Curriculum: Implications for Teaching Content and Classroom Discourses. Ninni Wahlstrom, Linnaeus University
- Truth and Social Media: A K–12 Teacher Perspective on Policy. Emilia Askari, Michigan State University; Christine M. Greenhow, Michigan State University; Sarah Galvin, Michigan State University; Diana Brandon, Charleston Southern University
- Functions of Private Religious Schools in Germany: Programmatic and Empirical Findings. Corinna Habeck, Westfälische Wilhelms-Universität Muenster; Judith Schwarz, Westfälische Wilhelms-Universität Muenster; Sabine Gruehn, University of Munster; Tanja Mayer, Humboldt University - Berlin; Thomas Koinzer, Humboldt University - Berlin

21.061-7. Educational Change in Asia. SIG-Educational Change; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Chair: Ross C Anderson, University of Oregon
Participants:
- A Comparison of Students and Teachers Perceptions of Secondary Reform in China in 2012 and 2017. Peter Yee Han Joong, University of Toronto; Yixiang JIN, Beijing Normal University; Leina Shen, Capital Normal University
- Lao People’s Democratic Republic Education Assimilation: A Need of Change for Ethnic Mong Minority Students. ter Jeffery Thao, Portland State University
- Revisiting and Exploring Youth Resistance and Civic Engagement in Hong Kong and Edmonton, Canada. Casey Megan Burbank, University of New Brunswick; Auralia Brooke, Government of New Brunswick

21.061-8. Exploring Language and Bilingualism for Latinxs. SIG-Hispanic Research Issues; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:20-5:50pm
Participants:
- “It’s About Identity”: Confronting Deficit-Based Assumptions About Latinx Students at a Developing Hispanic-Serving Institution. Rhianna Henry Casesa, Sonoma State University; Kelly Estrada, Sonoma State University
- Promoting Bilingual and Bicultural Well-Being: Application of Positive Education in a Heritage Language Program. Teriney Himiman, University of North Carolina at Greensboro; Ye Ha, University of North Carolina - Greensboro
- Remembering and Redefining Language Practices and Ourselves: Latinx Bilingual Teachers’ Monolingual English-Dominant Schooling Journeys. Carla España, Hunter College; Maria Teresa Sanchez; Brian A. Collins, Hunter College - CUNY

21.062-1. Teacher Leadership Practices for Equity and Engagement in Schools and Communities. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Cynthia L. Carver, Oakland University
Participants:
- Teacher Hopes and Fears: Shifting From an Involvement to an Engagement Perspective. Catherine Donnie Blathena, Butler University; Kathryn S. Hoeks, Butler University; Brooke E. Kandel-Cico, Butler University
- Research Synthesis on Teacher Agency in ESL/EFL/Bilingual Contexts: Research and Pedagogical Implications. Zhenjie Weng, The Ohio State University - Columbus; Jingyi Zhu; Grace Jue Yeon Kim
- Teacher Leadership Practices That Foster Efficacy and Equity in Schools. Kim Stiffer, Tamalpais Union High School District; MD Haque, University of La Verne; Sunny Li, University of West Florida
- Development and Vulnerability of Teacher Leadership Identity: Chinese Perspective. Shuang Zhang

21.062-2. Teaching and the Role of Race, Space, and Place. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Glosandra Lawyer, Lamar University
Participants:
- Reflections From White Teachers on Teaching Latinx Students in a Post-Trump America. William Toledo, University of Nevada - Reno
- Space Tenders: The Social Production of Special Educator Spatial Identities. Molly Elizabeth Sisty, Portland State University

21.062-3. Conversations About Educational Technologies (Teaching, Social Media, Games, Plagiarism). SIG-Computer and Internet Application in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Dino Sossi, Teachers College, Columbia University; NYU; Columbia SIPA
Participants:
- Use Computer Games to Help Habit Formation: A Report of First Phase Investigation. Xiaoning Gu, East China Normal University;
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm

Chair: Dana Walker, University of Northern Colorado

Participants:
- The Promises and Limitations of Computer-Based Analyses of Classroom Discourse: A Study of Literature Discussions. Amanda J. Godley, University of Pittsburgh; Christopher Alan Olshefski, University of Pittsburgh
- I Refuse: A Critical Discourse Analysis of Viral Refusal Letters to High-Stakes Testing. Stephanie Lynn Abraham, Rowan University
- Be Some Translation: A Poetic Experiment in Language, Identity, and Agency Among Refugee Youth. Christina M. Ponzio, Michigan State University

Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm

Participants:
- Benefits and Risks of Internet Use by People With Intellectual Disabilities: A Teacher’s Perspective. Esther Chiter-Sanz, Universidad de Alicante; Marcos Gómez-Puerta, University of Alicante
- Exploring Research Methods as an Alternative Communicators and Neurodivergent Inquiry Group. Brianna Dickens, Syracuse University
- Relationship Fatigue: A Postcritical Ethnography Exploring Relationships Between Students With Severe Disabilities and Their Teachers. Charna D’Ardenne, University of North Carolina, Chapel Hill; Karen Erickson, University of North Carolina - Chapel Hill

21.062-6. Restorative Justice in Schools: Rationale, Implementation, Outcomes, and Caveats. SIG-School Community, Climate, and Culture; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm

Chair: Lama Hassoun Ayoub, Center for Court Innovation

Participants:
- A Comprehensive Study of School Climate, Discipline, and Safety in New York City: Quantitative Study. Lama Hassoun Ayoub, Center for Court Innovation; Elise Jensen, Center for Court Innovation; Dana Kruisstein
- A Comprehensive Study of School Climate, Discipline, and Safety in New York City: Qualitative Study. Talia Sandwick, The Graduate Center, City University of New York; Josy Hahn, NYC Mayor’s Office of Criminal Justice / Center for Court Innovation
- A Randomized Controlled Trial of Restorative Justice in High-Suspending Brooklyn Schools. Andrew Martinez, Center for Court Innovation
- Restorative Justice: Positive Intentions, Unintended Consequences. Kristen Williams, California State University - Los Angeles

Discussant: Erika Sasson, Center for Court Innovation

21.062-7. Seeking Equity in Male-Dominated Professions: Women Navigating an Unforgiving Terrain. SIG-Research on Women and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm

Chair: Afiola Farinde-Wu, University of Massachusetts - Boston

Participants:
- Examining Critical Engineering Agency Beliefs in the Career Choices of Women Studying Engineering. Ebony Perez, University of South Florida - Tampa; Tonisha B. Lane, University of South Florida; Kahl Morgan, Georgia Institute of Technology; Amanda Torrellas, University of Central Florida
- Superwomen in STEM: Exploring How Professional Latina Engineers Navigate Their Career Trajectories. Emily Tancredi-Brice Agenyena, LaGuardia Community College
- The Search for Meaningful Learning in Ethiopian Higher Education Classrooms: A Snapshot of Women STEM Majors. Meseret Hailu, The Ohio State University
- Women in a Male-Dominated Field: Cost and Utility. Mirela Gutica, British Columbia Institute of Technology

Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm

Participants:
- Making Sense of Competency-Based Education Through the Lens of Differentiated Instruction. Rebecca Mazur, University of Massachusetts - Amherst
- “Lifting as We Climb”: Improving Support Mechanisms for African American Principals in High-Priority Schools. Reginald D. Wilkerson, Clemson University
- The School Reform and Equity Trap. Elizabeth Baham, Reach Institute for School Leadership
- Impulses for School Development? Findings of a German Program for Supporting Schools in Challenging Circumstances. Susanne Beese, German Institute for International Educational Research; Marko Neumann, DIPF | Leibniz Institute for Research and Information in Education; Therese Gesswein; Eunjii Lee, DIPF | Leibniz Institute for Research and Information in Education; Kai Maaz

School Turnaround in Germany: Identifying Change and Development Models in Schools in Challenging Circumstances. Stephan Gerhard Huber, University of Teacher Education Zg; Guri Skedsmo, University of Oslo; Giang Hong Pham, University of Teacher Education Zg; Katja Karwat, University of Teacher Education Zg

Discussant: Jennifer Levine-Smith, San Francisco State University

21.062-9. Self-Care, Coping, and Teacher Retention. SIG-Stress, Coping, and Resilience; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Melinda Lemke, University of Buffalo - SUNY

Participants:
- “I Think in Some Ways I Had PTSD”: Self-Care Among Educators Who Work With Displaced Youth. Melinda Lemke, University at Buffalo - SUNY; Jennifer L. Saboda, University at Buffalo - SUNY
- Putting Your Oxygen Mask on Before Helping Others: Personal Mindfulness Practices of Educational Leaders. Kerry Kathleen Robinson, University of North Carolina - Wilmington; Julia Mahfouz, University of Idaho
- Stress Management and Resilience Techniques in Education. Leslie Shayer, Okanagan College; Karen Ragoonaen, The University of British Columbia; Sabrin Lynn Cherkowski, University of British Columbia
- Understanding Teacher Anxiety During Science Teaching: What Is Happening Inside? Ali Lung Tan, National Institute of Education - Nanyang Technological University; Seng Chee Tan, National Institute of Education - Nanyang Technological University; Ching Yee Pua, National Institute of Education - Nanyang Technological University
- Self-Compassion for Public Speaking Anxiety: A Mixed-Methods Experiment. Phoebe Long, The University of Texas at Austin

Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Divya Varier, George Mason University

Participants:
- An Evaluation of the Distinction Between the Four Areas of Self-Regulated Learning. Yoe-eun Kim, The Ohio State University; Anna C Brady, The Ohio State University; Christopher A. Wolters, The Ohio State University
- Impacts From Goal-Setting Strategy Instruction for Students With Learning Disabilities. Jennifer Mischel, George Mason University; Innani Cmes, George Mason University; Sheri Berkeley, George Mason University
- Implicit Theories of Self-Regulated Learning: Interplay With Students’ Goal Orientations, Learning Strategy Use, and Metacognition. Silke Hertel, Ruprecht-Karls-Universität Heidelberg; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland

Discussant: Pamela Ford Murphy, Ashford University
21.062-11. Self-Study and Language and Literacy. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Parth Parikh, SUNY; Raymond Chauvin, University of Louisville; Marci S. DeCaro, Vanderbilt University
How Language Education Policy Shapes How I Teach: A Collaborative Self-Study of Language Teacher Educators. Cécile Sabatier, Simon Fraser University; Shawn M. Bullock, University of Cambridge
Instructors’ Enactment of Problem-Based Learning to Develop Preservice Teachers’ Assessment Literacy. Nadia Delaney, University of Calgary; Kim H. Koh, University of Calgary; Christy Carla Thomas, University of Calgary; Grace Chapman; Rose Benc, University of Calgary
Understanding Reading for Enjoyment Through Sustained Silent Reading: A Self-Study of Teaching Practice. Kimberly Turley McKell, Brigham Young University; Terrell Young, Brigham Young University; Timothy Morrison, Brigham Young University; Steffene E. Pinnegar, Brigham Young University

21.062-12. Semiotics in Education: Roundtable Session. SIG-Semiotics in Education: Signs, Meanings and Multimodality; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Participants:
Multidimensional Meaning-Making: Adolescents Leveraging Visuals and Sounds in Their Multimodal Science Fictions. Blaine E. Smith, University of Arizona; Maria Kolevou, University of Miami; Shiyuan Jiang, Carnegie Mellon University; Hua Ran, University of Miami; Juan Torralba, University of Miami; Ji Shen, University of Miami
Exploring the Perspectives of Youth With Asperger’s Syndrome: A Semiotic Perspective. John L. Rausch, John Carroll University
Tensions in Supporting Multimodal Presentations in Elementary Student Directed Inquiry Projects. Katarina Nicole Silvestri, SUNY - College at Cortland

21.062-13. STEM Teacher Education and Cognition. SIG-Learning Sciences; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Participants:
Attention to Equity and Coherence Across State Systems During Educational Reform Efforts. Deb Morrison, University of Washington - Seattle; William R. Penuel, University of Colorado - Boulder; Robbin Riedy, University of Colorado - Boulder
Harmonious or Disjointed? Framing Dynamics Within an Integrated Science and Engineering Unit. Jennifer schellingen, The Florida State University; Lama Ziad Jaber, Florida State University; Sherry A. Southerland, Florida State University
Understanding Instructors’ Reflections on Conjecture Maps and Their Impact on Design-Based Research. Zachary David Ryaian, Indiana University - Bloomington; David DeLiema, University of California - Berkeley; Blaine E. Smith, California State University - Berkeley

21.062-14. STEM for All: Providing Quality STEM Education to Students With Disabilities. SIG-Special Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:20-5:50pm
Chair: Jonte’ C. Taylor (JT), The Pennsylvania State University
Participants:
Painting a Narrative: Analysis of Published Systematic Reviews on STEM Interventions for Students With Autism Spectrum Disorders. Elizabeth M. Hughes, The Pennsylvania State University; Gulnoza Yakubova, University of Maryland; Tracy J. Raulston, The Pennsylvania State University; Paul Riccomini, The Pennsylvania State University; Jooyoung Lee, The Pennsylvania State University; Dviya Deshpande, The Pennsylvania State University
Science Instructional Time and the Relationship With Science Achievement for Students With Significant Cognitive Disabilities. Lori Andersen, The University of Kansas; Brooke Nash, The University of Kansas
The Effects of TEAMS Three-Pronged Model for Supporting High School Twice-Exceptional Students. Hye Jin Park, University of Hawaii; Kiriko Takahashi, University of Hawaii

Division and SIG Posters

21.063. MTCC Poster Session Three; Poster Session
21.063-1. Research in Science Teaching and Learning Poster Session
Xiaodan Tang, University of Illinois at Chicago; Ting Dai, University of Illinois at Chicago

22. Impact of Feedback on Working Memory Span: Exploring the Roles of Perceived Competence and Perfectionism. Susanne Narciss, Technische Universität Dresden; Marie Lippmann, California State University - Chico

23. Psychophysiological Measures of Recovery Phase After Cognitively Challenging Tasks and Mindfulness: A Preliminary Study. Rose Schnabel, University of Toronto; Earl Woodruff, OISE/University of Toronto

24. Relationships Between Gender Beliefs, Domain Knowledge, and Gesture Usage in Mathematics. Candace A. Wolkington, Southern Methodist University; Mitchell J. Nathan, University of Wisconsin - Madison; Dawn Marie Woods, Southern Methodist University; Geoffrey Ng etich Cheule, Southern Methodist University

25. Role of Language Proficiency in Second Language Learning Motivation: A Study on Young Chinese Language Learners. Yu Ka Wong, The Chinese University of Hong Kong

26. Scaffolded Visual Comparison Through Spatial Alignment. Nina Sims, Northwestern University; Bryan Matzen, WestEd; Benjamin Jee, Worcester State University; Steven Franconeri, Northwestern University; Dedre Gentner, Northwestern University

27. Social-Cognitive Understanding in Narrative Stories: An Analysis of Montessori and Public School Students. Stephanie Bueno, University of Toronto; Tina Waring, University of Toronto

28. The Morass of Misconceptions: How Unjustified Beliefs Influence Teaching and Learning. Bobby Hoffman, University of Central Florida; Morgan Amanda McAfee, University of Central Florida

29. Tracing Science Learners’ Digital Distribution of Self-Assessment Quizzes, Lecture Access, and Effects on Achievement. Kyle Castro Mefferd, Touro University - Nevada; Matthew L. Bernacki, University of North Carolina Chapel Hill

30. Using Instructional Support to Eliminate the Seductive Details Effect. Celeste Pilegird, University of California - Riverside

31. The Influence of Autonomy-Supportive Teaching Environment on Students’ Academic Performance. Dingmeng Fu, Beijing Normal University; Danhui Zhang, Beijing Normal University

Division D - Measurement and Research Methodology; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 4:20-5:50pm

32. Beyond Testing Measurement Invariance: Investigating Sources of Heterogeneity With Three-Step Multilevel Factor Mixture Modeling. Eun Sook Kim, University of South Florida; Yan Wang, University of Massachusetts - Lowell

33. Dealing With Omitted Variable Bias in Differential Item Functioning Assessment: A Propensity Score Matching Approach. Hsiu-Yi Chao, National Taiwan University; Chi-Chen Chen, Institute of Education - National Sun Yat-sen University; Hyun-Hong Chen, Soochow University

34. Detecting Differential Item Functioning Items Using Bayesian Multilevel Item Response Theory With Covariate Model. Hwanggyu Lim, University of Massachusetts; Yooyoung Park, University of Massachusetts - Amherst


36. Differential Item Functioning: An Investigation of Population Invariance for Hi-Lo Readers and Typical Readers. Ian F Hembry, MetaMetrics; Heather Koons, MetaMetrics; Jeff Elmore, MetaMetrics; Eleanor E. Sanford-Moore, MetaMetrics; Kate Pringle, MetaMetrics


39. Expectancy Value Scale for Teachers: Measurement Invariance and Latent Mean Differences. Ruiping Yuan, Mississippi State University; Jianzhong Xia, Mississippi State University

40. Generating (DIF)ferent Reading Responses: Exploring the Relationship Between Item Response and Immigrant-Generational Status. Ama Nyame-Mensah, University of Pennsylvania

41. Nonparametric Approaches for Identifying Differential Item Functioning in Cognitively Diagnostic Assessments. Sook Hyun Park, The University of Texas at Austin; Hyeon-Ah Kang, The University of Texas at Austin

Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 4:20-5:50pm

42. Unboxing “Born-Frees”: Freedom to Choose Identities. Saloshna Vandyeur, University of Pretoria

43. Teacher Educators’ Perspective on Diversity: Tensions Over Class and Ethnic Issues. Cecilia Paz Millán, Pontificia Universidad Católica de Chile

44. An Analysis of the Portrayal of Learning Disabilities in Children’s and Young Adult Literature. Sara Lynn Jezewik, University of Wisconsin - Milwaukee; Nancy E. Rice, University of Wisconsin - Milwaukee


46. Drawing on Student Funds of Knowledge to Increase Success for “At-Risk” Learners. Leyton Schnellert, The University of British Columbia; Shelley Moore, The University of British Columbia

47. From Theory to Practice: Preservice Teachers Enacting Critical Literacy. Molly T. Wiebe, The University of Texas at Austin; Yune Kim Tran, Montclair State University

48. "It’s Good Teaching": A Novice Teacher’s Conceptualization and Enactment of Responsive Middle-Level Mathematics Teaching. Kia P Saroff, University of South Florida - Tampa; Cheryl R. Ellerbrock, University of South Florida; Eugenia Vomvori-Isanovic, University of South Florida - Tampa; Megan Cannon, University of South Florida - Tampa

49. Nothing New Here: Racism, Cultural Hegemony, and Hope in Native Wisconsin. Virginia M. Lea, University of Wisconsin - Stout; Brian Jackson, Lac du Flambeau Public School Cultural Connections; Jamison Patrick, University of Wisconsin - Stout

50. Sustaining an Equitable and Just Democracy: Culturally and Linguistically Responsive, Developmentally Appropriate Universal Pre-Kindergarten. Beverly Falk, City College of New York - CUNY

51. The Case for Student-Directed Learning: Using Autonomy to Build Engagement, Agency, and Achievement in Classrooms. Ashley L. Schraft, University of Houston; Laveria Hutchinson, University of Houston; Leah McAlister Shields, University of Houston

52. The Evolution of Understanding of Sustainability-Based Pedagogy (Inclusive of Social Justice). Leah L. Forlinio, Avon Public Schools; Kurt Love, Central Connecticut State University

53. “These Kids Have Stuff to Say”: A Multicase Study of English Language Arts Teachers’ Critical Dialogues With Students About Racial Injustice Through Literature. Michelle Falter, North Carolina State University; Nina Radakovic Schoonover, North Carolina State University

54. Where Is a Gap of “Theory Into Practice” for “At-Risk” Learners. Ian F Hembry, MetaMetrics; Benjamin Jee, The University of British Columbia; Daniel Decker, Milwaukee Public Schools


21.063-5. A Lefebvrian Lens on a Transdisciplinary Field School Experience in the Amazon Rain Forest of Colombia. SIG-Environmental Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 4:20-5:50pm

56. Eco-Spirituality in Science Education: Contradictions in Intent and Practice. Darren Glen Hoog, University of Alberta

57. Environmental Education for Sustainability (EEFS) in Practice: Early Career Graduate Teachers’ Stories. Melissa Barnes, Monash University; Sylvia Christine Almeida, Monash University; Deborah Moore, Deakin University

58. Examining Youth Pathways in Conservation and Environmental Science. Rachel Chaffee, American Museum of Natural History; Mark Weckel; Preeti Gupta, American Museum of Natural History; Karen M. Hammersen, American Museum of Natural History; Timothy Podkul, SRI International; Kea Anderson, SRI International
Friday, April 5, 6:45 pm

Metro Toronto Convention Centre, 300 Level, Hall C; 4:20-5:30pm

Posters:
69. Schools for Scandal: Why School Scandals Simmer, but Don't Boil Over. Robert A. Maranto, University of Arizona
70. Visibly Unique: African American Females and Their Ascent to the Superintendentcy. Tracy M. Hinds, The School District of University City

Metro Toronto Convention Centre, 300 Level, Hall C; 4:20-5:30pm

Posters:
71. An Exploratory Study of Chinese Elementary School Students’ Attitudes Toward STEM: Scale Development and Changes Across Time. Zehua Dong, East China Normal University; Jing Zhang
72. Developmental Patterns of Literacy Among Students With Disabilities and Autism in an Emergent Reading Program. Ye Si Kim, Texas Tech University; Pamela C. Hunt, San Francisco State University; Elizabeth B. Kozleski, Stanford University; Jaeheon Lee, Texas Tech University
74. Evaluate the Usage and Impact of IXL in 10 Smarter Balanced States. Liyang Mao, IXL Learning
75. Using Logic Model and Visualization to Conduct Evaluation of an Early Care and Education Portfolio. Huang Wu, Western Michigan University; Jianping Shen, Western Michigan University; Jeffrey N. Jones, Western Michigan University; Xinyuan Gao, East China Normal University; Yanzheng Zheng, 1991
76. The Importance of Educator Perspectives in Policy Evaluation. Gwen C. Marchand, University of Nevada - Las Vegas; Elizabeth Hofschulte Collins, University of Nevada - Las Vegas; Tiberio Garza, University of Nevada - Las Vegas; Christie Gardner, University of Nevada - Las Vegas
77. Beyond Feelings: Making Informed Decisions About Junior Kindergarten Programs. David De Jong, University of South Dakota; Derrick Robinson, University of Memphis; Ayana Kee Campoli, Augusta University; Jamie Nold
78. Long-Term Effects of Early Care and Education on Cognitive Development: Public Preschool Programs and Impacts on Academic Achievement. William S. Barnett, Rutgers University; Kwanghee Jung, National Institute for Excellence in Teaching
79. Promoting Utilization of Evaluation Data Through Graphic Reports and Engaging Data Sharing Processes. Tammie S. Dickenson, University of South Carolina - Columbia; Dawn Coleman, University of South Carolina - Columbia; Ashlee A. Lewis, University of South Carolina
80. The Leader in Me Effectiveness Study. Chia-Lin Tsai, University of Northern Colorado; Eli Andrew Jones, Columbia State University; Chrisi Crosby Bergin, University of Missouri
81. Outcome Analysis of the League of Innovative Schools: Evidence From Three States. Casey D. Cobb, University of Connecticut; Mouhamadou Ndiaye, University of Connecticut - Storrs
82. Adaptive Math and Student Achievement: Evidence From a Randomized Controlled Trial of DreamBox Learning. Matthew A Leonard, Harvard University; Anisa Clark Rhea, Wake County Public School System
83. Teacher Incentives and Sorting: Performance Pay in Secondary Education. Joniada Mills, Saint Mary’s University
84. The Impact of School-Based Vision Care on Children’s Compliance With Eyeglass Wear Prescriptions. Amanda Inns, Johns Hopkins University; Christine SySantos Levy, Johns Hopkins University; Nancy Madden, Success for All Foundation; Robert Slavin, Johns Hopkins University; Alyssa Kretz, Johns Hopkins University; Michael X. Repka, Johns Hopkins University; David Friedman, Johns Hopkins University; Megan Collins, Johns Hopkins University

Friday, April 5, 6:45 pm

AERA Sessions

Metro Toronto Convention Centre, 100 Level, Room 102; 6:45-8:30pm
Chairs: Amy Stuart Wells, Teachers College, Columbia University; Jennifer Jellison Holme, The University of Texas at Austin; Janelle T. Scott, University of California - Berkeley
Participants:
Dakhká Khwáan Dancers: Marilyn Anne Jensen, David Neil Jensen, Erin Paula, Blake Lepine, Gary Sidney Johnson, Felisha Violet Rose Johnson, Daniel Ashley (aka DJ Dash)
Distinguished Panel on Truth and Reconciliation Across Borders. Leslie T. Fenwick, Howard University; Tunya Senk, Urban Indigenous Education Centre, Toronto District School Board; Niigaanwewidam James Sinclair, University of Manitoba; Daniel Gilbert Solorzano, University of California - Los Angeles; Sandy White Hawk, Maine Webanaki Truth and Reconciliation Commission; Elsie C. Bodde, Rutgers University Law School
Moderator: Christopher M. Span, University of Illinois at Urbana-Champaign
Conclusion and Adjournment. Felice J. Levine, American Educational Research Association

Friday, April 5, 8:30 pm

AERA Sessions

23.010. AERA Opening Welcome Reception. AERA Sessions; Reception
Metro Toronto Convention Centre, 100 Level, Room 106; 8:30-10:30pm

Saturday, April 6, 7:00 am

AERA Related Activities

24.010. AERA Undergraduate Student Education Research Training Workshop Early-Bird Breakfast: Closed Session. AERA Related Activities; Invited Speaker Session
InterContinental Toronto Centre, Lower Level, Ballroom A; 7:00am to 12:00pm
AERA Sessions

24.011. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 7:00-8:00am
Chairs: Felící J. Levine, American Educational Research Association; Vanessa Siddle Walker, Emory University; Amy Stuart Wells, Teachers College, Columbia University

Saturday, April 6, 8:00 am

Professional Development Courses

25.010. PDC15: Designing Adequately Powered Cluster Randomized Trials to Detect Main Effects, Moderation, and Mediation. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 600 Level, Room 601A; 8:00am to 12:00pm
Director: Benjamin Kelcey, University of Cincinnati
Instructors: Niambor Dong, University of North Carolina at Chapel Hill; Jessaca K. Spybrook, Western Michigan University; Kyle T. Cox, University of Cincinnati

25.011. PDC16: Introduction to Infographics and Data Visualization. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 600 Level, Room 601B; 8:00am to 12:00pm
Director: Dino Sossi, Teachers College, Columbia University; NYU; Columbia SIPA

25.012. PDC17: Support for International Scholars Seeking to Publish in English-medium Journals. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 600 Level, Room 602A; 8:00am to 12:00pm
Director: Wayne Journell, University of North Carolina - Greensboro
Instructors: Wayne Journell, University of North Carolina - Greensboro; Fouad S. Abd-El-Khalick, University of North Carolina - Chapel Hill; Jinfa Cai, University of Delaware; Gerald Campano, University of Pennsylvania; Mary Jane Curry, University of Rochester; Tsafrir Goldberg, University of Haifa; Amy Stornoiaulo, University of Pennsylvania; Ebony Elizabeth Thomas, University of Pennsylvania; Dana L. Zeidler

25.013. PDC28: Using Data from the High School Longitudinal Study of 2009 (HSLS:09). Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 600 Level, Room 602B; 8:00am to 12:00pm
Director: Jeremy Redford, American Institutes for Research
Instructors: Cameron McPhie, American Institutes for Research; Gail M. Mulligan, NCES, Department of Education

AERA Related Activities

25.014. AERA–Society for Research in Child Development Early Career Fellows Convening and Networking Space: Invitation Only (Day 1). AERA Related Activities; Board Meeting
InterContinental Toronto Centre, Upper Lobby, Wellington; 8:00am to 6:00pm

Metro Toronto Convention Centre, 500 Level, Room 501A; 8:00am to 12:00pm

25.016. Innovation in Teacher Education: Toward a Critical Reexamination. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104C; 8:00-10:00am
Chair: Christine Harrison, King’s College, London
Participants:
Humanizing as Innovation in a Cold Climate of (So-Called Evidence-Based) Teacher Education. Keith Turvey, University of Brighton
The Australian National Exceptional Teaching for Disadvantaged Schools Program. Bruce Munro Burnett, Australian Catholic University; Jo Lampert, La Trobe University
Decolonial Innovation in Teacher Education: Praxis Beyond the Colonial Zero-Point. Michael C. Domingue, San Diego State University
Social Justice Teacher Educators: What Kind of Knowing Is Needed? A. Lin Goodwin, Hong Kong University; Kelsey Darlly, Teachers College, Columbia University
Re-Mediating Knowledge Infrastructures: A Site for Innovation in Teacher Education. A. Susan Jurov, University of Colorado - Boulder; Ilana S. Horn, Vanderbilt University; Thomas M. Philip, University of California - Berkeley
Toward Practically Just Transformations: Interrupting Racism in Teacher Education. Mariana Souts-Manning, Teachers College, Columbia University
Discussant: Dorinda Carter Andrews, Michigan State University

Committee Sessions

25.017. Graduate Student Orientation: Navigating AERA. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 8:00-10:00am
Chair: Wei Jia Wang, University of Washington - Seattle
Discussant: Wei Jia Wang, University of Washington - Seattle

International Organization Sessions

25.018. An Overview of Recent Canadian Research in Educational Psychology. Canadian Society for the Study of Education - CSSE; Canadian Association for Educational Psychology (CAEP); Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 203A; 8:00-10:00am
Chair: Ian Alexandre Matheson, Queen’s University
Participants:
Dialectical Behavior Therapy Skills and Mental Health Literacy: A Cluster Randomized Trial of a Universal School-Based Mental Health Program. Jennifer Katz, University of British Columbia; Sterrett Mercer, 3-C Institute for Social Development; Sarah Y. Skinner, The University of British Columbia
Differentiated Instruction: Innovation, Support, and Resistance From School Administrators’ Perspectives. Jessica Whitley, University of Ottawa; Cherryl A. Duquette, University of Ottawa; Suzanne Gooderham, University of Ottawa; Cathy Elliott, Ministry of Education, British Columbia; Shari Orders, University of Ottawa; Amy Klan, University of Ottawa
The Influence of Preservice Education on the Development of Inclusive Practice. Jacqueline A. Specht, University of Western Ontario; Grace Louise Howell, The University of Western Ontario; Linda Ismailos, Brock University; Michael Fairbrother, University of Ottawa; McKenzie Vanderloob, The University of Western Ontario; Tiffany L. Gallagher, Brock University; Jessica Whitley, University of Ottawa
School-Based Anxiety: What Students Need From Their Teachers. Jenn de Lugt, Queen’s University
Examining How Students Develop Comprehension While Reading Graphic Text. Ian Alexander Matheson, Queen’s University; Jeffrey W. H. MacCormack, University of Lethbridge; Pamela Anne McDonald, Queen’s University - Kingston

25.019. Netherlands Cohort Study Education: A New Research Paradigm. Netherlands Initiative for Education Research - NRO; Invited Speaker Session
Metro Toronto Convention Centre, 600 Level, Room 605; 8:00-10:00am
Chairs: Rolf Van der Velden, Maastricht University; Carla Haelermans, Maastricht University
Division Sessions

Metro Toronto Convention Centre, 200 Level, Room 201A; 8:00-10:00am
Chair: Khalid Arar, Al-Qasemi Academic College
Participants:
Building Welcoming and Inclusive Schools for Newcomer Students: Framework and Praxis. Linyuan Guo-Brennan, University of Prince Edward Island; Michael Guo-Brennan, Troy University
Leading for Praxis and Refugee Education. Jane Wilkinson, Monash University; Mervi Kaukko, Monash University
Understanding the Educational Leadership for Refugee Education in Turkey in Different School Contexts. Khalid Arar, Al-Qasemi Academic College; Deniz Örüç, Baskent University; Gulnur Ak Küçükkaya, Turkish Ministry of National Education; Eman Arar
Discussant: Jeffrey S. Brooks, RMIT University

Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 8:00-10:00am
Chair: Christopher A. Wolters, The Ohio State University; Anna C Brady, The Ohio State University
Participants:
Metamotivational Monitoring in the Context of Self-Regulated Learning. David B. Mide, Boston College; Abigail A. Scholer, University of Waterloo; Jessica Edwards
Self-Regulation of Learning and Intentional Conceptual Change. Gale M. Sinatra, University of Southern California; Alana Kennedy, University of Southern California
Evaluating Time Management as a Core Process of College Students’ Self-Regulated Learning. Christopher A. Wolters, The Ohio State University; Anna C Brady, The Ohio State University
Discussant: Jeff A. Greene, University of North Carolina - Chapel Hill

25.022. Improving Literacy Through Digital Scaffolding. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 8:00-9:30am
Chair: TBD
Participants:
Visual Syntactic Text Formatting: Influences on Teacher Practices, Student Achievement, and Student Engagement. Penelope Collins, University of California - Irvine; Tamara Powell Tate, University of California - Irvine; Ying Xu, University of California - Irvine; Jenell Krashan, University of California - Irvine; Yenda Prado, University of California - Irvine; Joanna C. Yau, University of California - Irvine; George Farkas, University of California - Irvine; Mark Warschauer, University of California - Irvine
Opening the Black Box: Log Analyses of E-Book Engagement and Vocabulary Growth. Osman Umarji, University of California - Irvine; Ying Xu, University of California - Irvine; Elham Zargar, University of California - Irvine; Renche Yu, Moshe Yang; Stephanie Day; Carol M. Connor, University of California - Irvine
Reading in a Community: How Social Affordances of an eBook Platform Motivate Children to Read. Ying Xu, University of California - Irvine; Dongqing Wang; Joanna C. Yau, University of California - Irvine; Hou Han; Mark Warschauer, University of California - Irvine
Discussant: Susan B. Neuman, New York University

25.023. Show...and Tell? Using Behavioral Observation to Study Affective Processes in Educational Settings. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 8:00-10:00am
Chairs: Kristina Loderer, University of Munich; Reinhard Pekrun, University of Munich
Participants:
Measuring Emotions in Children: An Analysis of Emotions Observed in Real Time During a Narrative Task. Stephanie Buono, University of Toronto; Carl Woodruff, OISE/University of Toronto
Is Test Anxiety Written in the Face? Intra-Individual Analyses of Attentional Bias Using Facial Expressions. Sandra Becker, Ludwig-Maximilians-Universität München; Kristina Loderer, University of Munich; Reinhard Pekrun, University of Munich; Felix Susseknaben, University of Munich
How Do Emotions Impact the Accuracy of Self-Regulated Processes During Learning With Advanced Learning Technologies? Michelle Taub, University of Central Florida; Roger Azevedo, University of Central Florida; Megan Price, University of Central Florida; Elizabeth Brooke Cloud, University of Central Florida; Rinkumar Rejendran, Vanderbilt University; Gustam Bissios, Vanderbilt University
Teachers’ and Learners’ Emotional Experiences in Class: A Field-Based Video Study. Anne C. Frenzel, University of Munich (LMU); Anton Karl Georg Marx, University of Munich; Reinhard Pekrun, University of Munich; Corinna Reck, University of Munich; Mitho Mueller, University of Munich
The Importance of Teacher-Student Interaction for Student and Teacher Emotions: Observer-, Student-, and Teacher-Perceptions Compared. Monika H Donker, Utrecht University; Tamara van Gog, Utrecht University; Tim Mainhard, Utrecht University - Dept of Education
O-PARC: Observational Protocol for Autonomy, Relatedness, and Competence and Its Relations With Students’ Math Enjoyment. Lisa Marie Daniels, University of Alberta; Julia Farmey, University of Alberta; Lauren Denise Googun, University of Alberta
Discussant: Sidney K. D’Mello, University of Notre Dame

25.024. Synergies in Studies of Motivation and Learning: An Interactive Workshop. Division C - Learning and Instruction; Workshop
Sheraton Centre Toronto Hotel, Lower Concourse, Grand East; 8:00-10:00am
Chairs: K. Ann Renninger, Swarthmore College; Suzanne E. Hidi, University of Toronto
Participants:
Drawing on Self and Reward Perspectives to Understand the Benefits of Choice. Erika Alisha Patall, University of Southern California
The Role of Curiosity in Active Information-Seeking and Interest Development. Hyun Ji Lee, BMRI/Korea University; Dajung Diane Shin, Korea University; Sung-il Kim, Korea University
Self-Related Information Processing and Its Potential for Educational Benefit. Suzanne E. Hidi, University of Toronto; K. Ann Renninger, Swarthmore College
Motivation Validity: Motivational Implications of Measurement Practices. Jeff John Kosovich, Center for Creative Leadership; Chris S. Hulleman, University of Virginia; Ken E. Barron, James Madison University
Motivation as an Integrated, Complex, Dynamic System. Lisa Linnenbrink-Garcia, Michigan State University; Stephanie V. Worrington, University of Virginia
Does One Size Fit All? Exploring the Interaction Between Achievement Goal Orientations Profiles and Context. Markkku J. Niemivirta, University of Oslo; Antti-Tuomas Pulkka, National Defense University; Anna Tapola, University of Helsinki; Heta Tiunmien, University of Helsinki
Understanding Contextual Effects of Utility-Value Interventions. Elizabeth Ann Canning, Indiana University - Bloomington; Judith Harackiewicz, University of Wisconsin
Boredom. Thomas Goetz, University of Konstanz; Maike Kranich, Universität Konstanz; Nathaniel C. Hall, McGill University
The Surprising Role of Boredom in Aiding Learning. Jennifer Ann Hunter, York University; John Eastwood, York University
Interest, Development, and Learning. K. Ann Renninger, Swarthmore College; Suzanne E. Hidi, University of Toronto
Self-Regulation of Motivation: A Renewable Resource for Learning. Carol Sansone, University of Utah; Danielle Geerling, University of Utah; Dustin Thoman, San Diego State University; Jessi L. Smith,
Montana State University
Growth Trajectories of Motivation Beliefs Across Time and Academic Domains: Interactions With Tasks and Others. Carin L. Neitzel, Black Hills State University; Joyce M. Alexander, Texas AeM University - College Station; Kathy E. Johnson, Indiana University - Purdue University at Indianapolis
A Comprehensive Design-Based Approach to Motivating Engagement With Innovative Assessment and Credentialing Practices. Daniel T. Hickey, Indiana University; Katerina Schenke, University of California - Los Angeles
Affordances and Attention: Learning, Motivation, and Culture. Duane F. Shell, University of Nebraska - Lincoln; Terri L. Foweriday, University of New Mexico
Conceptualizing Goals and Their Relationships to Contexts. Susan B. Nolan, University of Washington - Seattle

25.025. Assessing Arts-Based Research in a Post-Truth Era. Division D - Measurement and Research Methodology; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 8:00-9:30am
Chair: Tiffany Octavia Harris, University of Illinois
Participants:
Chicago Butoh. Charles F Vanover, University of South Florida; Bob Devin Jones, The Studio; Jai Shanae; Adrian Anguiano, Columbia College Chicago
Goal-Centered Forms of Assessment of Arts-Based Research. Graham W. Lea, University of Manitoba
Assessing Impact in Arts-Based Research. Kathryn Ann Ricketts, University of Regina
Discussant: Patricia Leavy, Self-employed

25.026. Challenges in Meta-Analysis. Division D - Measurement and Research Methodology; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Saskatchewan; 8:00-9:30am
Chair: Karen L. Nylund-Gibson, University of California - Santa Barbara
Participants:
Comparing Robust Variance Estimation Versus Generalized Least Squares for Spearman-Brown-Corrected Reliability Generalization of Multidimensional, Different-Length Forms. Luping Niu, The University of Texas at Austin; Susan Natasha Beretvas, The University of Texas at Austin
Evaluating the Efficacy of Meta-Analytic Structural Equation Modeling Approaches With Missing Correlations. Jing Lu, East China Normal University; Yukiko Maeda, Purdue University
Quantitative Literature Synthesis: An A Priori Method for Synthesizing Past and Future Data. Dustin Feig, Rowan University; Thomas O'Kane, Rowan University; Polly Tremoulet, Rowan University
Quantitative Meta-Analyses: A Review of Current Practice. Sunyoung Park, The University of Texas at Austin; Bethany Hamilton, The University of Texas at Austin; Devin Dedrick; Susan Natasha Beretvas, The University of Texas at Austin
Small Sample Bias Correction in Multilevel Meta-Analyses of Standardized Single-Case Experimental Data. Lalitha Sathishkumar, KU Leuven; John M. Ferron, University of South Florida; Mariola Moevaert, University at Albany; Susan Natasha Beretvas, The University of Texas at Austin; Vin Van den Noortgate, KU Leuven
Discussant: James Eric Pustejovsky, The University of Texas at Austin

25.027. Multimethod Approaches to Research for Social Justice and Equity in Education. Division D - Measurement and Research Methodology; Structured Poster Session Metro Toronto Convention Centre, 800 Level, Room 801B; 8:00-9:30am
Chair: Kamen Strunk, Auburn University
Participants:
1. Flipping the Paradigm: Studying Up and Research for Social Justice. Elena Aydaron, Auburn University
2. Repositioning Power and Reimagining Reflexivity: Examining Positionality and Building Validity Through Reconstructive Horizon Analysis. Megan Call-Cummings, George Mason University; Karen Ross, University of Massachusetts - Boston
3. Five Questions: Using Photovoice to Resist Colonial Research Paradigms. Susan Anne Crildan-Hughes, Clemson University; McKenzie Hoxit Brittain, Clemson University; S. Megan Che, Clemson University
5. Considering Positionality: The Ethics of Conducting Research on Marginalized Groups. Laura Parson, Auburn University
6. Large-Scale Data Sets and Social Justice: Measuring Disparity in Opportunities to Learn. Heather E. Price, Marian University
7. I Pulled Up a Seat at the Table: My Journey Engaging in Critical Quantitative Inquiry. Lolita A. Talron, University of Denver
8. Student Perspectives in Policy and School Improvement Research: The Promise of Photo-Elicitation Techniques. Jeff Walls, University of Louisiana at Lafayette; Samantha Elizabeth Holquist, University of Minnesota - Twin Cities
10. Propensity Score Methodology in the Study of Bias: The Case of Racial/Ethnic Bias in Mild Disability Labeling of Students. Argun Saatcioglu, The University of Kansas; Thomas M. Skrtic, The University of Kansas
11. Relevance of Critical Race Theories and Methodologies in Reframing the “Post-Truth” Era. Kenzo K. Sung, Rowan University; Natoya Coleman, Rowan University
Discussant: Leslie Ann Locke, University of Iowa

25.028. Robert Linn Distinguished Award Address. Data in the Social Sciences: It’s Time for Some Respect. Division D - Measurement and Research Methodology; Invited Speaker Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 8:00-10:00am
Chair: Mark R. Wilson, University of California - Berkeley
Presenter: Henry I. Braun, Boston College
Discussants: John R Lockwood, Educational Testing Service; Spyros Konstantopoulos, Michigan State University

25.029. True to Me: International Histories Disentangling “Truth,” With Reference to Child Psychology. Division F - History and Historiography; Symposium Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 8:00-10:00am
Chair: Jeremy Tevelyan Burman, University of Groningen; Zhipeng Gao, York University
Participants:
Rethinking the “Truth” of Gender Beyond Pathology: Theorizing Trans and Nonconforming Childhood as Transitional Phenomena. Lisa Farley, York University
Communist China’s “Post-Truth” Pedagogy: Critique of Empiricism in the Cold War. Zhipeng Gao, York University
One Size Does Not Fit All: Why Attachment Theory Should Not Be Used in Education. Marga Vicedo, University of Toronto

25.030. What Is to Be Done? History and Humanistic Inquiry in Education in Troubled Times. Division F - History and Historiography; Invited Speaker Session Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 8:00-9:30am
Chair: Christopher M. Span, University of Illinois at Urbana-Champaign
Discussant: Katrina M. Sanders, University of Iowa
Panelists: Jon Hale, University of South Carolina; Joy Ann Williamson-Lott, University of Washington; James D. Anderson, University of Illinois at Urbana-Champaign

25.031. Agency, Power, and the Colonial Subject: Educational Experiences of Puerto Ricans Post–Hurricane Maria. Division G - Social Context of Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 712; 8:00-10:00am
Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
When Being “Welcomed” Is Not Enough: Displacement, Relocation, and Education Post-Disaster. Astrid Nicholl Sambolin Morales, University of Colorado - Boulder; Molly Hamn-Rodriguez, University of Colorado - Boulder
Backpacks and Hoodies: Differences in Perceptions of Caring for Puerto Rican Displaced by Hurricane Maria. Enid Marie Rosario-Ramos, University of Michigan - Ann Arbor; Awilda Rodriguez, University of Michigan - Ann Arbor; Jennifer Sawada, University of Michigan - Ann Arbor; Ana Mireya Diaz, University of Michigan - Ann Arbor; Paula Clasing-Manquian, University of Michigan - Ann Arbor
The Roles of Puerto Rican Schools After Hurricane Maria: A Story
25.032. Dare We Center the Transnational — the Global Majority? How the Global-Local Happens. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 710; 8:00-9:30am
Chair: Stephanie Lynn Curley, Manchester Metropolitan University
Participants:
Disrupting the Economy of Affirmation and Forgetting: (Un)Learning to Notice Intimacies of Discrete Experiences. Jeong-Eun Rheem, Long Island University - C.W. Post Campus
Importing Filipinos: U.S. Teacher Shortage and the Postcolonial Return. Roland Sintes Coloma, Wayne State University
Working Toward a De/colonizing Practice: Unpacking Transnational Narratives From the Global South. Sharon S. Subreenduth, University of Massachusetts - Lowell
Becoming Collaborative: Decolonizing U.K. Policy-Based Funding for Global Research With Official Development Assistance–Eligible Countries. Stephanie Lynn Curley, Manchester Metropolitan University; Rachel Johnson, Manchester Metropolitan University
Discussant: Binaya Subedi, The Ohio State University

Metro Toronto Convention Centre, 700 Level, Room 709; 8:00-9:30am
Chair: Christian Ehret, McGill University
Participants:
Engaging Native Youth in Learning and Making Change: Land, Story, and Art Elsewhere to Climate Change. Megan Bang, The Spencer Foundation; Nikki McDaid-Morgan, Northwestern University School of Education and Social Policy Learning Sciences; Mario Guerra, Northwestern University
Co-Designing Opportunities to Learn in the Kanien:ke'h:aka Digital Youths' Project: Processes and Affects of Technocultural Change. Christian Ehret, McGill University; Curran Katsi'orokswas Jacobs, Nova Career Centre; Luka Ciklovan, McGill University
Learning to Take No for an Answer: Co-Designing Digital Experiences With Indigenous Youth in the Southwestern United States. Kristin Anne Searle, Utah State University; Bryan McKinley Jones Brayboy, Arizona State University; Breanne K. Litts, Utah State University; Yasmin B. Kafai, University of Pennsylvania
Discussant: Eve Tuck, University of Toronto

Metro Toronto Convention Centre, 700 Level, Room 711; 8:00-10:00am
Chair: Korina Jocson, University of Massachusetts - Amherst
Participants:
“Race” in Search of a Discipline. Aida Hurtado, University of California - Santa Barbara
The Roots of U.S. Anthropology’s Race Problem: Whiteness, Ethnicity, and Ethnography. Jonathan Warren, University of Washington; Michelle Kleisath, Shoreline Community College
The “Grammars of Governance”: Race and Racism in Legal Studies and the Continuing Quest for Justice. Hoang Vu Tran, Florida Atlantic University
From Individual Prejudice to Structured Racism: Race, Whiteness, and Critical Sociology. Nolan L. Cabrera, The University of Arizona
Discussant: Ezekiel J. Dixon-Roman, The University of Pennsylvania

25.035. Underground, Outer Space, and on the Move: Fugitive Possibilities in Black Education. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205D; 8:00-9:30am
Chair: Kihana Miraya Ross, Northwestern University
Participants:
Fugitive Black Space in Education: (Anti)Blackness in the Afterlife of School Segregation. khana miraya ross, Northwestern University
The Days We Try to Live: Black Children on the Structural Determinants of Civic Boredom. Ashley Nicole Woodson, University of Missouri
Reconceptualizing Empowerment: Evacuating From the Politics of Black Resilience Neoliberalism. Kevin Lowell Clay, Rutgers University - Newark
Black Girls Play: A Praxis of Getting Free. Aja Reynolds, University of Illinois at Chicago
Discussant: Natliah Suad Nasir, Spencer Foundation

25.036. When Education-Focused Neoliberalism Comes to One City, Indianapolis, Local Scholar-Activists Join the Community-Based Resistance. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 8:00-9:30am
Chair: James Joseph “Jim” Scheurich, Indiana University - Indianapolis
Participants:
What Is Neoliberalism? Elena Hatton Silverman, Indiana University - IUPUI
The Early History of Neoliberal Education “Reform” in Indianapolis. Charity Scott, Indiana University - Indianapolis; Maureen Negrelli Coomer, Indiana University - Indianapolis
Two Scholar-Community Activists Tell the Story of the Resistance to Neoliberalist Education “Reform” in Indianapolis. Nathaniel A. Williams, Indiana University - Indianapolis; James Joseph “Jim” Scheurich, Indiana University - Indianapolis
Neoliberalism, School Choice, and Racial Segregation in Indianapolis Public Schools. Alycia M. Elfreich, Indiana University - Indianapolis; Gayle S Cosby, Indiana University - Indianapolis

25.037. Perspectives on Early Childhood Assessment. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 8:00-10:00am
Chair: Sheetal Sood, University of Hartford
Participants:
Assessing the Use of Multiple Indicators–Multiple Causes (MIMIC) Modeling to Identify Demographic Factors That Impact Children's Behavioral Problems. Ruiqin Gao, University of South Carolina - Columbia; Christine J. Slomka, University of South Carolina; Jin Liu, University of South Carolina - Columbia; Ning Jiang, University of South Carolina - Columbia
Forecasting Accuracy of Earliest Assessment Versus Transitional Change in Early Education Problem Behavior. Roland Reyes, University of Pennsylvania; Paul A. McDermott, University of Pennsylvania; Marley Watkins, Baylor University; Michael J. Rovine, University of Pennsylvania; Jessica Chao, University of Pennsylvania
Teachers’ Perspectives on the Adoption of Authentic Assessment Systems in Universal Pre-K Programs. Lacey Elizabeth Peters, Hunter College - CUNY; Evig Liang, Hunter College; Sherryl B. Graves, Hunter College; Jose San Andres, IUPUI; Naana Akobu, Hunter College
Teaching to the Text in K–2: It’s Not Just for Standardized Tests Anymore. Heather H Aiken, University of North Carolina - Chapel Hill
The Longitudinal Story of Early Childhood Learning Behaviors. Preschool Fade-Out, and Shifting Reference Standards. Paul A. McDermott, University of Pennsylvania; Michael J. Rovine, University of Pennsylvania; Roland Reyes, University of Pennsylvania; Jessica Chao, University of Pennsylvania; Richard Scruggs, The University of Pennsylvania; Katharine Bueck, University of Pennsylvania; John Fantuzzo, University of Pennsylvania
Discussant: Sheetal Sood, University of Hartford

25.038. Contemporary Considerations of STEM in Organizations of Higher Education. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 8:00-10:00am
Chair: Ana Gil-Garcia, Northeastern Illinois University
Participants:
Exploring Potential for Teaching-Related Learning in Science Departments: Informing Initiatives and Organizational Change Research. Ellen Marie Aster, Oregon State University; Jana Bouwma-

25.040. It’s All in the Messaging: How Colleges Create College (In) Access. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Churchill; 8:00-9:30am Chair: Anupma Singh, Iowa State University Participants: Packaging the Promise: Money, Messaging, and Misalignment. Debbie Kim, Northwestern University; Kelly K. Riflet, Tulane University Two-Year Institution and Community College Web Accessibility: Updating the Literature After Section 508’s Amendment. Zachary W. Taylor, The University of Texas at Austin; Ibrahim Bicak, University of Texas-Austin Experimental Evidence on the Effects of Informational Framing During the College Transition. Jenna Weber Kramer, Vanderbilt University Discussant: Manuel S. Gonzalez Canche, University of Pennsylvania

25.041. Strengthening Placement, Developmental Education, and Learning for College Success. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Huron; 8:00-9:30am Chair: Alaine Allen, University of Pittsburgh Participants: Lost in the Transition: The Cost of College-Readiness English Standards Misalignment for English Learners. Tatiana Melguizo, University of Southern California; Stella M. Flores, New York University; Tim Carroll, New York University; David Velasquez, University of Southern California Writing Proficiency and Student Placement in Community College Composition Courses. Jane S. Nazzal, University of California - Irvine Evaluating the Impact of Remediation Program. Hui-Jeong Woo, California State University; Matthew Case, California State University - Office of the Chancellor The Impact of Pair Programming on Interest, Perceptions, and Achievement in Computer Science. Nicholas A. Bowman, University of Iowa; Lindsay Jarratt, The University of Iowa; KC Culver, The University of Iowa; Alberto Segre, The University of Iowa Does It Help or Hinder? A Survival Analysis Examining Factors Impacting Freshman Timely Graduation. Erika Kate, California State University - Long Beach; Avery B. Olson, California State University - Long Beach

25.042. Foregrounding the Social Side of Teacher Education and Development: Studies From China, England, New Zealand, Spain, and the United States. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 705; 8:00-10:00am Chair: Kira J. Baker-Doyle, Arcadia University Participants: Understanding the Social Side of Teacher Learning and Development. Yi-Hwa Liao, National Taipei University of Education; Esther T. Caninus, University of Agder Improving Interaction in Teacher Training Programs: The Role of Multiplicity in Preservice Teacher Education in Spain. Mireia Civis, Ramon Llull University; Jordi Diaz-Gibson, Ramon Llull University; Susana Lopez, Ramon Llull University The Development of Communication Networks of Preservice Teachers on a School-Led and University-Led Programme of Initial Teacher Education in England. Jaspurina Brouwer, University of Groningen; Christopher Downey, University of Southampton; Christian Bokhove, University of Southampton Social Networks and Early Career Teachers’ Trajectories in the United States: Closeness and Self-Efficacy. Megan Hopkins, University of California - San Diego; Peter Bjorklund, University of California - San Diego; James P. Spillane, Northwestern University Social Network Insights Into the Realization of Educational Improvement Policy Aspirations Through Multischool Networks in New Zealand. Alan J. Daly, University of California - San Diego; Claire Sinmena, The University of Auckland; Yi-Hwa Liao, National Taipei University of Education How Subject and Curriculum Leaders Support In-Service Teachers’ On-Site Professional Learning in China. Anthony Robert Adams, The Education University of Hong Kong; Darren A. Bryant, The Education University of Hong Kong; Yiu Lun Leo Wong, The Education University of Hong Kong Discussant: Kira J. Baker-Doyle, Arcadia University

25.043. Learning From One Another Internationally: Case Studies From the International Study Association on Teachers and Teaching. Division K - Teaching and Teacher Education; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 713A; 8:00-10:00am Chair: Cheryl J. Craig, Texas A&M University - College Station Participants: Learning From One Another Internationally: Case Studies From the International Study Association on Teachers and Teaching, 1. Cheryl J. Craig, Texas A&M University - College Station Learning From One Another Internationally: Case Studies From the International Study Association on Teachers and Teaching, 2. Susan E. Elliott-Johns, Nipissing University Learning From One Another Internationally: Case Studies From the International Study Association on Teachers and Teaching, 3. Juanjo Mena, Universidad de Salamanca Learning From One Another Internationally: Case Studies From the International Study Association on Teachers and Teaching, 4. Maria A. Flores, Minho University, Portugal

25.044. Supporting Field Experiences Through Video and Virtual Technologies. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 703; 8:00-10:00am Chair: Dorca D. Bonneau, University of North Carolina - Pembroke Participants: A Comparison Between How Preservice Teachers and Teacher Educators Made Sense of the Changed Kindergarten. Christopher P. Brown, The University of Texas at Austin; David Barry, Boston Public Schools; Da Hui Kuo, The University of Texas at Austin Analyzing Student Teachers’ Video Club Reflections During Field Placement: Interpreting Difference as Planning for Differentiation. Stavroula Philippou, University of Cyprus; George Olympiaou, University of Cyprus; Charalampos Y. Charalambus, University of Cyprus How Viewing Videos of Their Own Teaching Impacts Preservice Teachers’ Reflective Practice: A Study of a Reflective Cycle. Sharon Daley, Indiana University; Jingying Fan, Bloomington University; A. Flores, Minho University, Portugal Practicing Parent-Teacher Conferences. Keli Garas-York, SUNY Buffalo State Undergraduate Special Education Students’ Ability to Manage a Classroom After Mixed-Reality Teaching Experiences. Mélissa
Metro Toronto Convention Centre, 200 Level, Room 203B; 8:00-9:30am
Chair: Sonya Douglass Horsford, Teachers College, Columbia University
Participants: Angela Valenzuela, The University of Texas at Austin; Gary L. Anderson, New York University; Sue Winton, York University
Discussant: Janelle T. Scott, University of California - Berkeley

SIG Sessions

25.046. Finding Synergy Across the Mind, Brain, and Internet in Educational Research: The Challenges, the Myths, and Some New Promising Connections. SIG-Brain, Neurosciences and Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 8:00-9:30am
Chair: Bruce McCandliss, Stanford University
Participants:
- International Study: Prevalence of Neurymths in Higher Education Instruction and Instructional Design. Kristen Betts, Drexel University; Tracey Noel Tokuhama-Espinosa, Harvard University Extension School; Torni A. Sondergeld, Drexel University; Jill Baban, Online Learning Consortium; Cynthia Borja, Universidad de las Américas - Quito; Tamara Galoyan, Drexel University; Brian Delaney, Drexel University
- Using Learning Study to Introduce Teachers to Neuroscience. Joshua Johnstone Aniel, Abbot Public School; Yuen Sze Michelle Tan, The University of British Columbia; Kwee Yeo, The University of British Columbia
- Wearable Neurophysiological Recordings in Middle School Classroom. Correlate With Students’ Academic Performance. Fei Qian, Tsinghua University; Bo Liu, Tsinghua University; Xuan Qi, Tsinghua University; Yangyin Zhao, Tsinghua University; Yi Zhang, Tsinghua University; Dan Zhang, Tsinghua University
- Investigating Cognitive Dynamics in Videos With and Without Instructor Presence. Jiuhui Wang, Kent State University; Pasha Antonenko, University of Florida; Andreas Keil, University of Florida; Kara M. Dawson, University of Florida; Carole R. Beal, University of Florida; Matthew H. Schneps, University of Massachusetts - Boston

Metro Toronto Convention Centre, 800 Level, Room 803B; 8:00-9:30am
Chair: Michele Elizabeth Bartlett, North Carolina State University
Participants:
- STEM Education Funding: Trends in Federal Funding and the Impact on Career and Technical Education. Sarah Ferguson, Rowan University
- Thundering Toward Excellence in Career Exploration at the Middle School Level: Inspiring the Next Generation. Howard R. Gordon, University of Nevada - Las Vegas; Samantha Godfrey, University of Nevada - Las Vegas
- Preparing Students to Be College-, Career-, and Future-Ready Through the Academy Model. Edward Charles Fletcher, University of South Florida
- Developing the Next Generation of Career and Technical Education Researchers Through Mentoring Partnerships. James E. Bartlett, North Carolina State University

25.048. The Dunhuang Grottoes, Buddhism, and Global Education: Philosophical, Spiritual, Scientific, and Aesthetic Insights. SIG-Confucianism, Taoism, Buddhism and Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 8:00-10:00am
Chair: Jing Lin, University of Maryland - College Park
Participants:
- Moral Education From the Dunhuang Murals. Chia-Ling Wang, Institute of Education, National Taiwan Ocean University
- Enlightenment From Body-Spirit Integration: Dunhuang’s Cultivation Pathways and Educational Implications. Jing Lin, University of Maryland - College Park; Xu Di, University of Hawaii - Manoa
- An Examination of Dunhuang From a Psychological Perspective: Heart, Soul, and Life. Leng Lu
- Dunhuang and STEM Education. Rui Kang, Georgia College & State University; Joseph Peters, Georgia College & State University
- Dunhuang and Contemporary Music Education. Danhong Yu
Discussant: Xu Di, University of Hawaii - Manoa

25.049. Critical Examinations SIG Graduate Student Breakfast.
SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 604; 8:00-10:00am
Chair: Malk S. Henfield, University of San Francisco
Participants:
- Understanding Difference Through Life Stories: Transnational and Transcultural Positionality Among Doctoral Students of Color. Meisha Marzett, Binghamton University - SUNY; Lubna N. Chaudhry, Binghamton University - SUNY
- Voices of the “Other” College Students: Oral Histories From the Rust Belt. Tom Quain, Binghamton University - SUNY
- Reconceptualizing Mental Health Through a Critical Race Theory Lens: Students of Color Experiences With Microaggressions. Ada Robinson-Perez, Binghamton University - SUNY
- Use of Feminist Pluralities to Complexify Conceptions of Critical Consciousness Development. Rebekah Kukowski, Binghamton University - SUNY
- Analyzing Whiteness in a Community College: A Poststructuralist Study on the Construction of Difference. Stephanie Malmborg, Binghamton University - SUNY
Discussant: Kay Frances Holmes, Fort Lewis College

25.050. A Critical Examination of Race, Ethnicity, Class and Gender in Higher Education: Studies That Complicate Investigation of Inequities. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 8:00-10:00am
Chair: Stephanie Malmborg, Binghamton University - SUNY
Participants:
- Gender in Education; Symposium. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison
- “Independence From Whom and for What?” Teachers’ Conceptualizations of Independence as a School Readiness Competency. Shubhi Sachdeva, The University of Texas at Austin
- The Recurring Panic Over Kindergarten: A Frame Analysis of News Constructs in Head Start Settings. Katherine Keesin Delaney, University of Toledo

Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 8:00-9:30am
Participants:
- A Critical Discourse Analysis of Intersessions of Emerging Readiness Constructs in Head Start Settings. Katherine Keesin Delaney, University of Toledo
- Becoming a Swedish Preschool Child. Annika Maria Cecilia Åkerblom, Gothenburg University; Anne Harju, Malmö University; Birgitta Sonja Marit Nordén, Malmö University SWEDEN; Helen Avery, Lund University

SIG-Cultural-Historical Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom South; 8:00-10:00am
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
- Community-University Engagement: From Chiasm to Chiasm. Alison Taylor, The University of British Columbia
- English Language Learners’ Changing Roles and Participation Structures in Expansive Learning Cycles for Language and Literacy Development. Heeok Jeong, University of Massachusetts - Amherst
Recapitulation of Response to Intervention in Mental Time Travel. 
Adam LeRoy, Oakland University

The Emotional Politics of Seeking Help: Connecting Learning and Socio-Emotional Development in a Community College. Michael Rifen, The City University of New York

Theory-Based Design of Tools for Analyzing Learning in Educational Environments. Susan A. Kirch, New York University; Poonie Sabour, New York University; Moya Zhang, New York University; Wanqing Ma, New York University

Discussant: Erika Kitzmiller, Teachers College, Columbia University

Metro Toronto Convention Centre, 200 Level, Room 201C; 8:00-9:30am
Chair: Kristina Brezicha, Georgia State University
Participants:
How Policy Designs Shape Two New Immigrant Destination Schools’ Responses to Immigrant Students. Kristina Brezicha, Georgia State University

From “Free White Persons” to “Illegal Immigration”: Dilemmas of Researching and Teaching U.S. Immigration History. Esther June Kim, The University of Texas at Austin

The Relationship Between Education Students’ Political Perspective and Their Attitudes Toward Education Restrictions of Immigrants. William McCorkle, College of Charleston; Heidi Cian, Clemson University; Nikietha Doucza, Clemson University

The Role of Curiosity in the Sociopolitical Development of Black and Latinx Adolescents. Shelby Clark, Harvard University; Scott Clifford Seider, Boston University

University Gatekeepers Use Citizenship Rhetoric to Relegate the Status of Disabled Students. Adam Easterbrook; Laura Yvonne Bulk, The University of British Columbia; Tal Juras, University of British Columbia; Parisa Ghanouni; Brian Hahn; Batseba Opini; Gurdeep Parhar; Michael Lee

25.054. Disability Narrative Reclamation: The importance of Raising the Voices of Disabled Students. SIG-Disability Studies in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 8:00-10:00am
Chair: Taucia Gonzalez, University of Wisconsin - Madison
Participants:
The Tension Between Institutional and Self-Identification of Disability. Gillian Purekh, York University; Robert S. Brown, Toronto District School Board

Claiming Disability? Exploring Disability Knowledge and Identity in Schools. Carlyn Mueller, University of Washington


The Troublemaker Project: Teaching and Learning DisCritt With High School Scholars. Lauren Shaikh, The College of New Jersey; Bridget McManus; Abigail Moore, The College of New Jersey; Melissa Heintz; Priscilla Sevilla, The College of New Jersey; Lisbeth Diola, The College of New Jersey; Ariana Rolon, The College of New Jersey; Derek Tingle, The College of New Jersey

Toward Literate Citizenship for All: A Photovoice Study Exploring Student Expression in Inclusive Classrooms. Francesca Ciutoli, Montclair State University

Discussant: David Isaac Hernandez-Saca, University of Northern Iowa

25.055. Elliot Eisner SIG Paper Session. SIG-Elliott Eisner; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 8:00-10:00am
Chair: Bruce Uhrmacher, University of Denver
Participants:
Ecologically Minded Educators Across Contexts. Christy McConnell Moravey, University of Northern Colorado

Exploring the Impact of a Perceptual Mode of Teaching: Implications for the Complementary Curriculum. Alicia Briannea Saxe, University of Denver; Jodie Lynn Wilson, University of Denver

Imagining New Possibilities: Haikus as Evaluation. Daniel Robert Conn, Minot State University; Joseph Zajdel, Cumberland University

Juxtapoetics: Aesthetic Uncovering of Racist Logics Within a Crisis Intervention Team Training’s Instructional Arc. Tara Meister, Pacific University

Participant to Sommiller: Co-Connoisseurship in Educational Criticism and Connoisseurship. Brittany Margaret Miller, Denver Public Schools

25.056. Resources Allocation in Pre-K–16 Education. SIG-Fiscal Issues, Policy and Education Finance; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 8:00-10:00am
Participants:
Are Changes in Equity Deceptive? Responsiveness of Supplementary Education Spending to Changes in Local Spending. Thomas Downes, Tufts University; Kieran M. Killeen, The University of Vermont

Equity in the Distribution of School Counselors: An Intrastate and Interstate Analysis. Karen J. DeAngelis, University of Rochester; Brian O. Brent, University of Rochester; Caijun Xu, University of Rochester

Exploring Heterogeneous Effects of Performance-Based Funding: Implications for Equity and Policy. James Dean Ward, Ihaka S+R

Intradistrict Distribution of Resources Under California’s Local Control Funding Formula. Laura Tobben, University of California - Berkeley

School Spending, Salaries, and Staffing Under Accountability. Yas Nakhiy, The George Washington University; Drew Atchison, American Institutes for Research

Unequal Opportunity to Learn: Longitudinal Analysis of the Teacher Quality Gap in Texas. David S. Knight, University of Texas at El Paso

Discussants: Lawrence O. Picos, University of Southern California; Sarah A. Cordes, Temple University; Robert Kelchen, Seton Hall University

25.057. Our Hemispheric Legacy: Reclaiming Educational Excellence Through the Voices and Experiences of Latina/o/x Youth. SIG-Hispanic Research Issues; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201F; 8:00-10:00am
Chair: Louie Rodriguez
Participants:
‘...Fight and Work for What You Want in Life’: Understanding the Foundations of Latina/o/x Excellence Cultivated at Home. Lorena Gutierrez, University of California Riverside; Yujatra Calderon, University of California - Riverside

Excellence in the Struggle: The Educational Journeys of Latina/o/x High School Youth. Cindy Micas, University of California - Riverside; Karly Smith; Elisa Chang

Tamales, Farmers, and Libros: Exploring Images of Excellence From Latinx Ninth Graders. Enrique Espinosa

Discussant: Dolores Delgado Bernal, California State University - Los Angeles

25.058. Pedagogy as Resilience for Indigenous Youth and Schools. SIG-Indigenous Peoples of the Americas; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 8:00-9:30am
Chair: Anna Lees, Western Washington University
Participants:
AlterNative Perspectives on the Achievement Gap: A Native Youth Participatory Action Research Project on School Climate. Katie Johnston-Goodt, University of Minnesota

Creating Indigenous Space in Canadian Schools: A Study of the Bwaisea’aa In-School and After-School Program. Julian D. Kitchen, Brock University; John H. Hodson, Lakehead University

The Role of Teacher Education in Decolonizing Education in Canada’s North: A Yukon Teacher Education Case Study. Mark Connell, Yukon College; Brian Ellis Lewthwaite, James Cook University - Australia

Pedagogy-Making as a Response-ability: Revitalizing Ancestral Water Knowledge. Marissa Munoz, The University of Texas - San Antonio

Discussant: Tommy K. Begay, The University of Arizona


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**25.060. It's Nifty, but Is It Useful? Exploring the Real World With Mixed Reality.** SIG-Instructional Technology; Demonstration/Performance

Metro Toronto Convention Centre, 700 Level, Room 704; 8:00-9:30am

Chairs: Kathy Essmiller, Oklahoma State University - Stillwater; Penny Marie Thompson, Oklahoma State University; Tutali I. Asino, Oklahoma State University


Kathy Essmiller, Oklahoma State University - Stillwater; Penny Marie Thompson, Oklahoma State University; Tutali I. Asino, Oklahoma State University

**25.061. Narratives of Challenges and Barriers of Intercultural Teaching.** SIG-International Studies; Symposium

Metro Toronto Convention Centre, 800 Level, Room 802A; 8:00-10:00am

Chair: Candace M. Schlein, University of Missouri - Kansas City

Participants:
- Experiences of Tensions of Intercultural Teaching Among Novice Teachers. Candace M. Schlein, University of Missouri - Kansas City
- Experiences of a Host Country Faculty Member During ‘Teacher Education Study Abroad Programs. Helen Marx, Southern Connecticut State University; Julie Ut Choiostbalba, Marino Institute of Education
- An Analysis of the Research Approaches Used in Teacher Education Study Abroad Programs. Helen Marx, Southern Connecticut State University; David M. Moss, University of Connecticut
- Examining Teacher Educators’ Intentionality and Preservice Teacher Conceptualizations of Social Justice Within Study Abroad Programs. Jill Annette Newton, Purdue University; JoAnn L. Phillison, Purdue University; Kathryn M. Olenchak, Purdue University; Jairo Isaac Fanez-Flores, Purdue University; Stephanie Lightner, Purdue University; Alankrita Chihara, Purdue University; Erin Rondeau-Madrid, Purdue University
- Fostering Intercultural Understanding and Competencies in U.S. Classroom Teachers Through Critical Engagement With Somali Refugees. Suniti Sharma, Saint Joseph’s University; Wangari Gichuru, Central Connecticut State University

Discusssant: Helen Marx, Southern Connecticut State University

**25.062. Contemporary Cultural and Educational Concerns With Relevant Legal Analysis.** SIG-Law and Education; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 206D; 8:00-10:00am

Participants:
- Concealed “Campus-Carry” Laws on Public College Campuses: An Analysis of Legal and Social Science Evidence. Kevin P. Brady, University of Arkansas at Fayetteville
- Janus, the Beginning of the End for Teachers’ Unions? The Case for Chicago. Amanda C Burns
- More Than Matching Uniforms: Cultivating a Culture of Teamwork in Response to Title IX Violations. Elisabeth M Krimbill, Texas A&M University - San Antonio
- New Guidelines for Finding Truth in Cases of Sexual Misconduct on College Campuses. Miranda Wilson, University of Houston

Discusssant: Julie F. Mead, University of Wisconsin - Madison

**25.063. Diversity Issues in Higher Education.** SIG-Mentorship and Mentoring Practices; Paper Session

Metro Toronto Convention Centre, 800 Level, Room 809; 8:00-10:00am

Discusssant: Beth M. Warren, Boston University

**25.064. Mentoring in Higher Education.** SIG-Mentorship and Mentoring Practices; Paper Session

Metro Toronto Convention Centre, 800 Level, Room 803A; 8:00-10:00am

Chair: Mark J. Hager, Menlo College

Participants:
- The Motivations of STEM Mentors. Virginia Walker Snodgrass Rangel, University of Houston; Jerrod Henderson, University of Houston; Ricky Green, University of Houston; Mariam Manuel, University of Houston; Sara Jones, University of Houston; Syed Rizvi, University of Houston
- Impact of a Formal School Mentoring Model on Teacher-Mentors and Students’ Successful Transition to College. Becky L. Bebek, ACT, Inc.; Pamela L. Paek, ACT, Inc.

Mentoring Matters: An Interdisciplinary Mentoring Approach in Higher Education. Nursel Yılmaz, Middle East Technical University

Developing Leadership and Professional Skills of Graduate Students Using an Empowered Mentor-Leader Program Model. Quintana M. Clark, Purdue University; Levon T. Esters, Purdue University; Neal A. Knoebloch, Purdue University

Mentor Perceptions of the Purpose and Focus of a Doctoral Mentoring Program for Scholar-Practitioners. McConnell McConnell, Marquette University; Rachel Louise Geesa, Ball State University; Rebecca Brown, Ball State University

Discusssant: Katherine E Entigar, The Graduate Center of the City University of New York

**25.065. Community Eligibility and National School Lunch Program Status: A View From NAEP.** SIG-NAEP Studies; Symposium

Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 8:00-10:00am

Chair: George W. Bohrnstedt, American Institutes for Research

Participants:
- National School Lunch Program Eligibility and Its Relationship With NAEP Performance on the National and State Levels. Markus Broer, American Institutes for Research; Jing Chen, National Center for Education Statistics; Qinghu Xie, MacroSys LLC

An Analysis of Schools That Operate Under National School Lunch Program Community Eligibility Provision. Cheng Shuang (Grace) J, American Institutes for Research; Markus Broer, American Institutes for Research

Examining the Reliability of Student Eligibility for the National School Lunch Program in NAEP With American Community Survey Data. Qinghu Xie, MacroSys LLC

Is Economically Disadvantaged Status a Valid Alternative to National School Lunch Program Eligibility for NAEP? Kawemui Murangi, Westat

Discusssant: George W. Bohrnstedt, American Institutes for Research

**25.066. Learning Experiences, Community of Inquiry, and Online Learner Engagement.** SIG-Online Teaching and Learning; Paper Session

Metro Toronto Convention Centre, 600 Level, Room 606; 8:00-9:30am

Chair: Lisa J. Lynn, Chicago Public Schools

Participants:
- Disciplinary Differences in a Community of Inquiry Framework. Jean Lim, University of North Dakota; Jennifer C. Richardson, Purdue University

Examining Online Learning Experiences in Collectivist Cultures Through the Community of Inquiry Framework. Ana-Paula Correia, The Ohio State University

Instructor and Student Perceptions of Online Student Engagement
Strategies. Doris U. Bolliger, Old Dominion University; Florence Martin, Univ of North Carolina Charlotte
Joint Trajectories of Learner Engagement and Learner Roles in Asynchronous Online Discussions. Min Kyu Kim, Georgia State University; In Heok Lee, University of Georgia
Professional Development Themes and Solutions in Online and Blended Social Presence Research. Aimee White sides, University of Tampa; Amy E. Garrett Dikkers, University of North Carolina -Wilmington
Discussant: Barbara L. Pacey, University of North Texas

Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 8:00-10:00am
Chair: Yan Wang, Chapman University
Participants:
Crafting a Pedagogy of Truth-Seeking in China. Suzanne SooHoo, Chapman University
Confronting Colonialism and the Attack on Public Education in Puerto Rico. Anaída Colon-Muniz, Chapman University
Decolonizing Literacies in the Era of ‘Post-Truth’: Moving Between Writing the Word and Reading the World. Miguel Zavala, Chapman University
Doing Counterwork in Mathematics Education in the Age of Trump. Cathery Yeh, Chapman University
Discussants: Peter L. McLaren, Chapman University; Lila D. Monzo, Chapman University

Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 8:00-10:00am
Chair: Sijin Yan, Texas A&M University - College Station
Participants:
Costs of Suboptimal Undergraduate Instruction and Mentoring in U.S. Universities. Michael Brighthouse, The University of Wisconsin - Madison
Deferring Childhood: Examining the Trade-Offs Between Educational and Childhood Goods in “No Excuses” Schools. Abby Beneke, University of Wisconsin - Madison
Learning Through the Dark Times: John Dewey, Hannah Arendt, and the American Community College. Clifford P. Harbour, University of North Texas
Rhetoric and Reasoning: Exploring Imaginative Arguments for Public Schools. Kathleen Knight-Abowitz, Miami University; Sarah Marie Sitzlein, University of Cincinnati
School Closures, Recognition, and the Ethics of Decision Making. Ellis Reid, Harvard University

Metro Toronto Convention Centre, 800 Level, Room 802B; 8:00-9:30am
Chair: Zehavit Gross, Bar-Ilan University
Participants:
A Model for Biblical Worldview Development in Evangelical Christian Emerging Adults. Roger Ervedg, Wilmington Christian School; James A. Sweeney, Liberty University
Intersections Between White Evangelical Identity and Critically Oriented Pedagogies. Christopher Alan Olshefski, University of Pittsburgh
The Well-Being Study. Beredetto Mongiovi, Liberty University; Lisa Hall Foster, Liberty University
“You Don’t Mess With Mary!” Youth Religious Identities and Literacies Mediating Conceptions of Race. Leah Panther, Mercer University; Rhianna Kay Thomas, University of Missouri - Kansas City
Discussant: Roseli Fischmann, Universidade de São Paulo

25.070. No Choice Is the Right Choice: Understanding Black Parents’ School “Choices” and Engagement. SIG-Research Focus on Black Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 714A; 8:00-9:30am
Chair: Rema Ella Reynolds, Eastern Michigan University
Participants:
“We Want It All”: Black Parents and School “Choice.” Maxine McKinney de Royston, University of Wisconsin - Madison
Black Mothers’ Varied Responses to Their Children’s Racist School Experiences. Alea Rhys Holman, University of California - Berkeley
Moving on Up? Black Parents and Dilemmas of Schooling in a Predominantly White Suburb. Linn E. Posey-Maddox, University of Wisconsin - Madison
Why We Gather: Educational Empowerment and Academic Success Through Collective Black Parental Involvement. Raquel M. Rall, University of California - Riverside
Discussant: Jerome E. Morris, University of Missouri-St. Louis

25.071. Research in Reading Comprehension. SIG-Research in Reading and Literacy; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 8:00-9:30am
Chair: Emily Pendergrass, Vanderbilt University
Participants:
Performance Profiles for Online Research and Research Comprehension Among Different Learners. Carista Kiili, University of Oslo; Jukka Utriainen, University of Jyväskylä; Laura Kanninen, University of Jyväskylä; Donald J. Leu, University of Connecticut; Asko Tolvanen, University of Jyväskylä; Piaavo H.T. Lepännen, University of Jyväskylä
Reading Comprehension Monitoring and Postsecondary Mathematics Placement Testing. Dianna Sand, Holy Family University; Montgomery County Community College; Diane Cardenas Elliott, Old Town; University of Pennsylvania; Elizabeth A. Jones, Holy Family University
Reading Profiles of Normal Readers, Poor Decoders, and Poor Comprehenders in Bilingual Children. Huan Zhang, University of Houston; Miao Li, University of Houston
Discussant: Amy Marisa Barrios, University of the District of Columbia

25.072. Systematic Reading Interventions in Schools and Families: Effectiveness for Disadvantaged Groups. SIG-Research in Reading and Literacy; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202B; 8:00-10:00am
Chairs: Franziska Schwabe, Technical University of Dortmund; Nele McElvany, TU Dortmund University
Participants:
Reading Interventions for English Learners in the United States: Assessment and Instructional Considerations in MTSS. Sylia Linan-Thompson, The University of Texas at Austin
Evaluation of a Large-Scale Bottom-Up-Developed Reading Intervention: Compensatory Effects for Nonnative Elementary School Students? Franziska Schwabe, Technical University of Dortmund; Theresa Schlier, Technical University Dortmund; Jennifer Igler, IFS - TU Dortmund; Annika Ohle, TU Dortmund; Annika Teerling, Leibniz Institute for Science and Mathematics Education (IPN); Olaf Koeller, Leibniz Institute for Science and Math Education; Nele McElvany, TU Dortmund University
Effects of Learning Progress Assessment and Assessment-Based Differentiated Reading Instruction in Second Grade. Martin Tjarko Peters, University of Münster; Elmar Sougionti, University of Münster
Effects of a Shared Reading Intervention for Children From Low-Socioeconomic-Status, Ethnic-Minority Families. Roel van Steensel, Erasmus University Rotterdam; Aike Broens, Erasmus University Rotterdam
Discussant: Jeannette Manilla-Martinez, Vanderbilt Peabody College

25.073. Truth and Consequences: Different Reference Groups in Gifted Identification. SIG-Research on Giftedness, Creativity and Talent; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206B; 8:00-9:30am
Chair: Kristen Lamb, University of Washington - Seattle
Participants:
The Effect of Local Norms on Racial Representation in Gifted Education: A Modeling Study. Scott Joseph Peters, University of Wisconsin - Whitewater; Karen E. Rambo-Hernandez, West Virginia University; Matthew C. Maked, Duke University; Michael S. Matthews, University of North Carolina - Charlotte; Jonathan A. Plucker, Johns Hopkins
25.074. **Deaf and Hard of Hearing Research Paper Session.** SIG-Research on the Education of Deaf Persons; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 203C; 8:00-10:00am

**Participants:**
- Effects of Test Selection on the Gifted Identification Process. *Carol A. Carman*, University of Houston - Clear Lake; *Christine A. P. Walther*, University of Houston - Clear Lake; *Robert Bartisch*, University of Houston - Clear Lake
- Application of Differential Normative Criteria to the Gifted Education Screening Phase: Demographic and Programmatic Implications. *Scott Joseph Peters*, University of Wisconsin - Whitewater; *Matthew McBee*, East Tennessee State University

**Discussant:** Frank C. Worrell, University of California - Berkeley

**Chair:**
- 25.075. Research on Women and Education; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00-10:00am

**Participants:**
- Defining academia influencing factors for women in higher education. *Trisha Jane Houston*, California State University - Fresno; *Nancy Akhavan*, California State University - Fresno
- Examining Language Environments of Children With Hearing Loss:量或多样性? *Sonia Arora*, Missouri State University; *Elaine Smolen*, Teachers College, Columbia University; *Yi Wang*, Teachers College, Columbia University; *Maria C. Hartman*, Teachers College, Columbia University; *Amanda Howerton-Fox*, Iona College; *Ronda Rufsvold*, Teachers College, Columbia University

**Discussant:** Understanding Individual Differences Who Are Not in the Labor Force: A Cluster Analysis. *Carrie Lou Garberoglio*, The University of Texas; *Stephanie W. Cawthon*, The University of Texas at Austin; *Jeffrey Levi Palmer*, The University of Texas at Austin; *Adam Chaim Sales*, The University of Texas at Austin

25.075. **Research on Women and Education Executive Business Meeting.** SIG-Research on Women and Education; Invited Speaker Session

InterContinental Toronto Centre, Upper Lobby, Oakville; 8:00-11:00am

**Chair:** Kris Yvonne Kemp-Graham, Texas A&M University - Commerce

**Presenter:** Maureen M Doyle-Neumann, University Of Vermont

**Discussant:** Nancy S. Nien, Yale University

25.076. **Collaborative Research on School University and Community Partnerships.** SIG-School/University Collaborative Research; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201D; 8:00-9:30am

**Chair:** D. Parker Moore, Wake Forest University

**Participants:**
- Data Management and Use in Research Practice Partnerships: Strategies From the Field. *Ye He*, University of North Carolina - Greensboro; *Beverly S. Faircloth*, University of North Carolina - Greensboro; *Kimberly Kappler Hewitt*, University of North Carolina - Greensboro; *Marcia L. Rock*, University of North Carolina - Greensboro; *Sophia Rodriguez*, University of North Carolina - Greensboro; *Laura Gonzalez*, University of North Carolina - Greensboro; *Amy Vetter*, University of North Carolina - Greensboro
- Negotiating Partnerships: How Power and Authority Influence the Potential of Co-Design. *Ashley Seidel Potvin*, University of Colorado - Boulder; *Alison Gould Boardman*, University of Colorado - Boulder; *Karla Scornavacca*, University of Colorado - Boulder
- Research-Practice Partnerships: First Cohort of Projects in Alberta. *Barb Brown*, University of Calgary; *Sharon Friesen*, University of Calgary; *Jim Branden*, University of Calgary; *Christy Carla Thomas*, University of Calgary; *Rita Egizzi*, University of Calgary
- School-Based Perspectives on Data Practices and Evidence Use in a Long-Standing Research-Practice Partnership. *Una Shannon*, Boston College; *Caitlin Long*, Boston College; *Amy Heberle*, Clark University; *Agnes Chung*, Boston College; *Anna Hamilton*, Boston College; *Pat DiNatale*, Boston College; *Mary Elizabeth Walsh*

**Discussant:** Victoria Dickman-Barnett, University of Cincinnati

25.077. **Science Teaching and Learning SIG Paper Session: Discipline-Specific.** SIG-Science Teaching and Learning; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 707; 8:00-10:00am

**Chair:** Deb Morrison, University of Washington - Seattle

**Participants:**
- A High School Computational Modeling Approach to Studying the Effects of Climate Change on Coral Reefs. *Nicole Hutchins*, Vanderbilt University; *Gautam Biswas*, Vanderbilt University; *Cecily Shi*
- An Evaluation for Dissolving Ionic Compounds in Water Between a New Unit and Traditional Methods. *Mary Laramie*, Eastern Kentucky University; *Jennifer A. Wilhelm*, University of Kentucky
- An International Comparison of Students’ Understanding of Thermal Concepts Prior to Instruction. *David F. Tregast*, Curtin University; *Ahsan Al Sayfaw*, Curtin University; *Marjan Zadnik*, Curtin University

**Biophila Connections: An Examination of Connections Between Evolution Acceptance and Attitudes Toward Nature.** *Vanessa Ann Klein*, University of Maine at Orono; *Lisa A. Borgerdin*, Kent State University

**Supporting Internal Model Representation in Organic Chemistry by Using Augmented Reality.** *Sebastian Habig*, University of Duisburg-Essen

**The Design and Testing of Haptically Enabled Science Simulations.** *James Minogue*, North Carolina State University; *David Borland*, RENCI; *Marc Russo*, North Carolina State University

**Discussion:**
- 25.078. **Second Language Research SIG Mentoring Session.** SIG-Second Language Research; Invited Speaker Session

Metro Toronto Convention Centre, 200 Level, Room 202A; 8:00-10:00am

**Chair:** Peter De Costa, Michigan State University

25.079. **Leveraging Social and Emotional Learning for Student Success: From Assessment to Program Implementation.** SIG-Social and Emotional Learning; Symposium

Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00-9:30am

**Chair:** Jeremy Burrus, ACT, Inc.

**Participants:**
- Development and Validation of the ACT Tessa Program. *Jeremy Burrus*, ACT, Inc.
- Using ACT Tessa Data for Program Planning and Student Success. *Jonathan Kim*, ACT, Inc.
- Development and Validation of the Character Skills Snapshot. *Meghan Wilson Brennen*, Enrollment Management Association; *Kevin Petway*, Enrollment Management Association
- Using the Character Skills Snapshot for Program Planning and Student Success. *Nandita Bajaj*, University of Toronto Schools

**Discussion:**
- 25.080. **Education for All: International Perspectives on Inclusive and Special Education.** SIG-Special Education Research; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 206C; 8:00-9:30am

**Chair:** Donna R. Patterson, Project Dream Catcher, Minnesota Department of Education

**Participants:**
- Interactive Learning Environments that Enhance Educational Quality of Students With Disabilities in Special Schools. *Silvia Molina Roldán*, Universitat Rovira i Virgili; *Rocio Garcia-Carrion*, University of Lleida; *Esther Roca Campos*, Andrea Khalifzian, University of Deusto
- Including Students With Special Educational Needs in Second-Level Schools. *William Patrick Kinsella*, University College Dublin
- Special Education in Cuba: Insights From a Cross-Cultural Exchange. *Alexandra Elizabeth Shelton*, University of Maryland - College Park; *Jerae Kelly*, University of Maryland - College Park
- School Improvement Toward Inclusion: How Do Principals Enact Leadership of Equalizing Learning Opportunity for All Students? *Elson S.Y. Szeto*, The Education University of Hong Kong; *Kuen Fung*, Kenneth Sin, The Education University of Hong Kong
- School-Based Support Group: A New Way to Engage Families of Students With Disabilities. *Lusa Lo*, University of Massachusetts - Boston
Discussions: Lisa Rose Johnson, Rowan University

25.081. Reframing, Reshaping, Repositioning: Critical Approaches to Literacy and Transformation. SIG-Writing and Literacies; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kent; 8:00-9:30am
Chair: Kathy Ann Mills, Australian Catholic University
Participants:
"Now That I Realize...I Can Grow": Adolescent Scholars Self-Authoring Through Trauma (Re)Positioning Literacy. Noah Asher Golden, Chapman University; Jennifer James, Chapman University
Playfully Critical: Democratizing Research Through Collaborative Multimodal Inquiry. Rob Simon, University of Toronto; Sarah Elvi, Toronto District School Board; Benjamin Lee Hicks, University of Toronto; Ty Walkland, University of Toronto; Ben Gallagher, University of Toronto; Doug Friesen, University of Toronto
Reshaping Literacy Normativity Through Sponsorship in English Education: LGBTQ-Inclusive Texts in Independent Choice Reading. Ryan Schey, Auburn University
"She's Not Sexy": Children's Critical Interpretations of Gender and Beauty Through Responsive Play. Tori K Flint, The University of Louisiana at Lafayette
Writing in the Age of Accountability: Standardized Writing Assessments as Boundary Objects. Joelle Pedersen, Boston College

Division and SIG Roundtables

25.082. Fairmont Royal York Roundtable Session Three; Roundtable Session

25.082-1. Technology-Enhanced Formative Assessment and Feedback. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Yan Liu, Central Connecticut State University
Participants:
Examining the Relationship Between Online Formative Assessment Applications and Classroom Assessment. Tuba Gezer, University of North Carolina - Charlotte; Chuan Wang, University of North Carolina - Charlotte; David K. Pugalee, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Andrew B. Polly, University of North Carolina - Charlotte; Christie Lynn Martin, University of South Carolina - Columbia
Technology-Enhanced Feedback: Practices, Perceptions, and Influences on Learning and Well-Being of Pupils. Sanna Oinas, University of Helsinki; Mari-Pauliina Vainikainen, University of Helsinki; Risto Hotulainen, University of Helsinki

25.082-2. The Effects of Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Julian Vasquez Hollig, California State University - Sacramento
Participants:
College and Labor Force Outcomes in Young Adulthood: Using Accountability-Based State Longitudinal Data Systems to Address Opportunity Inequality. Rachel E. Durham, Johns Hopkins University; Faith Connolly, Johns Hopkins University – Baltimore
Did Passage of No Child Left Behind Reduce Arts Programs in Public Secondary Schools? Taylor Gara, University of California - Irvine
Schools With Test-Based Promotion: Effects on Instructional Time Allocation and Student Learning in Third Grade. Yihua Hong, RTI International; Guanglei Hong, University of Chicago
States’ Performance on NAEP Mathematics and Reading Exams After the Implementation of School Letter Grades. Tray Griger, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; Kevin Winn, Arizona State University

25.082-3. Classroom Assessment Theory and Practice. SIG-Classroom Assessment; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Christopher R. Gareis, College of William & Mary
Participants:
Assessment Literacy Development: Exploring the Influence of Assessment Courses and Student Teaching on Beginning Teachers. Christopher R. Gareis, College of William & Mary; Andrew Coombs, Queen's University - Kingston; Nicole Barnes, Montclair State University; Christopher DeLuca, Queen's University - Kingston; Kay Uchiyama, University of West Florida
Students’ Critical Incidences of Fairness in Classroom Assessment: An Empirical Study. Amir H. Rasooly, Queen's University - Kingston
Teacher Resistance to Teacher Evaluation Practices. Eyvind Elstad, University of Oslo

25.082-4. Centering the Critical in Place-Based Education: Intersectional Opportunities in Environmental Education. SIG-Environmental Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Alexa Scully, Lakehead University
Participants:
Toward a Place-Based, Interspecies Narrative Pedagogy for Hunting and Fishing. Joshua James Russell, Canisius College
Critical Place-Based Education, Meet Land Education. Alexa Scully, Lakehead University
Moving Gender Into a Contemporary Landscape: Trans*itingion to a Nonbinary Gender Perspective in Place-Based Environmental Education. Hannah K. Miller, Northern Vermont University - Johnson
Rock Stories: Developing Onto-Epistemic Heterogeneity in Order to Understand Climate Change. Megan C. McGinty, University of Washington - Seattle

Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Prathiba Natesan, University of North Texas
Participants:
An Investigation of the Psychometric Properties of Full-Information Bifactor Primary and Domain Scores. Jason C. Immeeks, University of Louisville; Ruben Castaneda, University of California - Merced
Component-Based Item Response Theory Utilizing Generalized Structured Component Analysis. JI Hoon Ryo, University of Southern California; Kwanghee Jung, Texas Tech University; Heungsun Hwang, McGill University; Jachwa Choi, The George Washington University
Impact of Conditions That Affect Exploratory Factor Analysis. Kevin Krost, Virginia Polytechnic Institute and State University
The Many Perspectives of Test Dimensionality: A Collaborative Narrative. Alexandria Lay, University of North Carolina - Greensboro; Terry A. Ackerman, University of Iowa

25.082-6. Educational Innovations in East Asia. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Jinghun Zhang, Florida Gulf Coast University
Participants:
The Effectiveness of Private and Public Schools on Academic Achievements in G7 and East Asian Countries. Wan Ren, University of Pennsylvania; Wendy Chan, The University of Pennsylvania
Differential Item Functioning in English Exams Between Arts and Science High School Students in China. Yihan Zhao, Teachers College, Columbia University; Xiaohang Zhou, Teachers College, Columbia University; Yi Zhang, Teachers College, Columbia University
New Education Experiment: A Hopeful National Program in China. Min Wang, Suzhou University; Renmin Ye, Houston Independent School District

25.082-7. Environmental Education for a Sustainable World. SIG-Environmental Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am

25.082-8. Ethics and Positioning in Qualitative Research Encounters. Division D - Measurement and Research Methodology; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am
Chair: Barbara Dennis, Indiana University
Participants:
Articulating the Affective Knots of Encounters, Educational Spaces, and...
25.082-9. Global Perspectives on Holistic Education. SIG-Holistic Education; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am

Participants:
A Holistic Exploration of Mindfulness and Indigenous Knowledges. Karen Kagoonen, The University of British Columbia; Margaret A. Macintyre Latta, The University of British Columbia - Okanagan; Tina Fraser, University of Northern British Columbia; Ross Hoffman, University of Northern British Columbia


Transformative Holistic Learning Experiences Through Study Abroad: Placed-Based Pedagogy With Pre/In-Service Teachers. Peter Scuramuzzo, Texas A&M University - College Station; Julie Annette Singleton, Texas A&M University - College Station; Sara Raven, Kent State University - Kent

Discussant: Jennifer Elaine Killham, University of LaVerne

25.082-10. Education for Sustainability: A Public-Private Partnership for Transforming Education in the Galapagos. SIG-Environmental Education; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 8:00-9:30am

Chair: K.C. Busch, North Carolina State University
Participants:
Development and Implementation of the Education for Sustainability in Galapagos Program. Richard Knab, Galapagos Conservancy

Connecting Education Policy With Environmental and Sustainability Education in Galapagos. Diego Roman, Southern Methodist University; Dara Rossi, Southern Methodist University; Ruth Ortiz; Heni Agredo, Southern Methodist University

Evaluation of the Education for Sustainability in Galapagos Program. Hiba Rahim; Harvey Luna; Akihito Kamata, Southern Methodist University

The Role of Power and Politics in Education for Sustainability in the Galapagos Islands. K.C. Busch, North Carolina State University; Greses Anabel Perez, Stanford University; Dustin Miller; Kathryn Green, North Carolina State University

Integrating English Education and Education for Sustainability in the Galapagos. Susan Huss-Lederman; Hazel Acosta; Agnes Orozzi; Elsa Schwaminger; Jillian Marie Conry, Southern Methodist University; Diego Roman, Southern Methodist University

Discussant: Noah Weeth Feinstein, University of Wisconsin - Madison

25.083. MTCC Roundtable Session Eight; Roundtable Session

25.083-1. Historicizing and Problematizing Research on Teacher Learning. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am

Chair: Christopher B. Crowley, Wayne State University
Participants:
Historicizing Teacher Research in Teacher Education: The Cases of the United States and Finland. Johanna Sitemanin-Suonen, University of Oulu; Sun Young Lee, University of Wisconsin - Madison

Mediation, Values, and Authority: A Conceptual Review of Teachers’ Use of Education Research Knowledge. Jim Ryder, University of Leeds

Problematising Pedagogical Content Knowledge. Thorsten Scheiner, Australian Catholic University

The Practitioner-Academic Research Divide Endures: A Review of Teacher Research in the Content Areas. Christopher C. Martell, Boston University; Erin A. Hashimoto-Martell, Massachusetts Department of Elementary and Secondary Education; Katherine Ariemma Marin, Stonehill College; Mary Margaret Carney, Dracut High School

25.083-2. Identity, Equity, and Mathematics Education. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am

Chair: Stuart Rhoden, Arizona State University
Participants:
Exploring the Mathematics Identities of Preservice Elementary and Early Childhood Teachers. Ashley Renare Davis, City College of New York - CUNY; Helen L. Johnson, City College of New York - CUNY

Identity-Safe Math Classrooms: Intersectionality of Gender and Race. Mary Reid, OISE/University of Toronto; Steven Mark Reid, OISE/University of Toronto

Unpacking Grit and Growth as Expectations for Equity With New Mathematics Teachers. Amy Michelle Olson, Duquesne University; Kathleen Jablon Steen, Santa Clara University

25.083-3. Teacher Professional, Racial, and Ethnic Identities and High-Needs Schools. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am

Chair: Jill Huyrh, University of California - Davis
Participants:
Their Eyes Were on the Sparrow: An Interdisciplinary Analysis of a Biracial Preservice Teacher’s Experience in a Predominately White Teacher Education Program. Bianca J Nightengale-Lee, Florida Atlantic University; Shelley Thomas, University of Louisville; Brandon Joseph, University of Louisville; Dwayne Compton, University of Louisville

The Culture of Power and the Power of Culture: Auto-Ethnography of a Transnational Immigrant Teacher’s Color. Ayeshar Babadi-Raad, Teachers College, Columbia University

The Relationship Between Mathematics Teachers’ Backgrounds and Their Beliefs. Tarik Buh, University of Maryland - College Park

Diminishing Respect Diminishes the Teaching Pool for Rural Hard-to-Staff Schools. Henry Tran, University of South Carolina, Columbia; Doug Smith, University of South Carolina Columbia

25.083-4. Exploring Culture and Equity Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am

Chair: Christine Beaudry, Nevada State College
Participants:
Becoming Bicultural Educators: A Self-Study Exploring Inclusive Practice. Dawn Garbett, University of Auckland; Alan Owens, University of Auckland; Lynn A. Thomas, Universidad de Sherbrooke

Considering Implications of Cross-Cultural Experiences on Teacher Educators’ Ongoing Practices and Student Relationships. Valerie A. Allison, Susquehanna University; Sarah Edwards Moore, Susquehanna University; David Scott McLaughlin, Susquehanna University

Exploring Teacher Agency for Equity in Teacher Leadership Education Programs: A Self-Study Approach. Joanna Alcruz, Molloy College; Andrea M. Honigsfeld, Molloy College; Mubina Schroeder, Molloy College

25.083-5. The Role of Play in Young Children’s Learning. SIG-Early Education and Child Development; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am

Chair: Sara C. Michael-Luna, University of Central Florida
Participants:

Exploring Perceptions of Play in Times of Rigor and High Accountability in Early Childhood Programs. Patricia White, Independence Public School District; Barbara Nell Martin, University of Central Missouri

Critical Dimensions for Social and Emotional Development in Early Childhood Outdoor Play Areas. Brandi Alexandria Smith, University of Northern Iowa

25.083-6. The Role of Technology in Achievement and Performance. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am

Chair: Maria Cucumisa, University of Alberta
25.084-4. Implementing and Scaling Science Initiatives. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Claudia Maria Costa Dias
Participants:
An Examination of Factors Correlating With Course Failure in a High School Computer Science Course. Steven McGee, The Learning Partnership; Randi L. McGee-Tekula, The Learning Partnership; Jennifer Duck, The Learning Partnership; Ronald L. Greenberg, Loyola University Chicago; Lucia Dettori, DePaul University; Andrew Rasmussen; Erica Wheeler, Chicago Public Schools
Negotiating Mutualism: A Comparative Case Study of Researchers and Practitioners Collaboratively Scaling STE(A)M Education Initiatives. Sari Widman, University of Colorado - Boulder; Mela E Repko-Erwin, University of Colorado - Boulder; Jesie Chang-Order, University of Colorado - Boulder; William R. Penuel, University of Colorado - Boulder
Understanding the Vision for Science in Next Generation Science Standards Adopting and Nonadopting States. Robin Riedy, University of Colorado - Boulder; Gina Tesoriero, University of Washington - Seattle; William R. Penuel, University of Colorado - Boulder

25.084-5. Physical Activity in Alternative Spaces and With Alternative Participants. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Victor Ramsey, NYC DOE
Participants:
Classroom Teachers’ Views of Pupils’ Health and Wellness: An Aotearoa New Zealand Perspective. Dominique Bannville, George Mason University; Ben P. Dyson, University of North Carolina at Greensboro; Pamela Hodges Kulina; Michalis Stylianou, University of Queensland
Primary Physical Education External Provision: “I’m a Better Teacher, but She Is Better in Basketball.” Jessica Mangione, University of Limerick; Melissa Parker, University of Limerick; Mary O’Sullivan, University of Limerick
REACH Harlem: Young Urban Boys’ Experiences in an After-School PA Positive Youth Development Program. Risto Marttinen, George Mason University; Kelly C Johnston, Baylor University; Sharon Rose Phillips, Hofstra University; Ray Noble Fredrick, Teachers College, Columbia University; Brianna Meza, California State University - Fullerton
Planned Detours: Identifying Barriers to Comprehensive School Physical Activity Program Implementation. Shannon C. Mulhearn, Mary Lou Fulton Teachers College Arizona State University; Pamela H. Kulina, Arizona State University; Kent A. Lorenz; Michalis Stylianou, University of Queensland; Janelle Marie Griggs, Arizona State University
“We Need to Do a Better Job...” - The Transformative Potential of an After-School Program. Carrie Saftron, Teachers College, Columbia University

25.084-6. Conversations on Technology + Pedagogies (English Learners/Learning). SIG-Computer and Internet Application in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Michelle Folks Read, Texas State University
Participants:
English Learning From Three Popular Mobile Applications: An Older Adult’s Perspective. Yangting (Tina) Wang, The University of Texas - San Antonio
Integration of Automated Essay Scoring With Creative Writing for ESL Teaching in China Primary School. Rui Shi, East China Normal University; Gao Wang, East China Normal University; Xiang Feng, East China Normal University
Investigating the Effects of Dual-Language Subtitles on EFL Vocabulary Learning and Listening of TED Talks. Tao Hao, Washington State University - Pullman; Zhe Wang, East China Normal University; Yaliya Areshkova, Washington State University - Tri-Cities
Ways of Contributing Analysis of “Anytime” Knowledge Building in Grade 6 News. Stacy Alexandra Costa, University of Toronto; Joel Wiebe, University of Toronto

25.084-7. Educational Change From an International Perspective.
SIG-Educational Change; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Laurie Johnson, Boston College
Participants:
Breaking the Mold: Examining Community School Implementation Strategies in One Pennsylvania District. Kathleen Provinnzano, Drexel University; Amanda Reinharz, Drexel University
Educating Boys in Jamaica: In Search of a New Lens. Marcia Sharon-May Chin, University of San Diego
Examining the Changes in One Kenyan School Through the Lens of Systemic Change. Eloise Miriam Hackett, George Fox University
Understanding Secondary Schools Sustained Improvement in Chile. Cristian Bellei, Universidad de Chile; Xavier Vanni, Universidad de Chile; Juan Pablo Valenzuela, Universidad de Chile

25.084-8. Education Challenges Globally, SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Shuming Liu, Ball State University
Participants:
English Academic Writing Instruction in China’s Graduate Education: Policies and Realities. Xuemei Li, Memorial University of Newfoundland
Factors Affecting Inclusive Education Practices: Case of an Elementary School. Ashwini Tiwari, University of Houston - Downtown; Bernardo E. Pohl, University of Houston-Downtown; Ajay K. Das, Empire State College - SUNY
Is Peer-Led Discovery-Based Learning Effective in Developing Leadership Skills Among Middle Schoolers in India? Saiyetha Jambunathan, New York City University; JD Jayaraman, New York City University; Adithi Jayaraman, Ed Gift Foundation; Keerthi Jayaraman, EdGift Foundation
Mexican Teachers of English: Promoting Bilingualism in Complex Times. Ali Borjian, San Francisco State University; Amado M. Padilla, Stanford University

25.084-9. International Networks for Teaching and Learning, SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Delois L. Maxwell, St. Thomas University
Participants:
Accountability of Educational Networks: Findings From Four Case Studies. Melanie Ehren, University College London; Joe O’Hara, Dublin City University; Martin Brown, Dublin City University; J Svensson; Rossitza Simeonova, Sofia University; Gerry P. Monamar, Dublin City University; David Godfrey; Yonka Parvanova
A Qualitative Investigation of Cross-Group Friendship Between South Korean Hosts and North Korean Refugees. Hwangyoung Myeong, University of Washington - Seattle; Ahlam Lee, Xavier University; Dahrle Kim, Ewha Womans University
Exploratory Research Application of Epistemic Network Analysis for Examining International Virtual Collaborative STEM Learning. Seung Bok Lee, Pepperdine University; Danielle Pascual Espino, Pepperdine University; Eric R. Hamilton, Pepperdine University

25.085. Sheraton Roundtable One; Roundtable Session
25.085-1. Complex Machines in Action: Assemblages, Circuits, and Compositions. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Jason Goulah, DePaul University
Participants:
Debugging Robotic Machines in Transdisciplinary Spaces. Nikki Retas, Rowan University
Kinesthetic Circuits in the Re-Assembling of School Health Stories. Lisa M. Perhamus, Grand Valley State University
Post-Qualitative Methodology: From Portraiture to Componere. Mila Zhu, Dallas Independent School District

25.085-2. Economies of Curriculum. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Julie Gorlewski, University at Buffalo - SUNY
Participants: The Presence of Financial Literacy Education in Ontario and Quebec’s Curricula: Aims and Components. Azadeh Javahepour, McGill University


The Need for Financial Literacy in Mexico, Particularly in Vulnerable Socioeconomic Contexts: Opening Curriculum Conversations. Adriana Valencia, Tecnologico de Monterrey; Ricardo Valenzuela, Tecnológico de Monterrey

25.085-3. Mapping Self-Other Relations in Curricular Spaces. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Jade Kim, University of Toronto

Participants: An Absent Presence: The Curricular and Pedagogical Construction of Memory. Brenda M. Trofánenko, University of Illinois; Anner Segall, Michigan State University

Between Foes and Friends: North Korean Defector Students’ Making of Self in South Korean Classroom. Ji-Hye Kim, Korean Educational Development Institute; Jisoo Kim, Korean Educational Development Institute

Engaging With Settler-Colonial Cartographies: Critical Place-Based Inquiry. Digital Tools, and Productions. Bryan Smith, James Cook University - Australia; Cristina Hebert, University of Regina; Kurt Thumlert, York University

Motherhood as a Curricular Theme: Reconceptualizing Curriculum, Engaging With Settler-Colonial Cartographies: Critical Place-Based Inquiry. Digital Tools, and Productions. Bryan Smith, James Cook University - Australia; Cristina Hebert, University of Regina; Kurt Thumlert, York University

Between Foes and Friends: North Korean Defector Students’ Making of Self in South Korean Classroom. Ji-Hye Kim, Korean Educational Development Institute; Jisoo Kim, Korean Educational Development Institute

25.085-4. Mothering and Daughter as Methodological Framing: Black and Transnational Feminist Interventions of Curricular Inquiry. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Mildred Boveda, Arizona State University


Centering Mami-Informed Onto-Epistemologies. Mildred Boveda, Arizona State University

You Can’t Handle the (Post-)Truth! Understanding Mothering/ Daughtering Through De/Colonial and Transnational Feminist Moves. Kakalki Bhattacharya, Kansas State University


Discussants: Kenya C. Evans; Maleka Donaldson, University of Hartford

25.085-5. Navigating, Surviving, (Re)Constructing, Democratizing Policy and Practice. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Renee Moran, East Tennessee State University

Participants: Building Bridges and Constructing Walls: Subject Hierarchies as Reflected in Teachers’ Perspectives Toward Student Influence. Valgerður S Bjarnadóttir, University of Iceland

Pedagogic Practices in a Deregulated Upper Secondary School: Students’ Attempts to Influence Their Everyday Schooling. Valgerður S Bjarnadóttir, University of Iceland; Elisabet Öhrn, University of Gothenburg; Monica Johansson, University of Gothenburg

Survivance in a Policy-Laden World: Teacher Perspectives in the Age of Common Core. Renee Moran, East Tennessee State University; Kavin J. Keith, East Tennessee State University; Lashay Jennings, East Tennessee State University

The Long Shadow of Democratization: Paradox and the Production of Shadow Capital. Kristin Cipollone, Ball State University; Amy Elizabeth Stich, University of Georgia

25.085-6. “Nice for what?” Disobedient Struggles in Anticolonial Times. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Ana Luisa Munoz-Garcia, Pontificia Universidad Catolica de Chile

Participants: Decolonizing Preservice Teachers’ Colonialist Thoughts in Higher Education Through Defamiliarization as a Pedagogy. Zayd Waghid, Cape Peninsula University of Technology

“It’s Not Perfect...but I Did It...”: Critical Feminist Educators and Their Struggle for Critical Teaching. Brian C. Gibbs, University of North Carolina - Chapel Hill

Toward Teaching Mathematics Education for Justice From an Anticolonial Stance: An Anticolonial Curriculum Analysis. Paul E Madden, Boston College; Anne TEE Vera Cruz, Boston College

25.085-7. Advancing Diversity and Equity in the Context of Higher Education Organizations. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Nora Anne Devlin, Rutgers University

Participants: A Comprehensive Conceptual Model of Institutional Change in Diversity and Equity. Lucy Anne LePeau, Indiana University - Bloomington; Varazx Yi, California State University - Fresno; Ting-Han Chang, Indiana University - Bloomington

Diversity and Free Speech: Inhabited Institutional Logics in a Discourse of Institutional Citizenship. Rachel Friedensen, St Cloud State University; Garrett H Gowen, Iowa State University

Finding a Home for Interfaith Work in Religiously Affiliated Colleges and Universities: Opportunities and Challenges. Shauna Morin, North Carolina State University; Zak Foste, The University of Kansas; Beth Ashley Staples, The Ohio State University - Columbus; Mian Wu, North Carolina State University; Matthew J Mayhew, The Ohio State University; Alyssa N. Rockenbach, North Carolina State University

Examining the Continuum of Black Student Leadership: From Community to College and Beyond. Bryan Hotchkins, Texas Tech University

25.085-8. Educational Space, Academic Knowledge, and Student Experiences in International Contexts. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Mitchell David Lingo, University of Iowa

Participants: Shattering the Silence: Dialogic Engagement About Education Protest Actions in South African University Classrooms. Saloshna Vandyen, University of Pretoria

Societal Changes and Access to Educational Research in Postsecondary Education in Lithuania. Liudmila Rupsiene, Klaipeda University; Audra Skukauskaite, Academic Research Consulting

Legitimizing Academic Knowledge in Religious Bounded Communities: Jewish Ultra-Orthodox Students in Israel’s Higher Education. Orin Golan, University of Haifa; Eldad Fehl, High Q global Development Institute

25.085-9. Artistic Methods of Qualitative Research: Poetry, Photography, and TENACI-SHE. SIG-Qualitative Research Cosponsored with Division D - Measurement and Research Methodology; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Paul William Eaton, Sam Houston State University


Studying Youth Identities Through Participatory Photography. Gunilla Holm, University of Helsinki; Solveig Corné; Harriet Zilliacus, University of Helsinki; Elisabet Öhrn, University of Gothenburg; Tenaci-SHE: An Artistic Representation of the Lived Experiences of Undergraduate Black Women in STEM. Terrell Roderick Morton, University of Missouri - Columbia

25.086. Sheraton Roundtable Session One; Roundtable Session
25.086-1. Organizational Leadership as a Praxis for Higher Education Institutional Change. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Discussants: Derek Taira, University of Hawai’i - Mānoa; Mark Helmsing, George Mason University

25.086-2. Pedagogical Practices. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Time Well Spent: Flipped Classrooms and Effective Teaching Practices. Kyle Thomas Fasset, Indiana University - Bloomington; Allison BrckaLorenz, Indiana University; Joe Strickland, Indiana University - Bloomington; Amy Ribera, Indiana University

25.086-3. Activism, Art Integration, and Multiplicity: Methodological and Strategic Implementation of Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Rhianna Henry Casesa, Sonoma State University Participants: Activist Art as Affective Education: Theoretical Reconstitution of Knowledge, Purpose, and Pedagogy Within Arts-Based Research. Shalin Lena Raye, Purdue University Outcomes of Preservice Secondary Teacher Preparation in Arts Integration to Support Students With Learning Challenges. Katherine A Koch, St. Mary’s College of Maryland; Janna Chevon Thompson "Soys de Abrazos": Children’s Explorations of Bicultural Identity Through Multimodal Art. Rhianna Henry Casesa, Sonoma State University

25.086-4. Approaches to Critical and Powerful Writing Practice. SIG-Writing and Literacies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Joanne C. Larson, University of Rochester Participants: Developing a Framework for Powerful Writing Pedagogy, Nadia Behzadh, Georgia State University Journalism and Activism Anew: Participatory Movements With Adolescents Writing for Change. Emily Plummer, University of Pennsylvania Writing for Social Justice: Preservice Teachers Creating Space for Agency and Power. Erica Stemitz, The University of Texas at Austin; Susan Tily, The University of Texas at Austin Youth Engagement With Critical Writing Pedagogies via Descriptive Review Protocol. Bethany Silva, University of New Hampshire

25.086-5. Change. SIG-Teaching History; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chairs: Christine Baron, Teachers College, Columbia University; Eric Claravall, California State University - Sacramento Participants: Big History Project and Colonizing Knowledges in World History Curriculum. Jenni Conrad, University of Washington - Seattle How Do We Teach War in America? Examining Civil War Standards Across the South. Elizabeth Cynthia Barron, Georgia Southern University; Michelle Ann Reidel, Georgia Southern University Students’ Desires for Connected, Complex National Histories: Developing a New “We” — A View From Canada. Samantha Catrara, Independent Scholar

25.086-6. Critical Issues in Schools, Schooling, and Culture. SIG-Critical Issues in Curriculum; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

25.086-7. Globalizing Postcolonial Studies in Education. SIG-Postcolonial Studies and Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

25.086-8. Mystery, Knowledge, and Education. SIG-Philosophical Studies in Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

25.086-9. Research to Improve Practices in Professional Development Schools. SIG-Professional Development School Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Harley Gordon Graville, Georgia State University Participants: A Qualitative Study of Teacher Candidate Experiences Conducting Action Research in a Professional Development School. Eva Belle Garin, Bowie State University Constructivist Pedagogy and Embodied Praxis: Affirming Early Childhood Teacher Development and Professional Development Schools. Angela Lewis, Colorado State University; Corissa Ann Stevenson, Colorado State University; Jody Drager, Colorado State University; Jenn Castor, Colorado State University Middle and High School English Language Arts Teachers’ Perceptions of Professional Development Concerning Writing Achievement. Lien Thi Xuan Nguyen, Texas Tech University; Narges Hadi; Lu Guo, Texas
25.086-10. Spirituality and Education SIG: Roundtables. SIG-Spirituality & Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Rupert Clive Collister, OISE/University of Toronto
Participants:
A Pedagogy of Transcendence: Black Female Professors Moving Through and Beyond in the Academy. Tabora A. Johnson, Medger Evers College - CUNY; Darlene Russell, William Paterson University
Beyond Status Quo: Defining Black Girlhood Spirituality. Porsche Renee Garner, Art Film Foundation
Conceptualizing Profundity Through Lexicon and Metaphor. Michael Koth, University of Idaho; Davin Carr-Chellman, University of Idaho
Creating Connections Between Spirituality and Play for Early Childhood Education. Jennifer Mata-Mcmahon, University of Maryland, Baltimore County
Promoting Spiritual Moments and Social Justice in Early Childhood Education: Teaching “Tender Spiritual Topics” Using Children’s Literature. Kathleen I. Harris, Sfion Hill University
Rumi and the “World of Imagination” in Curriculum and Pedagogy. Soodeh Oladi, University of Toronto

25.086-11. STEM, STEAM, and Teaching Arts-Integrated Maths. SIG-Arts and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Ida Oberman, Community School for Creative Education
Participants:
Disentangling STEAM Education: An Integrative Literature Review. Elaine Perignat, Drexel University; Jen Katz-Buonincontro, Drexel University
Teaching Numbers Through Dance: Developing a Choreography-Themed Mathematics Curriculum for Elementary Students. Song An, The University of Texas - El Paso; So Jung Kim, The University of Texas - El Paso; Daniel Tallman, The University of Texas - El Paso; Josephina V. Tinajero, The University of Texas - El Paso
Impact of Art Integration With STEM Practices Through a Middle School Origami STEAM Project. Norma J. Boakes, Stockton University
Playing Well With Others: An Ethnographic Examination of the Converge Theatre Project, a Science-Theater Collaboration. Ariella Flora Suchow, Boston College

25.086-12. The Challenge of Cultivation. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Zachary L. Barber, University of Rochester
Participants:
What Are We Cultivating anyway? 21st-Century Skills Between Past and Future. Gideon Dishon, Ben-Gurion University of the Negev; Hemy Ramiel, Ben-Gurion University of the Negev
Cultivating Children: On How We Have Come to Misunderstand the Trials and Tribulations of Modern Parenting. Avi Mintz, Independent Scholar
Cultivating Educational Opportunity. John Peter Fantuzzo, Valparaiso University
On the Dark Side of Cultivation or Against the Gardening Metaphor for Teaching. Oded Zipory, University of Dayton
Discussant: David Isaac Waddington, Concordia University

25.086-13. Conceptions of Narrative Knowledge and Pedagogy. SIG-Narrative Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Sharon H. Ulanoff, California State University - Los Angeles
Participants:
Constructing Narrative Knowledge About Literacy: A Narrative Inquiry. Amy Johnson Lachuk, The University of Wisconsin - Madison
Exploring Narrative Inquiry as Pedagogy for Professional Identity Formation in Engineering Education. Angela Minichillo, Utah State University; Emily Hanks, Utah State University
Narrative From the Classroom: A Framework for Classroom Narrative Inquiry. Ivan Salinas, Universidad de Chile
Negotiating the Traditional and the Idealistic: A Narrative Inquiry Approach to Pedagogical Realism. Joanne Dyches, Iowa State University; Brandon Lee Sams, Iowa State University

25.086-14. Bias, (Social) Media, and Critical Turns. SIG-Media, Culture, and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Participants:
Turn Down the Volume, Son! The Ways Black Boys Consume Violent Urban Music and Its Impact. Tamar Brown, Fordham University
Discourses of the Mainstream Media Toward Older Women in Turkey: An Understanding of the Double Standard of Ageism. Merve Basdogan, Indiana University; Zulfikar Ozdogan, Indiana University, Lesa Huber, Indiana University - Bloomington
Culturally Relevant Media Production. DanieI Degand, University of California - Davis

Division and SIG Posters

25.087-1. Addressing Issues of Diversity in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posts:
1. Identity, Recruitment, and Retention of Asian Pacific Islander Desi American Novice Elementary and STEM Teachers. Joanne Baltazar Vakil, The Ohio State University
2. What Happened to Teacher Education Majors Who Began Their Coursework at a Community College? Linda Gronberg-Quan, Notre Dame of Maryland University; Mark J. Fenster, Notre Dame of Maryland University; Sharon Slear, Notre Dame of Maryland University

25.087-2. Teachers’ Lives and Lived Experiences Poster Session. Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posts:
5. Profiling ESL Preserve Teachers’ Metaphorical Professional Identity. Zhengmei Peng, East China Normal University; Gang Zhu, East China Normal University; Injfi Zhu, Zhejiang Normal University; Matthew James Etchells, Texas A&M University - College Station; Li Deng, East China Normal University; Guofang Li, University of British Columbia; Mary F. Rice, The University of New Mexico
6. An Elementary Literacy Program That Emerged From Reading Experiences Under Political Occupation. Tali M Karkar Esperat, Texas Tech University; Sara Beth Gutierrez, Texas Tech University
7. Drawn and Quartered: Examining the Teaching Life of a First-Grade Teacher. Mikkaka Overstreet, East Carolina University
8. Identity, Experiences, and Training Needs in Higher Education: Texcultural Narratives From Mexican Teachers. Adriana Olivera Lopez, National Autonomous University of Mexico; Maura Pompa Mansilla, National Autonomous University of Mexico; Yazmin Alejandra Lara Guı´eres, Universidad Nacional Autónoma de México; Melchor Sanchez-Mendiola, Universidad Nacional Autónoma de México
9. Teacher Beliefs About English Language Learners: A Critical Review of the Literature. Adriane Golden, Montclair State University; Tamara E. Lucas, Montclair State University; Catherine Gaylor, Montclair Kimberley Academy; Kelly Lornand, Montclair State University; Ana Maria Villegas, Montclair State University
10. Teachers’ Beliefs Concerning Teaching Multilingual Learners: A Cross-Cultural Comparison Between the United States and Germany. Svenja Hammer, Leuphana Universität Lüneburg; Kara Mitchell Viesca, University of Nebraska - Lincoln; Time Ehneke, Leuphana Universität - Lüneburg; Brandon Heinz, University of Nebraska - Lincoln
11. STEM in Early Childhood Education: A Case Study of Teacher
2019 AERA Annual Meeting > Program Schedule > SATURDAY, APRIL 6, 8:00 AM

25.087-3. Distance and Online Education. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am Posters:
- Rubric to Analyze Online Course Syllabi Plan for Engendering a Community of Inquiry: Round II. Sandra A. Rogers, Spring Hill College; Samir Khoury, Spring Hill College
- Spatiotemporal Performance Factors and Online Learning: What Predicts Successful Anytime, Anywhere Education? Xiu Du, Central China Normal University, Mingyan Zhang, Central China Normal University; Brett E. Shellen, Boise State University; Jui-Long Hung, Boise State University
- The Efficacy of IXL on Schools’ Academic Performance in Texas. Liyang Miao, IXL, Learning
- Timing of Engagement, Disengagement, and Retention in a Distance Learning Setting. Quan Nguyen, The Open University; Bart Rienties
- Sense of Belonging in Context: How Different Online Discussion Modes and Students’ Engagement Are Interconnected. Jeonghyun Joo, The University of Texas at Austin; Allison Zenglewski, The University of Texas at Austin; Rachel E. Gaines, Kennesaw State University; J. Hannah Park, The University of Texas - San Antonio; Eunjong Choi, City University of Seattle; Diane L. Schallert, The University of Texas at Austin

25.087-4. Youth, Power, Reflection, and the Word. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am Posters:
- Agreeing to Disagree: Teaching Author, Audience, and Argument in Elementary Classrooms. Heather Tiffany Hebward, University of Washington - Seattle; Mary Northe, University of Washington; Erin Lane, University of Washington - Seattle; Deborah E. Mccutchen, University of Washington
- Amplifying Youth Voice: Enacting Youth Participatory Action Research in School. Molly Buckley-Marudas, Cleveland State University
- A Walk in Their Kicks: Literacy, Identity, and the Schooling of Young Black Males. Aaron Johnson, Farmington Public Schools
- Cultivated Gazes and Historical Literacy: The Acculturation of Secondary Latinx Students Into a Disciplinary Culture. Tierney Hinman, University of North Carolina at Greensboro
- Effects of Background Knowledge Activation on High School Students’ Questions When Reading a Scientific Text. Amy Koehler Catterson, Alder Graduate School of Education
- For Love or Money: A Case Study of High School Students’ Digital Close Reading Practices. Amy Koehler Catterson, Alder Graduate School of Education
- Inequality in Education Policy in Post-Truth Era: Spotlight on Language Realities in a Rural School. Margaret Funke Omidure, University of Pretoria; Mthethupule Ruth Mampane, University of Pretoria; Ruth Akuko, University of Pretoria
- Integrating the Opposing Side Without Stating It: The Emergence of Counterargument in Fourth- to Eighth-Grade Writing. Ziyun Deng, Harvard University; Paola Uccelli, Harvard University
- Searching for Student Voices in Social Justice-Oriented English Classrooms. Greg Bartley, University of Wisconsin - Madison
- Understanding Marginalized Students’ Identities Work and Their Learning Experiences in English Language Arts Classrooms. Paul Alan Riser, University of Oxford

25.087-5. Division A Graduate Student Poster Session. Division A - Administration; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

25.087-6. Assessment in Schools: Poster Session 2. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am Posters:
- Comparing Information Obtained From Multiple-Choice and Constructed-Response Next Generation Science Standards–Aligned Test Items Assessing Student Ideas About Evolution and Natural Selection. George E. DeBoer, American Association for the Advancement of Science; Joseph Hardcastle, American Association for the Advancement of Science
- Effects of a Diagnostic Statistics Assessment on Student Knowledge and Affect. Jessica Masters, Research Matters
- Extracting Information From Descriptive Graphs in the Context of Sustainable Development. Malte Ring, University of Tübingen; Jiayi Zhu, University of Tübingen; Christoph Randler, University of Tübingen
- Four Years of Mathematics: How a Policy Mediates Students’ High School Outcomes. Ramon Emilo Fernandez, Pace University
- Measuring Intellectual Capital for Knowledge Management in Schools. Muhammad Niaqab, Shaheed Benazir Bhutto University (SBBU); Janet Lee Hanson, Azusa Pacific University; Art W. Bangert, Montana State University

29. Distributive and Principal Instructional Leadership: A Framework for Understanding Teacher Practice. Bohdan M. Christian, Atlantic City Board of Education; Jianguang Xia, University of Nebraska - Lincoln


31. Exploring the Subjectivity of Leaders and Teachers in High-Poverty Schools Situated in a Neighborhood Policy Context. Bryan J Duarte, The University of Texas - San Antonio

32. Gatekeeping Demographics of Educational Administration: The Case of Male Domination. Katherine Merriweather, The University of Kansas


34. How Principals Manage Their Emotions. Cameron Huseman, University of Minnesota

35. Improving Principal Talent: A Case Study of Four Districts. Eva Chiang, George W. Bush Institute and Southern Methodist University

36. Incongruence Between Teachers’ and Leaders’ Perceptions of Leadership Capacity and Its Relationship to Organizational Outcome. Jose A Luevanos, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station; Elizabeth Arla Luevanos, Texas A&M University - College Station; Siqi Chen, Texas A&M University - College Station

37. Island or Village: The Impact of New Administrators on Communication, Cohesion, and Community. Alexandra Parsons, University of Oklahoma; Laura A. Lewis, University of Oklahoma; Ji Yeaong Hong, University of Oklahoma; Crystal Diane Neill, University of Oklahoma; Qian Wang, The University of Oklahoma; Dione Indera Cross Fran, Indiana University

38. Keeping the Learning Going: Using Mobile Technology to Enhance Learning Transfer. Corrine Brion, University of Dayton

39. Race, Place, and Partnerships: Engaging the Community in Urban Public School Reform. DeMarcus A Jenkins, The University of Arizona

40. Toward Equitable Educational Leadership: Principal Preparation Policy Differences Among States With High- or Low-Leverage Policies. Nahed Abdelrahman, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station

41. Transforming or Reproducing? The Nature and Implications of Candidate Nominations for School Leader Preparation Programs. Daniel Reyes-Guerra, Florida Atlantic University; Melanie Ann Stefanovici, Florida Atlantic University; Leila Hidal Shataria, Florida Atlantic University; Sharon R. Moffitt, Florida Atlantic University

42. Understanding the Human Side of Continuous Improvement: Collective Defensiveness in Schools Facing Adversity. Elizabeth Zimpe, University of California - Berkeley

44. Validating the Principal Preparation Programs Policy (4Ps) Instrument: New Evidence From Rasch Analysis. Nahed Abdelrahman, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station

45. Comparing Information Obtained From Multiple-Choice and Constructed-Response Next Generation Science Standards–Aligned Test Items Assessing Student Ideas About Evolution and Natural Selection. George E. DeBoer, American Association for the Advancement of Science; Joseph Hardcastle, American Association for the Advancement of Science

46. Effects of a Diagnostic Statistics Assessment on Student Knowledge and Affect. Jessica Masters, Research Matters

47. Extracting Information From Descriptive Graphs in the Context of Sustainable Development. Malte Ring, University of Tübingen; Jiayi Zhu, University of Tübingen; Christoph Randler, University of Tübingen

48. Four Years of Mathematics: How a Policy Mediates Students’ High School Outcomes. Ramon Emilo Fernandez, Pace University

49. Measuring Intellectual Capital for Knowledge Management in Schools. Muhammad Niaqab, Shaheed Benazir Bhutto University (SBBU); Janet Lee Hanson, Azusa Pacific University; Art W. Bangert, Montana State University

Change. Natalie Harr Ylizarde, University of Maryland - College Park
12. “I Know What You Mean”: Linguistic Analysis of Science Student Teachers’ Reflective Narrative. Yulia Muchnik-Rozanov, Ashva Academic College; Dina Tsybulsky, Technion Israel Institute of Technology
13. The Lives of Elementary Math Specialists: Interrogating Sacred Stories, Developing Identities. Johnna Bolyard, West Virginia University; Sharon B. Hayes, West Virginia University

51. Tools of the Trade: An Examination of the Frequency of Use and Content of Assessment Data System Reports. Elizabeth N. Farley-Ripple, University of Delaware; Austin Jennings, University of Delaware

52. Understanding Educator Experiences Implementing Screeners to Assess Students’ Early Math Skills: A Research-Practice Collaboration. Jennifer A McDonald, Halton Catholic District School Board; Rebecca Merkley, Carleton University; Daniel Ansari; Lisa Marie Collimore, Halton Catholic District School Board; Jacqueline Mickel, Halton Catholic District School Board

53. Equating Milestone Scores to Criterion-Referenced Competency Test Scores in Georgia Elementary School Classroom Tests. Zhenqiu Laura Lu, University of Georgia; pedro porter

25.087-7. Bilingual Education Research SIG Poster Session. SIG-Bilingual Education Research; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Posters:
54. Separate Bilingualism: Yo aquí me Encargo del Español y en la Escuela puedo Aprender Inglés. Delis Cuellar, University of Wisconsin - Madison
55. Spanish Dual Language and School Choice in the NYCDOE. Elisabeth Kim, Teachers College, Columbia University
57. Translanguaging With Elementary Students in a Dual-Language Setting: Toward Understanding Dynamic Bilingual Writing. Margarita Gómez Zisselberger, Loyola University Maryland
58. Examining How a One-Way Dual-Language Program Affected the Bilingual Students’ Reported Reading Achievement Gap. J. Joy Esquierdo, The University of Texas Rio Grande Valley; Isela Almaguez, The University of Texas Rio Grande Valley; Yuridia Munoz, The University of Texas Rio Grande Valley

25.087-8. New Systematic Reviews in Education. SIG-Systematic Review and Meta-Analysis; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Poster:

25.087-9. Upcoming Researchers Showcase Multiple Examples of Research, Evaluation, and Assessment in Schools: A Graduate Student Poster Session. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Posters:
60. Are Grades Based on Skills or Behaviors? Predictors of Teachers Grading in Math and English Language Arts. Jessica Vandenbosch, North Carolina State University; Yeomara Rutherford, North Carolina State University
62. Education Hot Spots: Using Local Indicators of Spatial Association. Austin Lyke, University of California - Los Angeles
63. Struggling Over Teachers’ Soul: Standardized Assessment and Teacher Autonomy in Rio de Janeiro, Brazil. Rodrigo Medaça dos Santos, University of British Columbia; Sandra Escovedo Selles, Universidade Federal Fluminense
64. The Effectiveness of Collaborative Group Assessment on Student Engagement in Mathematics. Stephanie Ann Sadownik
65. There’s Something About Multiplication: Linking Third Grade to Long-Term Student Achievement. Joshua Lyons Michael, University of Maryland - Baltimore County
66. Using Regression Trees to Identify Distinct Subgroup Performance and Achievement Gain. Ya Me; Nell Sedransk, National Institute of Statistical Sciences; Ya Mo; Boise State University; Nell Sedransk, National Institute of Statistical Sciences; Ting Shen, University of Missouri - Columbia

Discussant: Matthew R. Lavery, Bowling Green State University

Saturday, April 6, 8:15 am

AERA Related Activities

26.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
Metro Toronto Convention Centre, 100 Level, Room 105; 8:15-10:00am

Saturday, April 6, 10:00 am

Governance Meetings and Events

27.001. AERA Fellows Committee Meeting: Closed Meeting. AERA Governance; Governance Session
Metro Toronto Convention Centre, 100 Level, Room 105; 10:00-11:30am

Committee Sessions

27.010. Youth Participation for Innovation. Graduate Student Council; Invited Speaker Session
The Westin Harbour Castle, Second Floor, Metropolitan Centre; 10:00am to 2:00pm
Chairs: Gina Tesoriero, University of Washington - Seattle; Bobbie Burgess, Northwestern University

Division Sessions

27.011. Division K Submission Advice: A Conversation With Section Chairs About the Program Planning Process. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 716B; 10:00-11:30am
Chairs: Tricia Niecz, Kent State University; Kevin C. Roxas, Western Washington University
Participants:
Sections 1 and 2. Cleveland Hayes, Indiana University Indianapolis; Steven T. Bickmore, University of Nevada - Las Vegas; Kerri Tobin, Louisiana State University; Karla Scernavacca, University of Colorado - Boulder; Monica Taylor, Montclair State University
Sections 3 and 4. Chonika Coleman King, The University of Tennessee - Knoxville; Kathryn Luet, Rowan University; Camika Royal, Loyola University Maryland; Beatrice S. Fennimore, Indiana University of Pennsylvania; Jon L. Hollar, Edgewood College; Kevin C. Roxas, Western Washington University
Sections 5 and 6. Jung E. Kim, Lewis University; Tracey Terece Flores, The University of Texas at Austin; Tanya Maloney, Montclair State University; Dana L. Bickmore, University of Nevada - Las Vegas; Kristine Pytash, Kent State University
Sections 7 and 8. Margarita Jimenez-Silva, University of California Davis; Danny C. Martinez, University of California - Davis; Vera J. Lee, Drexel University; Liz Meyer, University of Colorado - Boulder; Melissa Brauten, University of Colorado - Boulder
Sections 9 and 10. Emery Marc Petchauer, Michigan State University; Lynnette K. Mawhinney, University of Illinois at Chicago; Jamy Stillman, University of Colorado - Boulder; Mariana Souto-Manning, Teachers College, Columbia University
Discussant: Tricia Niecz, Kent State University

Saturday, April 6, 10:25 am

Governance Meetings and Events

28.001. AERA–APA–National Council on Measurement in Education Management Committee. AERA Governance; Governance Session
InterContinental Toronto Centre, Upper Lobby, Halton; 10:25-11:55am

28.002. Educational Researcher Closed Editorial Board Meeting. AERA Governance; Governance Session
InterContinental Toronto Centre, Lower Level, Ballroom B; 10:25-11:55am
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AERA Related Activities

28.010. AERA Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop
Metro Toronto Convention Centre, 600 Level, Room 60S; 10:25-11:55am
Chair: Rick Peaco, All Academic, Inc.

Presidential Sessions

28.011. Moving Beyond a Single Story/Truth: Counterhegemonic Ways of Being, Knowing, and Remembering and Their Implications for Educational Research. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104D; 10:25-11:55am
Chair: Roland Sintos Coloma, Wayne State University
Participants: Brian McKinley Jones Brayboy, Arizona State University; George J. Dei, OISE/University of Toronto; Cynthia B. Dillard, University of Georgia; Nirmala Erevelles, The University of Alabama; Luis Urrieta, The University of Texas at Austin

28.012. The Promise and Peril of Social Media in a Post-Truth Era. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104C; 10:25-11:55am
Chair: Emily Hodge, Montclair State University
Participants: Jonathan A. Supovitz, University of Pennsylvania; Sonya Douglas Horsford, Teachers College, Columbia University; Vivian Tseng, William T. Grant Foundation; Leigh A. Hall, University of Wyoming

AERA Sessions

28.013. Paving the Way to Better Higher Education Outcomes: Findings From the Center for the Analysis of Postsecondary Readiness. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104B; 10:25-11:55am
Chair: Patricia M. McDonough, University of California - Los Angeles
Participants: Center for the Analysis of Postsecondary Readiness National Survey of Broad Access Colleges and Its Evaluation of the Dana Center Mathematics Pathways Model in Four Texas Community Colleges. Elizabeth Zachry Ruthson, MDRC
Evaluation of an Intervention That Uses High School Transcript Data. Elisabeth Barnett, Teachers College, Columbia University
Implementation and Outcomes Findings From a Study of the Emporium Developmental Mathematics Approach in Tennessee. Angela Boatman, Vanderbilt University
Commentators: James T. Minor, California State University; Shirley M. Malcom, American Association for the Advancement of Science

28.014. Journal Talks 1. AERA Sessions; Invited Roundtable
Metro Toronto Convention Centre, 700 Level, Room 718B; 10:25-11:55am
Participants:
1. Gifted and Talented International. Leonie Kronborg, Monash University; Niels Pereira, Purdue University; Franzis Preckel, University of Trier; Ann E. Robison, University of Arkansas at Little Rock
2. International Journal of STEM Education. Yeping Li, Texas A&M University - College Station
3. Curriculum Inquiry. Rubén Gaztambide-Fernández, OISE/University of Toronto
4. Educational Review. Gemma Banks, University of Birmingham; Jane Martin, University of Birmingham
5. Journal of Science Teacher Education. Todd Campbell, University of Connecticut
6. Journal of Educational Administration. Jayson W. Richardson, University of Kentucky; Chen Schechter, Bar-Ilan University
7. Journal of Moral Education. Widi M. Veugelers, University of Humanistic Studies Utrecht
8. The Journal of Educational Research. Mary F. Hella, University of Hawaii - West Oahu; Louis S. Nadelson, University of Central Arkansas; Ray Reutzel, University of Wyoming; Michael P. Verdi, California State University - San Bernardino; Lisa Jo Vernon-Dotson, Rowan University
9. Studies in Science Education. Justin Dillon, University of Exeter
10. Professional Development in Education. Alex Alexandrou, Freelance Academic; Ken Jones, Professional Development in Education; Howard Stevenson, The University of Nottingham
11. LEARNing Landscapes Journal. Lynn Butler-Kisber, McGill University; Mary Stewart, LEARN
12. British Journal of Sociology of Education. David Russell James, Cardiff University
13. Advancing Women in Leadership Journal. Nahed Abdelrahman, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Barbara Eleanor Polnick, Sam Houston State University
14. Whiteness and Education. Nicola Rollock, Goldsmiths University
16. AERA Open. Greg Duncan, University of California - Irvine

Committee Sessions

28.015. Critical Mentoring: Living a Pedagogy of Love. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 10:25-11:55am
Chair: Krystal Huff, Loyola Marymount University
Participants: Antonia Darder, Loyola Marymount University; Tina B Evans, Loyola Marymount University; Stephanie Goodman, Loyola Marymount University; Kortney Hernandez, California State University - Los Angeles; Rene Lozano, Loyola Marymount University; Shadi Seyelouyaeq, Loyola Marymount University
Discussant: Krystal Huff, Loyola Marymount University

WERA Sessions

Metro Toronto Convention Centre, 100 Level, Room 104A; 10:25-11:55am
Chair: A. Lin Goodwin, Hong Kong University
Participants: Sean “Jack” P Buckley, American Institutes for Research; Richard Franz, Ontario Ministry of Education; Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development; Ee-Ling Low, National Institute of Education - Nanyang Technological University

Division Sessions

28.017. Examining Truths About Immigrant Student Success: Studying the Internationals Network for Public Schools. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 10:25-11:55am
Chair: Hua-Yu Sebastian Cheng, New York University
Participants:
The Professionalization of Teachers Within the Internationals Network for Public Schools. Sarah Lazarus Klevan, New York University
Trauma-Infomed Schooling in an Anti-Immigrant Political Climate. Lara Evangelista; Chandler Patton Miranda, New York University
Beyond the Diploma: Postsecondary Trajectories of English Learner Graduates of Internationals Network High Schools. Marguerite Lukes, Internationals Network for Public Schools
Discussant: Marguerite Lukes, Internationals Network for Public Schools

28.018. Instructional Leadership on School Quality: Critical Considerations. Division A - Administration; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 712; 10:25-11:55am
Participants:


Michael J. Nakkula, University of Pennsylvania
People for the Future.

Metro Toronto Convention Centre, 200 Level, Room 201C; 10:25-11:55am

Chair: Bradley W. Carpenter, The University of Houston
Participants:

Beyond Tolerance: International Parents’ Perceptions of Their Children’s Schools’ Understanding of Multiculturalism. Elizabeth Gil, St. John’s University; Serafettin Gedik, Michigan State University; Dion Gimnito, Michigan State University

Father’s Level of Education: An Overlooked Barrier to Involvement. Karl Meyer, Pittsburg Unified School District; S. Marshall Perry, Saint Mary’s College of California

Parent Involvement Through School Fund-Raising: Undermining Critical Democratic Education in Toronto Schools. Sue Winton, York University

Positive Parent and Community Engagement: A Case Study of an Urban District and Student Well-Being. Sara Thomson, Columbus City Schools; Karen Stansberry Bead, The Ohio State University - Columbus

Teachers’ Accountability to Parents in Comparison to School Management Among Israeli Arabs and Jews. Zehava Rosenblatt, University of Haifa; Audrey Addi-Raccah, Tel Aviv University

Discussant: Cristobal Rodriguez, Howard University

28.020. Understanding, Applying, and Cultivating an Entrepreneurial Mind-Set Among Students and Leaders in Education. Division A - Administration; Symposium

Metro Toronto Convention Centre, 200 Level, Room 201D; 10:25-11:55am

Chair: Barbara Kurshan, University of Pennsylvania
Participants:

A Developmental Perspective on Educating Entrepreneurial Young People for the Future. Mengtiao Guo, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania


Developing Future Leaders: The Entrepreneurial Mind-Set of Undergraduate Students at a School of Entrepreneurship. Liza Herzog, Drexel University

An Exploratory Study of the Mind-Sets of Graduate Students, Educational Entrepreneurs, and New School Founders. Serrano Legrand, University of Pennsylvania; Jenny Zapf, University of Pennsylvania; Michael Golden, University of Pennsylvania; Rachel Ann Ebby-Rosin, University of Pennsylvania

28.021. AlterNative Perspectives: Indigenous and Settler Relational Borders. Division B - Curriculum Studies; Paper Session

Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 10:25-11:55am

Chair: Nichole A. Guilory, Kennesaw State University
Participants:

AlterNative Schooling Realities on the U.S.-Mexico Border: A Kumeyaay Story. Cynthia Vazquez, University of California - San Diego

Claiming My Ancestral River Through an Indigenous Frontier Cosmography. Marissa Munoz, The University of Texas - San Antonio

Indigenous and Non-Indigenous Participation in a Local Truth and Reconciliation Event: Implications for Relationship-Building. Kathryn Watson, The University of Western Ontario

Interracial Encounters Between Blacks, Whites, and Aboriginals in the 19th Century in British Columbia. Dilek Kayaalp, University of North Florida

Discussant: Jeremy Garcia, University of Arizona

28.022. How the Sciences of Curriculum Became Reasonable: Their Emergence in Postwar Years and Its (Dis)Continuity. Division B - Curriculum Studies; Symposium

Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 10:25-11:55am

Chair: Thomas S. Popkewitz, University of Wisconsin
Participants:

Out of the Box: Behaviorism and the Mangle of Practice. Anti Saari, University of Tampere

Locating Teachers’ Vision as Part of the System: Troubling the Participatory Rationale of “Action” + “Research.” Sun Young Lee, University of Wisconsin - Madison

The Post–World War II Risk Paradigm and Its (Dis)Connections With Entrepreneurship Education. Mariam Sedghi, The University of Wisconsin - Madison


How Benchmarks and “Scientific Evidence” Become Possible in Curriculum Change: Postwar American Research. Thomas S. Popkewitz, University of Wisconsin

Discussant: Christopher Mark Kirsgaard, The University of Kansas

28.023. 21st Century Calibration: Judging Performance in Digital and Classroom Contexts. Division C - Learning and Instruction; Symposium

Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 10:25-11:55am

Chair: Hongcui Du, The Pennsylvania State University
Participants:

Examining Self-Evaluations When Students Compose Written Responses Based on Multiple Texts. Ying Wang, The Pennsylvania State University; Alexandra List, The Pennsylvania State University

The Relations Among Calibration, Self-Regulated Learning, and Creative Outcomes. Gregory L. Callan, Utah State University; Lisa DaVia Rubenstein, Ball State University; Lisa Marie Radgley, Ball State University

How Do Individual or Group Guidelines Impact Calibration Accuracy and Achievement of High School Students in a U.S. Governance Course? Linda Bol, Old Dominion University; Christopher M. Fischer, Old Dominion University; Melissa Quackenbush, Old Dominion University

Impact of Bridging Strategy and Feeling of Knowing Judgments on Reading Comprehension Using COMPRENDE: An Educational Technology. Christian Soto, Universidad de Concepción; Antonio P. Gutierrez de Blume, Georgia Southern University; Fernando Rodriguez, Universidad de Concepción; Rodrigo Asin, Universidad de Chile; Mauricio Figueroa, Universidad de Concepción; Marian Serrano, Universidad de Valencia

Discussant: Rayne A. Sperling, The Pennsylvania State University

28.024. Considering Methods: Epistemologies, Evidence, and Representations. Division C - Learning and Instruction; Paper Session

Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 10:25-11:55am

Chair: Ramon Emilio Fernandez, Pace University
Participants:

A Content Analysis of Mechanics and Historical Thinking in the Mission US Video Game. Taylor M. Kesner, Arizona State University; Lauren McArthur Harris, Arizona State University

A Methodological Approach to Understanding the Contribution of the Humanities to Human Development. Christopher George Pupik Dean, University of Pennsylvania; Maggie Schein; David Kidd; Melanie Webb; Sheena Kang; Annis Doyle; Danielle Allen, Harvard University

Mapping the Flow of Class Discussion With Gantt Charts: Two Examples From Ninth-Grade History. Eric B. Freedman, Sacred Heart
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Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 10:25-11:55am
Chair: Iris Tabak, Ben-Gurion University of the Negev
Participants:
- Revising Connections in the Making to Improve Equity and Sustainability. Chelsea Andrews, Tufts University; Kristen Wendell, Tufts University; Tejaswini Dalvi, University of Massachusetts - Boston; Nicole Batrouny, Tufts University; Fatima Rahman, Tufts University; Rucha Londhe

Helping Students to Help Others: Iterations of a Project-Based Communication Unit. Gabriel Philip DellaVecchia, University of Michigan - Ann Arbor; Meredith Baker Marcum, University of Michigan - Ann Arbor; Kathleen Easley, University of Michigan - Ann Arbor; Miranda Fitzgerald, University of Michigan - Ann Arbor; Annemarie S. Palincsar, University of Michigan

Studying Collaborative Practices to Enhance Equity in Computer Science Literacy and Education. Joey Huang, Indiana University - Bloomington

Designing Biomimetic Robots With Middle School Students. Faw Shaw, Tufts University; Kristen Wendell, Tufts University; Ethan Danahy, Tufts University; Debra Bernstein, TERC; Gillian M. Putlick, TERC; Michael Patrick Cassidy, TERC

Toward Rigorous and Equitable STEM Instruction: Designing Learning Environments for Teachers of English Learners. Amy Wilson-Lopez, Utah State University; Victor Larsen, Utah State University; Ashley Strong, Roy High School

Discussant: Iris Tabak, Ben-Gurion University of the Negev

Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 10:25-11:55am
Chair: Yanghee Kim, Northern Illinois University
Participants:
- Current Research on Sociable Educational Robots. Yanghee Kim, Northern Illinois University; Lixia Huang, Mengzi Zhou, Northern Illinois University

Application of Embodied Cognition to Research on Child-Robot Interaction. Insook Han, Temple University; Michael Tscholl, The University of Wisconsin - Madison


Computer Vision Affordances for Child-Robot Interaction. Aaron Kline, Stanford University

Speech Recognition and Processing. Cynthia M. D’Angelo, University of Illinois at Urbana-Champaign; Chad Dorsey, The Concord Consortium

Ethnographic Observation of Child-Robot Interaction. Laura Ruth Johnson, Northern Illinois University; Karla Vilchez Neal, Northern Illinois University

Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 10:25-11:55am
Chair: Martha W. Alibali, University of Wisconsin - Madison
Participants:
- Error Prevalence and Visual Signaling Cues: Design-Based Principles for Algebra Learning. Christina Areziga Barbieri, University of Delaware; Dana Miller-Cotto, University of Pittsburgh; Julie L. Booth, Temple University

Describing the Unknown: Moving Toward Variable Notation and Algebraic Thinking in Kindergarten. Ranza Velti Torres, University of Wisconsin - Madison; Sam Prough, The University of Wisconsin - Madison; Susanne Strachota, The University of Wisconsin - Madison; Ana C. Stephens, University of Wisconsin - Madison; Yewon Sung, The University of Wisconsin - Madison; Angela Gardiner, Tahoe Environmental Research Center; Maria Blanton, TERC; Eric J. Knuth, The University of Texas at Austin

Understanding Equivalence: Early Algebra Instruction for a Student With a Mathematics Disability. Kirsten Keels, University of Georgia - Athens

Results of a Grades 3–5 Early Algebra Intervention With At-Risk Populations. Renata Stread, Merrimack College; Maria Blanton, TERC; Angela Gardiner, Tahoe Environmental Research Center; Eric J. Knuth, The University of Texas at Austin; Ana C. Stephens, University of Wisconsin - Madison; Despina A. Stylianou, City College of New York - CUNY

Impact of Comparison and Explanation of Multiple Strategies on Learning and Flexibility in Algebra Classrooms. Abby M. Loehr, Washington University in St. Louis; Kelley Durkin, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University; Jon R. Star, Harvard University

Division C - Learning and Instruction; Invited Speaker Session
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 10:25-11:55am
Chair: Gale M. Sinatra, University of Southern California
Participant: Karen R. Harris, Arizona State University
Participant:
- Changing School-Based Writing Practices: Evidence From 40 Years of Research. Steve Graham, Arizona State University, Editor Journal of Educational Psychology

28.029. Young Children’s STEM Learning From Media: The Important Role of Parent Scaffolds and Confidence.
Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 10:25-11:55am
Chair: Naomi Hupert, Education Development Center, Inc.
Participants:
- Families, Science, and Media: Results From a National Survey and Qualitative Study. Megan Silander, Education Development Center, Inc.; Elisa B. Garcia, SRI International; Todd Grindal, Abt Associates; Naomi Hupert, Education Development Center, Inc.; Kea Anderson, SRI International; Philip J. Valhey, SRI International; Shelley Paanik, Education Development Center, Inc.

"Maybe We Do More Science Than I Had Initially Thought": The Effects of Parent Confidence on Preschool Children's Informal STEM Activities and Media Use. Bri Hightower, Northwestern University; Kelly J. Sheehan, Age of Learning; Alexis Lauricella, Erikson Institute; Ellen Wattela, Northwestern University

Parent-Child Interaction and Children's Learning From a Coding App. Alexis Lauricella, Erikson Institute; Kelly J. Sheehan, Age of Learning; Sarah Pila, Northwestern University; Ellen Wattela, Northwestern University

Intelligent Agents for Children's Early Math Skills: The Role of Scaffolds, Parent Attitudes, and Age. Sandra Calver, Georgetown University; Naomi R. Aguas, Georgetown University; Marisa Putnam, Georgetown University; Charlotte Wright, Georgetown University; Angela Liu, Georgetown University; Eivan Barba, Georgetown University

Monkeying Around: Developing Preschoolers' Computational Thinking Through Joint Engagement. Heather Navigne, Education Development Center, Inc.

Division D - Measurement and Research Methodology; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 10:25-11:55am
Chair: Chunhua Cao, University of Arkansas at Fayetteville
Participants:
- Effect Size Estimation for Mixed-Single Case Experimental Designs. Diana Akhmedjanova, University at Albany - SUNY; Mariola Moeaert, University at Albany

Evaluation of Covariate Balance as a Quality Indicator for Propensity Score Matching Analysis. Akihito Kamata, Southern Methodist University; Elisa Gallegos, Southern Methodist University; Chalie
28.039. Investigating Validity and Validation of Assessments. Division H - Research, Evaluation and Assessment in Schools; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 10:25-11:55 am

Chair: Matthew R. Lavery, Bowling Green State University

Participants:

Anger Expression Scale for Children: Validation of a Two-Factor Model Among Fourth and Fifth Graders. Michelle Cumming, Florida International University; Daniel V Peling, University of Florida; Stephen W. Smith, University of Florida

Developing Reliable and Valid Measures of Diversity, Equity, and Integration in Schools and School Systems. Lee Tettel, Harvard University; Rielle Grant; Samuel Taylor Moulton, Harvard University; Stefan Lallinger, Harvard University

Validity Evidence for Using the Children’s New Ecological Paradigm Scale With High School Students. George M. Harrison, University of Hawaii at Manoa

Validity Study of Linked Items to Determine Student Fundamental Ideas. Philip Hernandez, Stanford University; Maria Araceli Ruiz-Primo, Stanford University; Xiaoeming Zhai, Michigan State University; Klint Kanopka, Stanford University

Discussant: Charles Scolsky, County College of Morris

28.040. Academic Writing and Scholarship. Division I - Education in the Professions; Paper Session Metro Toronto Convention Centre, 200 Level, Room 201F; 10:25-11:55 am

Chair: Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research

Participants:


Leveraging a Cognitive Apprenticeship Pedagogical Model to Support Doctoral Student Writing and Program Completion. Micki M. Caskey, Portland State University; Danelle D. Stevens, Portland State University

Perceptions of the Pursuit of Academic Scholarly Productivity Among Faculty Writing Group Participants. Deidra Jackson, The University of Mississippi

Pharmacy Education Researchers’ Perceptions of and Experiences Conducting Qualitative Research: Challenges and Benefits. Mauriell H. Amechi, University of Redlands; Antonio Bush, University of North Carolina - Chapel Hill

Discussant: Ariane Teterani, University of California - San Francisco

28.041. The Effectiveness of Health Professions Education Advanced Degree Programs: Exploring Scholarly Approaches to Program Evaluation. Division I - Education in the Professions; Symposium Metro Toronto Convention Centre, 200 Level, Room 202A; 10:25-11:55 am

Chair: Anne Christine McKee, King’s College London

Participants:

Exploring the Worth of an Advanced Degree Health Professions Education Program: The Student Perspective. Donald Boyer, University of Pennsylvania; Kandi Weins, University of Pennsylvania; Kelly Courts, University of Pennsylvania; Dorene F. Balmer, University of Pennsylvania

Using Theory-Based Evaluation for a Master’s in Clinical Education. Anna Jones, King’s College London; Sharon Markless, Kings College, London; Gabriel B. Reedy, Kings College, London

Evaluating Multimodal Learning Designs for Health Professions Education Advanced Degree Programs. Susan M Bridges, The University of Hong Kong; Nancy Law, The University of Hong Kong; Ling Li, University of Hong Kong; Lap K. Chan, University of Hong Kong

A Continuous Improvement Strategy to Leverage the Strengths of a Master of Education in Health Professions Education Program. Cecile M. Fooshee, Cleveland Clinic; Catherine Ann Hansman, Cleveland State University; Wendy Green, Cleveland State University

Formative Evaluation of an Interprofessional Master’s in Education in the Health Professions: Insights and Lessons. Tom Ungaretti, John Hopkins University; Jessica Harlan, Johns Hopkins University – Baltimore; Sara Katherine Allman, Johns Hopkins University – Baltimore

Discussant: Ronald M. Cervero, Uniformed Services University of the Health Sciences


Chair: Samuel D. Museus, University of California - San Diego

Participants:

Activism and Identity: How Asian American College Students Define Contemporary Activism for Social Justice. Lester Manzano, Loyola University Chicago

Disrupting the Scripts: Asian American Women in Racial Justice Activism. Vanessa S. Na, University of California - San Diego; Jacqueline Mac, Indiana University - Bloomington; Aerial A. Ashlee, Miami University - Oxford

Asian Pacific Islander Desi American Critical Race Resistance. Marissiko M. Wheaton, University of Southern California

Race, Identity, and Activism for Institutional Change. Jude Paul Mathias Dizon, University of Southern California; Julie J. Park, University of Maryland - College Park

Discussant: Samuel D. Museus, University of California - San Diego

28.043. Adult Student Success in Higher Education. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 10:25-11:55 am

Participants:

Community College Completion Across the Spectrum of Age: Identifying Age-Related Differences in Predictors of Completion. Peter Riley Bahr, University of Michigan; Paula Clasing-Manquain, University of Michigan - Ann Arbor; Claire Boeck, University of Michigan - Ann Arbor; Yiran Chen, University of Michigan - Ann Arbor; Phyllis A. Cunmis, Miami University

Exploring the Reasons Nontraditional Adult High School Students Drop Out and Their Motivations for Returning. Harpreet Uppal, North Orange Continuing Education; Jason Makabali; Dulcemonica Delgadillo, North Orange School of Continuing Education

Refining a Theory of Adult Student Attrition in Two-Year Colleges: Risk Factor Changes Since 2000. Lisa Oden, Southern Arkansas University Tech; Amanda L. Nolen, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock

The Nontraditional Adult Learner: Enrollment, Persistence, and Degree Attainment. Jeannette Quinn, Notre Dame of Maryland University; Kathryn Doherty, Towson University

Transition Experience of Mature Students at Ontario Colleges: Case Study of Centennial College. Hasifa Jafar, University of Toronto; Shaila Arman, Centennial College; Huizi Zhao, Centennial College; Tracey Lloyed, Centennial College; Gail Derrington, Centennial College

Discussant: C. Casey Ozaki, University of North Dakota


Chairs: Qiang Zha, York University; William G. Tierney, University of Southern California

Participants:

The Legitimacy of Inequality in China's Higher Education. Fengqiao Yan, Peking University


Distribution of Higher Education and Regional Equity: A Comparative Study Between China and the United States. Juan Hu, Renmin University of China; Ligu Li, Renmin University of China

Revisiting the Gender Difference of Higher Educational Attainment in China: A Study on Social Function of Higher Education Expansion. Yan Luo, Tsinghua University; Fei Guo, Tsinghua University; Ruilin Li, Tsinghua University; Jinghuan Shi, Tsinghua University

Rural Students’ Final Year in Elite Chinese Universities: Examining Determinants of Academic, Social, and Career Success. Gerard Postiglione, The University of Hong Kong; Li-Fang Zhang, University of Hong Kong; Ailes Xie, Guangzhou University; Yunyun Qin, The University of Hong Kong

Social Stratification and Access to World-Class Universities: Study Abroad at One Top Chinese University. Wenzhen Shen, Peking University; Yi Liu, King’s College London; Yunshan Liu, Peking University; Ying Huang, Peking University

Discussant: William G. Tierney, University of Southern California
28.045. Black Women Faculty Perspectives. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kent; 10:25-11:55am
Participants:
Centering Black Women Faculty: Magnifying Powerful Voices. Christen Priditt, Indiana University - Bloomington; Dajanae Palmer, Indiana University - Bloomington; Samantha Silberstein, Indiana University - Bloomington; Allison BrckaLorenz, Indiana University
In the Figment of Their Imagination: Black Women Faculty Resisting White Imaginations in Higher Education. Dorothy E. Hines, University of Kansas; Jemilah L. Young, University of Iowa
The Mammyfication of Black Femme Faculty at Predominately White Institutions: Professional Socialization, Promotion, and Tenure. E. Alexander, The Ohio State University
“Trouble Will (Not) Bury Me Down”: Narratives of Black Women Faculty Experiences in Intergroup Dialogue. Aireale Joi Rodgers, University of Southern California

28.046. College Plans and Plot Twists. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 10:25-11:55am
Chair: Daniel A Collier, Western Michigan University
Participants:
Plot Twists: Summer Melt Among California’s High School Graduates. Anna Marie Ramos, University of California - Davis
Examining Postsecondary Pathways: Capturing the Diversity of Students’ High School and College Experiences. Marco A Murillo, Loyola Marymount University; Karen Hunter Quartz, University of California - Los Angeles; Sidronio Jacobo, California University - Los Angeles
Exploiting the Relationship Between College Attendance and Access to College Counseling in High School. Walt Eton, Vanderbilt University
The Practices and Experiences of College Advising Professionals in Public High Schools. Ashley Brooke Clayton, Louisiana State University
Discussant: Constance Illoh, University of California - Irvine

Sheraton Centre Toronto Hotel, Second Floor, Kenora; 10:25-11:55am
Chair: David S. Knight, University of Texas at El Paso
Participants:
Informational and Cost Nudges in the Community College Student Loan Acceptance Process. Kayla Charles, University of Florida; Dennis Allan Kramer, University of Florida
Taken for Granted? Effects of Loan-Reduction Initiatives on Student Body Diversity, Borrowing, and Application Behaviors. Christopher Bennett, Vanderbilt University; Brent Joseph Evans, Vanderbilt University; Christopher Russell Marsicano, Davidson College
The Impact of No-Loan Program Participation on First-Year Outcomes for Low-Income and First-Generation College Students? Dennis Allan Kramer, University of Florida
Discussant: Manuel S. Gonzalez Canche, University of Pennsylvania

28.048. LGBTQ+ and Allied Parents Speak Out About Their Experiences at School. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, Room 706; 10:25-11:55am
Chair: Les Aitken, Queen’s University
Participants:
Transcending at School: Teacher Allyship. Tiaa Goldstein, OISE/University of Toronto; Austen Koehler, University of Toronto; Kate Reid, University of Toronto
Navigating Terrain: Parents’ Talk About Advocating for Their Gender- and Sexuality-Diverse Children at School. Tania Ferfolja, University of Western Sydney; Jacqueline Ullman, University of Western Sydney, Australia
Coming Out: The Power of Online Stories in the Validation of Experiences for Youth From LGBTQ+ Families. Pamela Baer, Brock University
Seeking Sustainable Change: Queering School Community Through Holistic Teacher Learning. Benjamin Lee Hicks, University of Toronto
Discussant: Lee Aitken, Queen’s University

28.049. Preparing American Teacher Candidates to Enact Culturally Responsive Pedagogy: Lessons From a Historically Black College/University. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 703; 10:25-11:55am
Chair: Simone Gibson, Morgan State University
Participants:
Unique Needs and Opportunities of Preparing Black Teachers: Capitalizing on Candidate Participation in Distance Education. Valerie Riggs, Morgan State University
Unique Needs and Opportunities of Preparing Black Teachers: Addressing Barriers Impacting Enactment of Sociopolitical Awareness. Simone Gibson, Morgan State University
Unique Needs and Opportunities: Examining Motivation, Persistence, and Resistance Among Black Male Preservice Teachers. Thurman L. Bridges, Morgan State University
Discussant: Christian J. Anderson, Morgan State University

28.050. Program and Policy Innovation for Paraprofessional Pipelines. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 715A; 10:25-11:55am
Chair: Conda D. Gist, University of Houston
Participants:
Breaking Barriers to Help Bilingual Paraprofessionals Enter the Teaching Profession Through Grow Your Own. Amaya Garcia, New America
The Culturally and Linguistically Diverse Paraprofessional: An Innovative Teacher Pipeline. Diana Gonzales Worthen, University of Arkansas; Janet Penner-Williams, University of Arkansas; Eva I. Diaz, University of Arkansas at Fayetteville
Grow Your Own Policy Spotlight: Organizing a Coalition for Systems Change. Robbie Burnett, Minnesota State University - Mankato
Discussant: Yukari Takimoto Amos, Central Washington University

28.051. School Safety, Bullying, and Workplace Violence. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 706; 10:25-11:55am
Chair: Shirley N. Mithenwa-Sommers, Nazareth College
Participants:
A Study on the Teacher’s Competence to Handle School Bullying. YU-HSIÉN SUNG, Ghent University; Martin M. Valcke, Ghent University; Li-Ming Chen, National Sun Yat-sen University
Teacher Training and Comprehensive School Safety Plans. Tracey Nicole Sulak, Baylor University; David Rehfeld, Baylor University; Maria Kirkpatrick, Baylor University; Crystal Collins, Baylor University
The Potential of Teacher Trainings for Child Abuse Prevention. Sunha Kim, University at Buffalo - SUNY
Workplace Violence: Risk for Teachers Exhaustion and Disengagement Through Relationships With Students and Colleagues. Elizabeth Olivier, University of Montreal; Michel Janosz, University of Montreal; Julie Goulé; Isabelle Archambault, University of Montreal; Steve Geoffroy

28.052. Studying Teacher Learning: International Perspectives — Invited Session. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 709; 10:25-11:55am
Chair: Lily Orland-Barak, University of Haifa
Participants:
Teacher Candidate Learning: Connecting to Students as Learners Through Their Lives and Experiences. Fiona Ruth Ell, University of Auckland; Marilyn Cochran-Smith, Boston College; Lexie Barbara Grudnoff, The University of Auckland; Maris Haigh, The University of Auckland; Mary F. Hill, University of Auckland; Larry H. Ludlow, Boston College
Minority and Majority Teachers’ Learning at the Workplace: The Case of Arab Novices in Israel. Hiam Nassaraldeen, University of Haifa; Tsafrir Goldberg, University of Haifa; Lily Orland-Barak, University of Haifa
Conceptualizing Learning in Practice for Novice Teachers in Urban Teacher Education. Megan L. Franke, University of California - Los Angeles

The Social Networks of Early Career Teachers as a Source for Professional Development. Sarah Marent, KU Leuven; Geert Kelchtermans, University of Leuven; Ruben Vanderlinde, Ghent University

Discussant: Sharon Feiman-Nemser, Brandeis University

28.053. We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom. Division K - Teaching and Teacher Education; Invited Speaker Session

Metro Toronto Convention Centre, 700 Level, Room 715B; 10:25-11:55am

Chair: Ghohneccar E. Muhammad, Georgia State University

Presenter: Bettina L. Love, University of Georgia

Discussant: Sherrill A. McArthur, University of Georgia - Athens

28.054. Whose Truth Matters? Centering the Voices and Experiences of Preservice and In-Service Teachers of Color. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 705; 10:25-11:55am

Chair: Yan Yang, The University of West Georgia

Participants:

Doin’ Diversity in Teacher Education: Beginning Black Teacher Experiences Studying Diversity in Teacher Education. Melanie M. Acosta, Florida Atlantic University

“I Suffered Until the End of Class”: The Minoritization of Teacher Candidates of Color. Brittany Leigh Beck, California State University - Bakersfield

Recognizing Positionality, Power, and Privilege: Institutionalizing Identity Cauusing in a Secondary Teacher Education Program. Anne Beitlers, University of Washington - Seattle; Tina Y. Gourd, University of Washington; Boris Krichevsky, University of Washington - Seattle; Moreno Newton, University of Washington; Renee Shank, University of Washington - Seattle; Susan Desha Stahl, University of Washington - Seattle

Discussant: Amy Rector-Aranda, Texas A&M University - College Station


Metro Toronto Convention Centre, 200 Level, Room 203B; 10:25-11:55am

Presenters:

Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Donald J. Peurach, University of Michigan; Jennifer Lin Russell, University of Pittsburgh; Ruth Lopez Turley, Rice University; Casey Megan White, Bill & Melinda Gates Foundation

Moderator: Nichole Pinkard, Northwestern University


Metro Toronto Convention Centre, 200 Level, Room 201A; 10:25-11:55am

Chair: Rae L. Oviatt, Michigan State University

Participants:

Aligning Social Support to Youth’s Developmental Needs: The Role of Nonparental Youth-Adult Relationships in Early and Late Adolescence. Mark Vincent B Yu, University of California; Nancy L. Deutsch, University of Virginia

The Effect School Engagement Has on Students’ Academic Success and Socio-Emotional Development. Travis Brown, Notre Dame of Maryland University

The Role of Self-Concept in the Relation Between Parenting Styles and Attitudes About Romantic Relationships. Wei-Wen Chen, University of Macau

Adolescent Self-Regulation Predicted by Self-Concept Clarity. Triin Peitel, University of Tartu; Margus Pedaste, University of Tartu; Alt Leijen, University of Tartu


Metro Toronto Convention Centre, 800 Level, Room 802A; 10:25-11:55am

Participants:

Can an Alerting Teacher Dashboard Improve How Teachers Help Their Students Learn Science Inquiry Practices? Michael Sao Pedro, Appendis; Janice Gobert, Rutgers University; Rachel Fallon Dickler, Rutgers University

Designing Technology to Support Multimodal Dialogue and Participation in a “Post-Truth” Era: The Talkwall Microblogging Tool. Olo Smordal, University of Oslo; Ingvill Rasmussen, University of Oslo; Louis Major, University of Cambridge

Eliciting Scientific Funds of Knowledge Through Social Media Sharing in Formal Learning Environments. Kelly Mills, University of Maryland - College Park; Elizabeth Bonosoro, University of Maryland - College Park; Daniel Pau, University of Maryland - College Park; Caroline Pitt, University of Washington - Seattle; Kenna Herly, University of Maryland - College Park; Lautaro Cabrera, University of Maryland - College Park; Hannouri Jeong, University of Maryland - College Park; Jason Yip, University of Washington - Seattle; June Ahn, University of California - Irvine; Tamara Lynnette Clegg, University of Maryland - College Park

Seeing Things Differently: A Form and Function Analysis of Student-Generated Dynamic Data Visualizations. Vasiliki Laina, University of California-Berkeley; Michelle Hoda Wilkinson, University of California - Berkeley

Supporting and Measuring Student Engagement in a Technology-Based Social Learning Environment. Taylor Laisselle, University of Minnesota - Twin Cities; Keisha Varma, University of Minnesota

Understanding the Behavioral Patterns of Learners With Different Levels of Prior Knowledge in Adaptive Learning. Wenting Zou, The University of Texas at Austin; Min Liu, The University of Texas at Austin; Zilong Pan, The University of Texas at Austin

28.058. Arts-Based Research Methods as Innovation and Aesthetic Responsibility. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium

Sheraton Centre Toronto Hotel, Second Floor, Churchill; 10:25-11:55am

Chair: Tiffany Octavia Harris, University of Illinois

Participants:

Creativity and Validity: An Exploration of Arts-Based Research, Third Space, and Impostor Syndrome Intersections. Tabitha Dell’Angelo, The College of New Jersey; Alan D. Amtiz, The College of New Jersey

Archiving a Career. Charles F. Vanover, University of South Florida

Theorizing Assessment in Arts-Based Education Research Practice. Graham W. Lea, University of Manitoba


Discussant: Carl Bagley, Queen’s University - Belfast

28.059. Humanizing Schools for Multilingual Learners in the “Post-Truth” Era. SIG-Bilingual Education Research; Symposium

Metro Toronto Convention Centre, 200 Level, Room 201E; 10:25-11:55am

Chair: Allthier M. Lazar, Saint Joseph’s University

Participants:

A Humanizing Pedagogy for Multilingual Students. Allthier M. Lazar, Saint Joseph’s University


Teachers and Caregivers Collaborate for Culturally Responsive Literacy Learning. Patricia R. Schmidt, Le Moyne College

The Literacy Engagement of Language-Minoritized Students: A Humanizing High School in South Texas. Usha Gurumurthy, Corpus Christi Independent School District; Suniti Sharma, Saint Joseph’s University

Framing Literacy as “Revolutionary”: Creating Transformative Learning Opportunities in a Predominantly Latinx-Serving High School. Steven Z. Athanases, City College of New York - CUNY

Discussant: Shelley Xu, California State University - Long Beach

28.060. Exploring Methods and Methodology in Biographical and Documentary Research. SIG-Biographical and Documentary Research; Paper Session

Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 10:25-11:55am
Metro Toronto Convention Centre, 200 Level, Room 202C; 10:25-11:55am
Chair: Kimberly Louise Baker, University of Southern Indiana
Participants:
The Association Between School Choice and District-Level Racial/Ethnic Achievement Disparities. Lorraine Blatt, University of Pittsburgh; Elizabeth Votruba-Drzal, University of Pittsburgh
Charter School Principal Turnover. Oma Ruxandra Apostolescu, The Pennsylvania State University; Andrew Pendola, Auburn University; Ed Fuller, The Pennsylvania State University
Arizona School Choice Policies Investigated: Open Enrollment and Charter School Migration Patterns and Student Achievement. Ilidiko I. Laczko-Kerr, Arizona Charter Schools Association; Eric Bershbach, Arizona Charter Schools Association; Kelly Powell
Teacher Attrition in Arizona’s Traditional Public Schools and Charter Schools: Explaining the Difference. Margarita Pivovarova, Arizona State University; Jeanie M. Powers, Arizona State University
Contrived Collegiality in a District/Charter Turnaround Model. Brian Robert Beabout, The University of New Orleans; Shante Williams, University of New Orleans
Discussant: Laurie Rabonwitz, Teachers College, Columbia University

28.062. The Art in Science and the Science in Art. SIG-Dewey Studies; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 10:25-11:55am
Chair: Sonya Shariffard, Pepperdine University
Participants:
A Deweyan Model for Studying the Learning of Artistic Techniques: Analyzing Sculptural Expression in Sloyd. Joanne Andersson, Uppsala University; Jim Garrison, Virginia Polytechnic Institute and State University; Leif Olov Ostman, Uppsala university
Dewey’s The Sources of a Science of Education and Teachers’ Status in Today’s Educational Research. Kurt Stemmagen, Virginia Commonwealth University; Briona Nomi, Virginia Commonwealth University
Reclaiming the Democratic Heart of STEM Education. Bob Coulter, Missouri Botanical Garden
Discussant: Lora A. Bailey, Troy University - Troy

28.063. Early Childhood Teacher Preparation and In-Service Professional Development. SIG-Early Education and Child Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 10:25-11:55am
Chair: Dominic F Gullo, Drexel University
Participants:
Evaluating a Cohort-Based Narrative Portfolio for Rural Preservice Teachers. Melissa Beth Sherfinski, West Virginia University; Jing Zhang, West Virginia University; Marisam Jalalifar, West Virginia University
Gaining Insight Into Inquiry-Based Professional Development in Early Childhood Education and Care Programs: A Multiple-Case Study. Joanna Englehardt, The University of Texas at Austin
The Digital Literacy Lives of Early Childhood Educators: Perceptions of Collaborative Online Learning. Emily Brown Hoffman, Ball State University
The Impact of Intensive Professional Development on the Quality of Family Childcare. Mye Han, University of Delaware; Martha J. Buell, University of Delaware; Alison Hooper, University of Alabama; Rena Hallam, University of Delaware

Metro Toronto Convention Centre, 200 Level, Room 203A; 10:25-11:55am
Chair: Madelyn Gardner, Learning Policy Institute
Participants:
Key Findings and Lessons Learned From a Long-Term Research-Policy Collaboration: Evaluation of the North Carolina Pre-K Program. Ellen S. Perin-Peirce, University of North Carolina - Chapel Hill
20 Years of Applying Campbell’s “Experimenting Society” Methods to Preschool Policy in New Jersey. Ellen Prede, National Institute for Early Education Research
Research to Policy to Action: Coaching and Quality in Early Learning and Out-of-School Time. Gail Joseph, University of Washington
Discussants: David Karp, The University of California-Berkeley; Marjorie E. Wechsler, Learning Policy Institute

28.065. Advancing Faculty Development: Self-Efficacy, Availability, and Learning Communities. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 10:25-11:55am
Chair: Carol A. Carman, University of Houston - Clear Lake
Participants:
Advancing Full-Time Non-Tenure-Track Faculty Growth and Equity: How University Leaders Can Support Successful Promotion Experiences. Diane D. Chapman, North Carolina State University; Douglas L. James, University of North Carolina - Chapel Hill; Katharine E. Stewart, North Carolina State University
Cultivating Equity-Oriented Teaching Practices Through Adaptive Professional Teaching Communities. Judy Nguyen, Stanford University; Andrew Estrada Phuong, University of California - Berkeley; Fabrizio Daniel Mejia, University of California - Berkeley; Shahan Faarooqi; Claire Bang, University of California - Berkeley; Diana Marie Heath, University of California - Berkeley; Sophia Owang, University of California - Berkeley; E. Stewart, North Carolina State University; Jeff Lyle, University of California - Berkeley; Diana Magdalena Alcala Pelayo, University of California - Berkeley; Tina Madhav, University of California - Berkeley; Angela Nguyen
Participation in a Biology Faculty Learning Community Increases College Teaching Self-Efficacy. Gilly Marbach-Ad, University of Maryland; Michelle Bertke, University of Maryland - College Park; Anna Manyak Davis, University of Maryland - College Park; Patrick Benjamin Sheehan, University of Maryland - College Park; Katherina Thompson, University of Maryland
Stress and Occupational Well-Being Among Canadian Faculty Members: Moderating Role of Positive Emotion Regulation. Raheleh Salimzadeh, McGill University; Alenoush Saroyan, McGill University; Hui Wang, McGill University; Nathan C. Hull, McGill University
Student Perceptions of Faculty Availability: A Facet Theory Approach. Katherine Ann Reynolds, Boston College

28.066. Viral Modernity in Education: Deconstructing Post-Truth. SIG-Foucault and Contemporary Theory in Education; Symposium
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 10:25-11:55am
Chair: Michael Peters, Beijing Normal University
Participants:
Viral Modernity in Education: From Postmodernism to Post-Truth? Michael Peters, Beijing Normal University
Defending the Western Tradition of Truth-Telling. Tina Besley, Beijing Normal University
Post-Truth Development as De-Development: An Eco-Pedagogical Analysis. Greg William Misiaszek, Beijing Normal University
Council Circles on Sensitive Topics as a Feminist Praxis of Resistance in “Post-Truth” Times. Lauren Ilia Misiaszek, Beijing Normal University
28.067. Findings and Reflections From a Cross-National, Cross-Role (Ph.D., Post-Ph.D. Researchers) Research Program: Possibilities and Challenges. SIG-Graduate and Postdoctoral Education across the Disciplines; Symposium Metro Toronto Convention Centre, 200 Level, Room 206A; 10:25-11:55am

Chair: Montserrat Castello, Universitat Ramon Llull

Participants:
Assessing Cross-National Research With Cross-National Teams: Trust, Quality Communication, and Cross-Cultural Sensitivity. Lynn McAlpine, McGill University; Kelsey Innay, University of Oxford; Isabelle Skakini, Lancaster University; Anna Sala-Bubari, Ramon Llull University; Crista Weise, Autonomous University of Barcelona; Solveig Cornér

Early Career Researchers’ Meaning-Making of Research Experiences: A Cross-Role Analysis Using Cross-National Data. Kelsey Innay, University of Oxford; Anna Sala-Bubari, Ramon Llull University; Isabelle Skakini, Lancaster University; Crista Weise, Autonomous University of Barcelona; Lynn McAlpine, McGill University

Comparing European Country Experiences on Researcher Community and Supervisory Support and Burnout. Kirsu Maria Pyhältö, University of Helsinki; Jouini Aaslak Peitonen, University of Oulu; Lynn McAlpine, McGill University; Erka Loftström, University of Helsinki; Montserrat Castello, Universitat Ramon Llull

Discussant: Kari A. Holley, The University of Alabama


Chair: Bryant Hutson, University of North Carolina - Chapel Hill

Participants:
Positive Psychology Measures in Education Settings: A Literature Review. Bryant Hutson, University of North Carolina - Chapel Hill


Challenges for Adapting Positive Psychology and Well-Being Measures for Educational Uses in Mexico. Antonio Valdivia, Universidad Tecomileno

Well-Being of Chinese International Students in the United States. Ye He, University of North Carolina - Greensboro


Chair: Liz Hollingworth, University of Iowa

Participants:
A Daily Life Study of the Principalship During an Academic School Year. Timothy Drake, North Carolina State University


Critical Hybrid Pedagogies: A Self-Study Inquiry Into Promoting Social Justice in Educational Leadership Programs. Kathryn Jill Strom, California State University - East Bay; Bradley J. Porfilio, Seattle University

Does Modality Matter? A Comparison of Aspiring Leaders’ Learning Online and Face-to-Face. Carol A. Mullen, Virginia Polytechnic Institute and State University

Tracing Trends in Online Educational Leadership Preparation: Growth Patterns and Institutional Variables Using IPEDS Data. Frank Perrone, The University of New Mexico; Mary E. Rice, The University of New Mexico; Erin Anderson, University of Denver

Discussant: Jo Beth Jnemson, Texas Christian University


Chair: Derrick Tu, York University

Participants:
Challenging the Dominance of Western Science in a Changing Arctic Climate. Josefina Rueter Vega, York University

Whose Music Counts? Democratizing Classroom Environment Through Content in Elementary Music. Eleanor Mara Johnston, York University

Beliefs and Practices in Technological Environments. Taru Malhotra, York University

Transforming Adult Literacy Learning Spaces to Challenge the Colonial Narrative of Whose Knowledge Counts. Farra Yasin, York University

Internal Environment as First Learning and Teaching Environment. Stacey Bliss, York University

28.071. Designing for and Engaging With Heterogeneity in Students’ Thinking in Science. SIG-Learning Sciences; Structured Poster Session Metro Toronto Convention Centre, 800 Level, Room 801A; 10:25-11:55am

Chairs: Julia Svoboda Goueva, Tufts University; David Hammer, Tufts University

Participants:


3. Designing With Teachers, Families, and Communities for Heterogeneity in Field-Based Science Learning. Megan Bang, The Spencer Foundation; Carrie T. Tsou, University of Washington - Bothell; Nathanael Mengist, University of Washington; Alice Tsoodle, University of Washington

4. The Co-Development of Epistemologies and Trust During Question and Idea Generation. Christina Krst, University of Illinois at Urbana-Champaign

5. Exploring Elementary Science Teachers’ “Participation With” a Flexible Curricular Mini-Unit. Jennifer Richards, Northwestern University School of Education and Social Policy Learning Sciences; Steve Bonomo, University of Washington; Jessica J. Thompson, University of Washington; Christa Haverly, Michigan State University

6. Designing for Appropriation: Instructional Practices That Support Students in Finding Their Own Voices While Learning Science. Mariana Levn, Western Michigan University; Olivia Lerrin, University of Bologna


8. Structuring Class Conversation to Allow Variations in Students’ Ideas About Condensation. Yara Shaban, Tufts University; Brian E. Gravel, Tufts University


10. Cultivating the Appropriation of Mathematization as a Form of Sense-Making. Shudamit Kapon, Technion Israel Institute of Technology, Maayan Schwartz

28.072. Literary Study as Transformative Practice in a Post-Truth Age. SIG-Literature; Structured Poster Session Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 10:25-11:55am

Chairs: Karen Spector, The University of Alabama; James S. Chisholm, University of Louisville

Participants:
1. “Now We Have to Somehow Un-Fuck Everybody”: The Hate U Give, Teachers’ and Students’ Arts-Based Responses to Towers Falling. James S. Chisholm, University of Louisville; Kathryn F. Whitmore, University of Louisville

2. Preserving English Teachers, and Activism in the Post-Truth Age. Shelly Melchior, University of Alabama

3. Fostering Critical Social Consciousness Through “Text-to-Software” Connections in Dystopian Literature. Mark A. Sulzer, University of Cincinnati

4. Adolescence Literature, Eservive English Teachers, and Badou’s “Procedures of Truth.” Briana Kidd, University of Alabama; Aaron Tinker, University of Alabama

5. Activating Empathetic and Justice-Oriented Ways of Knowing: Teachers’ and Students’ Arts-Based Responses to Towers Falling. James S. Chisholm, University of Louisville; Kathryn F. Whitmore, University of Louisville

6. Mapping Lines of Possibility in Test-Driven Times: Moments of Destabilization With To Kill a Mockingbird, Lord of the Flies, and...
28.073. The Mixed Methods Research SIG Dissertation Award and Beyond. SIG-Mixed Methods Research; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 10:25-11:55am
Chair: Vicki L. Piana Clark, University of Cincinnati
Discussant: Elise St John, California Polytechnic State University - San Luis Obispo

28.074. Innovative Contexts and Methods for Studying Motivation and Engagement in STEM Domains. SIG-Motivation in Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 10:25-11:55am
Chair: Paul A. Schutz, The University of Texas - San Antonio
Particpants:
Seeing Science: Using Mobile Technology to Make Learning Transformative. Simon L. Cropp, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado; Dylan Kriescher, University of Northern Colorado; Leah Wilson, University of Northern Colorado
Student Accounts of Epistemic Emotions in Class: A Qualitative Analysis. Alyssa Emery, Ohio Northern University; Lynley H. Anderman, The Ohio State University
Predictors of Momentary Student Engagement Profiles in High School Science Classrooms. Matthew James Schell, Michigan State University; Patrick Neil Beymer, Michigan State University; Kimberly Marie Alberts, Michigan State University; Joshua Michael Rosenberg, The University of Tennessee - Knoxville; Jennifer A. Schmidt, Michigan State University
Colliding Classroom Experiences: Cross-Domain Effects of Teacher Behavior on Students’ Math and German Motivation. Julia Dietrich, University of Jena; Anna-Lena Dicke, University of California, Irvine
Enhancing Robotics Self-Efficacy in Early Adolescence: Does Failure Mind-Set Matter? Calah Ford, University of Kentucky; Ellen L. Usher, University of Kentucky; Margaret Joan Mohr-Schroeder, University of Kentucky
Discussant: Paul A. Schutz, The University of Texas - San Antonio

28.075. Feminist Affect Theory and Education: The Cruel, Complex (and Politically Inflected) Emotions of Teaching Today. SIG-Philosophical Studies in Education Cosponsored with Division K - Teaching and Teacher Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 10:25-11:55am
Chair: Doris A. Santoro, Bowdoin College
Participants:
Bringing Affects Into Education: The Radical Contributions of Feminist Politics of Emotion and Feminist Pedagogies. Megan Boler, University of Toronto
The Cruelty of Empathy in Teacher Education. Grace A. Chen, Vanderbilt University
The Double-Edged Sword of Happiness. Liz Jackson, University of Hong Kong
Discussant: Doris A. Santoro, Bowdoin College

28.076. New Directions in Postcolonial Studies and Education. SIG-Postcolonial Studies and Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom South; 10:25-11:55am
Participants:
Understanding and Reimagining Deaf/Bilingual Education in Mexico: Toward Expanding and Decolonizing Deaf Worlds. G. Sue Kasun, Georgia State University; Jessica Scott, Georgia State University; Iyotu Hanagud Kaneria
Reluctance to Identify as Woman: The Experiences of Female Students in Ethiopian Higher Education. Meselet Haile, The Ohio State University
Finding Way Just Like an ‘Ant’: Racialized Bodies Reading and Writing Themselves. Youmna Déirig, The Ohio State University - Columbus
Curren’ toward a Cultural Hybridity Curriculum in a Post-Truth Era: Asians’ Experiences in American Education. Nguyen Thu Nguyen, Texas Tech University; Loi Quoc Le, Texas Tech University
Discussant: Marcia J. Watson-Vandiver, Towson University

28.077. Strategies for Facilitating Skills Development in Problem-Based Learning. SIG-Problem-Based Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 809; 10:25-11:55am
Chair: Eugene Gary Kowch, University of Calgary
Participants:
Agency in Framing Design Problems. Vanessa Srivija, University of New Mexico; Tryphena B. Peele-Eaisy, University of New Mexico; Yan Chen, University of New Mexico
Using Learning Analytics to Support Problem-Based Learning Facilitation. Yuxin Chen, Indiana University; Anthony Phonelisbsivads, Indiana University - Bloomington; Cindy E. Hmelo-Silver, Indiana University; Juan Zheng, McGill University; Lingyun Huang, McGill University; Susanne P. Lajoie, McGill University
Improving High School Students’ Information Literacy and Argumentation Skills Through Scaffolding in Problem-Based Learning. Nam Ju Kim, University of Miami
Accessible Expertise: Supporting Participation for Nonnative Speakers in a Problem-Based Learning Science Classroom. Elizabeth Wright, The Pennsylvania State University
Facilitating Case Learning in “Post-Truth” Times. Adrie A Koehler, Purdue University; Peggy A. Ertmer, Purdue University
Discussant: Lisa J. Lynn, Chicago Public Schools

28.078. The Development of Mathematics Teacher Beliefs, Knowledge, and Practice. SIG-Research in Mathematics Education; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 606; 10:25-11:55am
Chair: Sharon Marianne Colar, University of Amsterdam
Participants:
Exploring Connections Between the Practice of Preservice Teachers and Their Mathematical Knowledge and Dispositions. Meghan M. Shaughnessy, University of Michigan; Timothy A. Boerst, University of Michigan; Xueying Ji Prawat, University of Michigan; Rosalie DeFilippis, University of Michigan - Ann Arbor
Orchestrating Discussions About Mathematical Definitions: Characterizing Opportunities for Learning During Rehearsals of Teaching. Marta Anna Kobietla, McGill University; Hailey Iacono, McGill University; Vandana Chandrasekhar, McGill University; Sukyung Cho, McGill University
Teacher Performance Assessments as a Catalyst for Change in Mathematics’ Teacher Preparation. Alexia Mickle Mildovan, Fordham University
An Examination of Prospective Secondary Mathematics Teachers Curricular Noticing When Planning. Lorraine Marie Males, University of Nebraska - Lincoln; Ariel Setniker, University of Nebraska - Lincoln
Exploring K-12 Mathematics Teachers’ Beliefs About Mathematics and Teaching. Jennifer Dawn Cribbs, Oklahoma State University; Juliana Unley, Oklahoma State University
Contributing Factors to Teachers’ Mathematics Instructional Visions. Charles Munter, University of Missouri - Columbia; Anne Garrison Wilhem, Southern Methodist University
Discussant: Dionne Inadera Cross Francis, Indiana University

Metro Toronto Convention Centre, 700 Level, Room 713A; 10:25-11:55am
Chair: Kimberley L. Chandler, Educational Consulting
Participants:
Black Women Superintendents: The Demographic Imperative of Firsts and Onlys. Desyne Edwards, Texas A&I University - Corpus Christi
Using the Perceptions of Wyoming Principals to Predict Superintendent Motivating Language Use. William Holmes, University of Wyoming; Michele A. Parker, University of North Carolina - Wilmington
How Effective Are We? Superintendent Perspectives on State Superintendent Standards. Nicole V. Williams, The University of Findlay; John C. Gillham, The University of Findlay; Jon Brasfield, The University of Findlay
Discussant: Kerry Kathleen Robinson, University of North Carolina - Wilmington

28.080. Navigating the Challenges of Rural Educational Leadership. SIG-Rural Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713B; 10:25-11:55am
Chair: Hans W. Klary, Clemson University
Participants:
Contextualizing Rural Education Research With Practice-Based and Democratized Evidence. Amy Price Azano, Virginia Polytechnic Institute and State University; Devon G. Brenner, Mississippi State University; Karen Eppley, The Pennsylvania State University
Developing STEM Talent and Educator Leadership in Rural Communities. Stephanie Gugliemo Lynch, The University of Iowa; Lori Marie Ibrng, The University of Iowa; Duhita Mahatmya, The University of Iowa; Susan G. Assouline, University of Iowa
Principals’ Responses to the Opioid Crisis: A Narrative Study of Moral Obligation in Rural Ohio. Charles L. Lowery, Ohio University; Michael E. Hess, Ohio University
Navigating Rurality, Race, and Community: The Work of Southern School Leaders Building Equitable Schools. Daniella Hall Sutherland, Clemson University; Jacquelyn Williams, Clemson University
Developing Capacity for Leading Change in Rural Educational Contexts Through Simulation. Cathryn A Smith, Brandon University; Candy L. Skyhar, Brandon University

Metro Toronto Convention Centre, 700 Level, Room 707; 10:25-11:55am
Chair: Mike Borowczak, University of Wyoming
Participants:
“Gaps” and “Flags”: Grounding Computational Abstractions in Scientific Experience in the Elementary Classroom. Amy Voss Farris, The Pennsylvania State University; Amanda Catherine Dicks, Harvard University
Elementary Student Perceptions and Dispositions Toward the Field of Engineering in STEM Classroom Practices. Isam Hafez Abi-el-Mona, Rowan University
Next-Generation Science and Engineering Teaching Practices in a Pre-K Classroom. Hye Ryung Won, Florida State University; Youngjin Song, California State University - Long Beach; Hye Sun You, University of Texas at Austin; Ithel Jones, Florida State University
Ordering of Arts and Science Integration to Reverse Misconceptions. Joseph Wong, University of California - Irvine; Michael Corrigan, University of California - Irvine; Vincent Sipkovich, University of California - Irvine; Brad Hughes, University of California - Irvine
Young Adult Learners: Meeting Expectations and Finding Value. Matthew A. Cannady, University of California - Berkeley; Valeria Romero, University of California - Berkeley; Rosalinda Nava, Lawrence Hall of Science, University of California - Berkeley

28.082. Self-Study and the Development of Pedagogical Practice. SIG-Self-Study of Teacher Education Practices; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 10:25-11:55am
Chair: Brandon M. Butler, Old Dominion University
Participants:
A Self-Study Exploring How Knowledge and Skills Attained From Facilitation of Research With Teachers Informs Teacher Education Practice. Miriam Yoonne Hamilton, Mary Immaculate College
Catalysts for Change: How Interactions With Other Teacher Educators Support Novice Teacher Educators’ Pedagogical Growth. Colleen Gannon, University of Maryland - College Park
Examining Engagement in Teacher Education Through Collaborative Self-Study. Lynn A. Thomas, Université de Sherbrooke; Janneke Geersen, Leiden University
Pedagogy of Martial Arts, Pedagogy of Teacher Education: Reframing Understanding Through Collaborative Self-Study. Shawon M. Bullock, University of Cambridge; Cézile Sabattier, Simon Fraser University
Self-Study of the Practice of Practicum Supervision: Patterns, Tensions, and Assumptions. Andrea K. Martin, Queen’s University; Tom Russell, Queen’s University
Discussant: Kathleen Pithouse-Morgan, University of KwaZulu-Natal

Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 10:25-11:55am
Chair: Marilee Colles-Ritchie, Westminster College
Participants:
Addressing the Problem of Engagement. Tyler Derrel, Johns Hopkins University
Chinese College Students’ Knowledge Construction in Service-Learning: The Role of Task Complexity. Melin Yao, Beijing Normal University; Wenfan Yan, University of Massachusetts - Boston; Yulan Li, Beijing Normal University; Fanglong Guo, Beijing Normal University; Xuping Yao, Beijing Normal University
Negotiating Hierarchies: A Narrative Self-Study Within an International, Service-Learning Context. Juliana E. Kershen, The University of Oklahoma; Kate Meredith Raymond, University of Oklahoma; Sarah A. Beach, University of Oklahoma
Settler-Colonial Service-Learning: The Troubling Difference in Preservice ‘Teachers’ Reactions to Refugee and Indigenous Learners. Marc Kuly, University of Winnipeg
Transforming Perspectives and Practices Through Service-Learning. Genezine Monroy Adarlo, University of Hong Kong; Norman Dennis Marquez, Ateneo de Manila University; Urduja Amor, Ateneo de Manila University

28.084. Social and School Context. SIG-Sociology of Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 10:25-11:55am
Chair: Paul Hanselman, University of California - Irvine
Participants:
Residential Mobility and Educational Outcomes: Testing Competing Theories. Shana L. Prakash, Old Dominion University; Yuruwan Yue, Old Dominion University; Mikaela J. Dufar, Brigham Young University
Structured Instability: School Mobility Market Segmentation and Logic in Baltimore City and Its Inner Suburb. Julia Burdick-Will, Johns Hopkins University; Jeffrey Grigg, Johns Hopkins University; Kiaara Millay Nerenberg, Johns Hopkins University; Faith Connolly, Johns Hopkins University – Baltimore
Teachers’ Social Networks, College-Going Practices, and the Diffusion of a School-Based Reform Initiative. Michael Broda, Virginia Commonwealth University; Eric Ekhobn, Virginia Commonwealth University; Amy C Fulton, Virginia Commonwealth University; Barbara Schneider, Michigan State University
When High Schools Lead to College and When They Don’t: Organizational Habitus and College Choice. Tangled Blakely Reavis, Tulane University

28.085. English Language Arts and Literacy in Special Education: Strategies and Styles. SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 10:25-11:55am
Chair: Eric Claravall, California State University - Sacramento
Participants:
Effects of Technology-Based Graphic Organizers With Embedded Self-Regulated Strategies on the Quality of Persuasive Essay Writing by Struggling Writers. Anya S. Esmenova, George Mason University; Kelley Sarah Regan, George Mason University; Samantha Ives, George Mason University
Literacy Outcomes of Deaf Students With Cochlear Implants: Building the Evidence Base. Connie C. Mayer, York University; Pam Millett, York University; Beverly J. Trezek, DePaul University; Gregory R. Hancock, University of Maryland
Teachers’ Understandings of Writing Instruction for Included Students With Disabilities: It’s a Beautiful Struggle. Mary Theresa Kieyi, Queens College - CUNY
Reading Instruction for Students With Emotional Disturbance: A Mixed-Methods Investigation. John William McKenna, University of Massachusetts - Lowell; Rceeha Adamson, Missouri State University; Michael Sola, The University of Texas
Writing Interventions for Individuals With Autism Spectrum Disorder: A Research Synthesis. Amy Accardo, Rowan University; Elizabeth Finnegan, Saint Thomas Aquinas College; S. Jay Kuder, Rowan University; Estyr Bomgardner, Rowan University
Discussant: Min-Chi Yan, Northeastern State University - Broken Arrow

28.086. Teaching, Learning, Leading. Models and Examples of Teacher Leaders Using Research to Impact Education Policy. SIG-Teacher as Researcher; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205D; 10:25-11:55am
28.087. Computational Thinking Across Contexts. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 10:25-11:55am

Chair: Maria Cutumisu, University of Alberta
Participants:
Computational Thinking in SciGirls Code Programs. Lana Peterson, University of Minnesota; Sarah Barkdall, University of Minnesota - Twin Cities; Cassandra Schaarber, University of Minnesota; Yee-Hui Chang, University of Minnesota - Twin Cities; Joan Preese, Examination of Computational Thinking Capacity-Building Through Peer Collaborations in STEM-Integrated Robotics Program. Yi-Chun Hong, Arizona State University; Yinxiao Qian, Relationships Between Learner Characteristics and Computational Thinking for Middle School Students in Two Different Contexts. Tuba Keten, Georgia Institute of Technology; Jonathan Cohen, Georgia State University; Brendan D. Calandra, Georgia State University; Maggie Renken, Georgia State University; Betul Erkan, Fulton Science Academy; Wasisok kishitohtit (Children Made It): Coding, Learning, and Constructing Digital/STEM Literacies. Shaunda L. Wood, Saint Thomas University; Jolen Paul, St. Thomas University/St. Mary's First Nation; Improving Spatial Training Through the Analysis of Digital Game Play. Andre R. Denham, The University of Alabama; Beverly Roskos, The University of Alabama

Division and SIG Roundtables

28.088. Fairmont Royal York Roundtable Session Four; Roundtable Session

28.088-1. Data Use Tools and Resources: Models, Literature Reviews, and Dashboards. SIG-Data-Driven Decision Making in Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am

Participants:
Differentiating Between Data Literacy and Assessment Literacy: A Systematic Review of Research. Jori S. Beck, Old Dominion University; Joseph John Morgan, University of Nevada, Las Vegas; Heather Whitesides, University of Nevada - Las Vegas; Derek R Riddle, California State University - Stanislaus; Nancy Brown, University of Nevada - Las Vegas; Looking for Impact Across Data Use Practices: An Evidence Evaluation Framework From a Literature Review. Philip Piety, University of Maryland; Using Planning to Build Capacity for Collaborative Data-Driven Decisions at the State and Local Levels. June Elizabeth Gotthberg, Western Michigan University; Paula D. Kohler, University of Central Florida; Alycia Sterenberg, Western Michigan University; Using Data to Inform Decisions in a Diverse, Rural High School: A Researcher-Practitioner Partnership. April M. Burke, Central Michigan University; Malkeet Singh, Wake County Public School System; Playing With Data: Investigating a Dashboard to Support Teacher Formative Assessment With Game Play Data. Jason James, Johns Hopkins University; Michelle Cerrone, Education Development Center, Inc.; Girle C. Delacruz, University of California - Los Angeles; Pilar Carmina Gonzalez, Education Development Center, Inc.; Heather Kim, EDC Center for Children and Technology; Noah Goodman, Education Development Center, Inc.; Maggie Lewis Scalli, Education Development Center, Inc.

28.088-2. Topics in Rasch Measurement. SIG-Rasch Measurement; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am

Chair: Laura Stitz Dahl, The Ohio State University
Participants:
A Rasch Analysis of the Teacher Readiness Scale. Riza Memis, Kent State University; Ilker Soyuturk, Kent State University; Aryn C. Karpinski, Kent State University - Kent; Assessing the Measurement Properties of School Leadership Dimension of Revised School Culture Element Questionnaire: A Rasch Modeling Approach. John K. Ragut, Illinois State University; Caroline C. Chemost, Lincoln College; Mohamed A. Nur-Awal, Illinois State University; Revising a Measure of High School Students' Mathematics Anxiety. Kelsey Klein, Boston College

28.088-3. Designing an Everyday Life Environment Management Education Program: An Argument for Change. SIG-Environmental Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am

28.088-4. Continuous Improvement, Researcher-Practitioner Partnerships, and Data-Driven Change. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am

Participants:
Realizing Data-Driven Changes in Upper Secondary Schools Through Formative Interventions. Lily Viken Sandvik, The Norwegian University of Science and Technology; Anne Berit Emstad, Norwegian University of Science and Technology; The Process of Continuous Improvement in Family Engagement: Findings From Middle and High Schools. Martha Adele Mac Iver, CSOS; Eric P Rice, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University; Institutional Arrangements to Foster Connections and Prepare Partners in Research-Practice Partnerships. Heathier Leary, Brigham Young University; Bryant Jenee, Brigham Young University; Slacie Mason, Brigham Young University; Bohlada Allman, Brigham Young University; Collaborating With Liminal Stakeholders to Develop Contextually Relevant Research Supports for Pacific Region Educators. Sheila A. Arens, McREL; Max Allman, McREL International; Shelby Danks, McREL International

28.088-5. Evaluating Programs Supporting Disadvantaged Student Groups. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am

Chair: Daniel Henry Bowen, Texas A&M University - College Station
Participants:
A Program Evaluation of an Innovative Alternative School: Preventing Dropout and Promoting Postsecondary Success. Nicole Ralston, University of Portland; Megan Wright, University of Portland; Rebecca Smith, University of Portland; Jacqueline C. Waggoney, University of Portland; James Carroll, University of Portland; Zulema Naegele, De La Salle North Catholic High School; Strategic Inquiry as a Reform Strategy for New York City's Renewal High Schools. Clare Buckley Flack, Teachers College, Columbia University; Elisabeth Kim, Teachers College, Columbia University; Priscilla Wohlstetter, Teachers College, Columbia University; Nonsignificant Is Significant: Evaluation of PowerTeaching for Improving Math Achievement. James Lamar Foster, University of Washington - Seattle

Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am

Chair: Marcia H. Davis, Johns Hopkins University
Participants:
Predicting Early Warning Indicators: Attendance and Course Performance. Marcia H. Davis, Johns Hopkins University; Hidden Risk: Changes in GPA Across the Transition to High School. Jenny K. Nagaoka, University of Chicago; Shelby Mahaffie, University of Pennsylvania
28.088-7. **Middle-Grades STEM Teaching and Learning. SIG-Middle-Level Education Research; Roundtable Session**
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am
Chair: Penny B. Howell, University of Louisville
Participants:
- A Mixed-Methods Study of Students’ Efficacy and Value for Learning Science in Middle School. Julie Brockman Smart, Clendon University
- Differences in Students’ Understanding of Lunar Phases: A Quasi-Experimental Study. Merryn Cole, University of Nevada - Las Vegas; Jennifer A. Wilhem, University of Kentucky
- Effect of Teleconference Sessions With Scientists on Students’ Perceptions of Scientists and Attitudes Toward Science. Christopher Sean Long, University of North Texas; Karthigeyan Sudramaniam, University of North Texas; Pamela E. Harrell, University of North Texas
- The Use of SE Instructional Model in Middle School Mathematics Classrooms: Prevalent or Not? Serife Turan, Texas Tech University; Shirley M. Matteson, Texas Tech University
Discussant: Matthew John Moulton, Indiana State University

28.089-8. **Mindfulness and Well-Being Among teachers. SIG-Holistic Education; Roundtable Session**
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am
Chair: Nndi Kitonga, Angeles Workshop School
Participants:
- Mindful Breath: Heartfelt Co-Teaching in a Graduate-Level Teacher Education Course. Małgorzata Powierzyńska, SÚNY - Brooklyn Educational Opportunity Center; Linda Noble, Brooklyn College - CUNY
- Mindfulness, Teacher Educators, and the Cultivation of Healthy Habits of Mind. Shelley Murphy, OISE/University of Toronto
- Teacher Coping Strategies for Well-Being. Stacy Police, University of California - Santa Barbara; Rebecca Mireles-Rios, University of California - Santa Barbara
- The Holistic Teacher: Well-Being Matters. Stacy Police, University of California - Santa Barbara; Rebecca Mireles-Rios, University of California - Santa Barbara
Discussant: Narelle Suzanne Lemon, Swinburne University of Technology

28.088-9. **Theory and Practice in Holistic Education. SIG-Holistic Education; Roundtable Session**
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 10:25-11:55am
Chair: Yi-fan Sun
Participants:
- Enriching Holistic Research Practices: Building Mindful Research Learning Communities. Karine Ronneaud; Karen Ragoosanen, The University of British Columbia; Genevieve Emond, Université du Québec - Montréal; Jeanne-Marie Rugira, Université du Québec à Rimouski
- Reflections on The International Handbook of Holistic Education. Kelli Lynn Nigh, University of Toronto - OISE; Jack Miller
Discussant: Jennifer Elaine Killham, University of LaVerne

28.089-1. **Field Experiences That Prepare Preservice Teachers for Crossing Intercultural Boundaries. Division K - Teaching and Teacher Education; Roundtable Session**
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Leslie Ann Locke, University of Iowa
Participants:
- A Systematic Literature Review on International Teaching Practicums: Current Status and Future Directions. Gang Zhu, East China Normal University; Zhengmei Peng, East China Normal University; Diana Wanda-White, Texas A&M University - College Station; Lynne Masel Walters, Texas A&M University - College Station; Li Deng, East China Normal University
- Co-Constructing Interculturality Through Field-Based Interactional Learning. Carmen Durham, University of Maryland - College Park; Melinda E. Martin-Beltran, University of Maryland - College Park; Angelica Montoya-Avila, University of Maryland - College Park
- Psychometric Soundness of Measures Examining Cultural Competence Growth for Educators After an International Field Experience. Kathryn Dixon, Texas A&M University - Commerce; Kelly M. Carrero, Texas A&M University - Commerce; Talle S. Gomez, Texas A&M University - Commerce
- Teacher Candidate Development of Sociocultural Consciousness While Teaching Abroad in Costa Rica. Jennifer Jacobs, University of South Florida; Steven Haberlin, University of South Florida - Tampa
Discussant: Diane Yendol-Hoppey, University of North Florida

28.089-2. **Focusing on the Supervisor and Mentor in Field Experiences for Preservice Teachers. Division K - Teaching and Teacher Education; Roundtable Session**
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Sarah Catherine Radke, New York University
Participants:
- Advancing the Quality of Mentoring During the Teaching Practicum Through Content-Focused Coaching: A Field Experiment. Eva Susann Becker, University of Zurich; Fritz C. Staub, University of Zurich; Monika Waldis, University of Teacher Education Northwestern Switzerland; Oana Costache, University of Zurich
- Attending to Student Thinking and Understanding: The Role of Mentoring as Novices Learn to Teach. Lindsay Joseph Wester, North Central College
- Exploring the Roles, Tensions, and Training of University Supervisors. Sarah Capello, University of Pittsburgh
- Supervising Preservice Teachers in the Third Space: Pivoting From Habitual Supervisory Practices to Educative Mentoring. Amy B. Palmeri, Vanderbilt University; Jeanne A. Peter, Vanderbilt University
- Teacher Candidates’ Perceptions of Trust in Mentors During Field Experiences. Meg Vostal, Bowling Green State University; Christy Suzanne Galletta Horner, Bowling Green State University; Kristina N. LaVeria, Bowling Green State University

28.089-3. **Shifting Partnerships and Priorities for Organizing. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session**
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Participants:
- Decolonizing (?) Research Through a Community-University Partnership. Illicia C. Lavstrom, University of Minnesota - Twin Cities; Amy Smith, University of Minnesota; Mary Rogers, University of Minnesota
- Disconnected and Pushed Out: Youth Narratives of “Second-Chance” Programs in an Urban Community of Color. David Lardier, University of New Mexico; Carrie Bergeson, Montclair State University; Kathryn G. Herr, Montclair State University; Pauline Garcia-Reid, Montclair State University; Robert J. Reid, Montclair State University
- Leveraging Community-Based Nonprofit Organizations as Sites of Inclusion and Advocacy for English Learners. Luan Quach Kolano, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Kathryn Wagner, University of North Carolina - Charlotte
Discussant: Shelley Zion, Rowan University

28.089-4. **Social Justice Leadership Confronts Extremism. SIG-Leadership for Social Justice; Roundtable Session**
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Leslie Ann Locke, University of Iowa
Participants:
- Fostering Social Cohesion in a Post-Truth World: Schools Leading Challenging Conversations About Social Volatilities. Jane Wilkinson, Monash University; Lucas Walsh, Monash University; Amanda Keddie, Deakin University; Luke Howie, Monash University; Nicola Sum, Monash University; Fiona Longmair, Monash University
- Can Educational Leadership Counter Religious Extremism? A Case Study in an Indonesian Context. Jeffrey S. Brooks, RMIT University; Melanie Carol Brooks, Monash University; Agus Matohar, Monash University
- Silence, Social Justice, or Something in Between: U.S. University Presidents’ Responses to Charlottesville. Peggy M. Delmas, University of South Alabama; Benterah C. Morton, University of South Alabama

28.089-5. **Space, Identity, and Language: Contexts of Teaching**
**28.089-7. Social Policies and Their Impact on Students and Schools.** Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Erin Cassar, School District of Philadelphia
Participants:
- Housing Affordability in Middle-Class Neighborhoods and Its Impact on the Achievement Gap. Elizabeth Iris Rivera Rodas, Montclair State University
- Free for All: Does the Community Eligibility Provision Reduce Inequality in Educational Performance and Behavior? Audrey N. Comperatore, University of North Carolina - Chapel Hill; Sarah Crippenden Fuller, University of North Carolina - Chapel Hill

**28.089-8. The Use of Teacher Supervision and Evaluation to Improve Instruction.** SIG-Supervision and Instructional Leadership; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Participants:
- Leadership Content Knowledge: How Can We Support Improvement in Teachers’ Mathematics Questioning Through Instructional Supervision? Esther Alice Enright, Boise State University; Douglas M. Wieczorek, Iowa State University
- Mapping the Discourses of Instructional Improvement: Where Is the Place of Supervision Anyway? Helen M. Hazi, West Virginia University Review of Research on Teacher Evaluation. Melissa Tuytens, Gent University; Geert Devos, Gent University; Bénédicte Vanblaere, Gent University
Discussant: Yan Liu, Central Connecticut State University

**28.089-9. The Work of Black Parents in Black Children’s Learning and Development.** SIG-Research Focus on Black Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Cierra Presberry, Michigan State University
Participants:
- A Love Letter From Black Parents to Our Children’s Teachers. BernNdette Thakozile Best-Green, University of California - Davis
- Leveraging Black Parental Relationships in Urban Schools. Desiree Fleur Sylvestre, University of Toronto; Ann E. Lopez, OISE/University of Toronto
- “Situational Proactive Preparation”: An Examination of Ethnic-Racial Socialization Practices of Parents of Young Children. Dawn M Cameron Williams, University of Washington
- The Nature of Racial Socialization for Young Black Children: The Development of Sociopolitical Knowledge. Wintre Foxworth Johnson, University of Pennsylvania

**28.089-10. Varied Perspectives on Student Learning: Student Learning Communities and Personalized, Active, and Interdisciplinary Learning.** SIG-Educational Change; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Elisabeth Avila Lucveanos, Texas A&M University - College Station
Participants:
- Active Learning in Statistics Courses in Higher Education. Maria Gil Izquierdo; Juan Fraile, Fundación Universidad Francisco de Vitoria; Eva Medina, Universidad Autonoma de Madrid
- Learning Without Borders: More Than Just a Catchphrase. Philip Tietjen, Stockton University; Tataleni I. A sino, Oklahoma State University; Sarinporn Chaviwat, Oklahoma State University - Stillwater
- Processes and Supports to Facilitate Curricular Change Toward Character-Based Interdisciplinary Learning. Zora Wolfe, Widener University; Katia Ciampa, Widener University
- Universally Designed Personalized Learning: Is It a Paradox in (Special) Education? James D. Basham, The University of Kansas; Ling Zhang, The University of Kansas

**28.089-11. Gender Exploration for Latinas: Empowering Chingonas.** SIG-Hispanic Research Issues; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Estela Alice Enright, Boise State University
Participants:
- A Passion for Helping People": How Latina Community College Students’ Altruistic Motivations Contribute to Forward Momentum. Amanda Morales, University of Nebraska - Lincoln; Elvira Julia Abrica, University of Nebraska - Lincoln; Elizabeth Guadalupe Naveja, University of Nebraska - Lincoln
- Motivational Factors That Empower First-Generation Latina Undergraduate Students to Succeed. Gabriela Gutierrez-Serrano, University of California - Santa Barbara; Diana Chagolla, University of California - Santa Barbara; Laura F. Rono, University of California - Santa Barbara
- The Development of a New Chingona Epistemology. Lucy Arellano, Oregon State University
- Unveiling the Gendered Experiences of Mujeres: A Testimonio Approach for Examining Latina Community College Leadership. Briseida Elenes, University of San Diego

Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Phitsumay Sychitkokhong Uy, University of Massachusetts - Lowell
Participants:
- How Do Asian American Pacific Islander Faculty Fit in Higher Education Diversity? Trends From National Data. Grace MyHyun Kim, The University of Texas at Austin; North Coc, The University of Texas at Austin
- Impact of MSI-Funded Programs: A Study of Capacity-Building and Institutional Change at a Two-Year Asian American Native American Pacific Islander—Serving Institution. Victoria Kim, University of California - Los Angeles
- Pacific Islander Women Within Higher Education Leadership. Sushini Chand, San Francisco State University

**28.090. MTCC Roundtable Session Nine;** Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Taylor Webb, The University of British Columbia
Participants:
Brain Data: Scanning, Scraping, and Sculpting the Learning Brain With Neurotechnology in Education. Ben Williamson, University of Edinburgh
Plugging Into the Electric Body: Rethinking Bio-Data as Worldly Sensibility. Elizabeth De Preittas, Manchester Metropolitan University
Shut Up Fish Face! Encountering Sociological and Biological Entanglements Over Schooled Food and Bodies. Deborah C. Youdell, University of Birmingham; Martin Lindley, Loughborough University
Concepts for Understanding Competing Ideas of Life in Education Policy and Practice. Taylor Webb, The University of British Columbia; Kalervo N. Gulson, University of New South Wales; Sam Sellar, Manchester Metropolitan University
Discussant: Taylor Webb, The University of British Columbia

28.090-2. Black and Latinx Youth Identities in Action: Activism, Affirmation, and Exclusion Within Community-Based Spaces. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Bianca Jontae Baldridge, University of Wisconsin - Madison
Participants:
Racialized Citizenship: Latinx Youth Understandings of the Connection Between Race, Language, and Citizenship. Juan Carlos Medina, University of Wisconsin - Madison
Selling Whose Truth? Philanthropy and Youth Organizing in the Progressive Midwest. Marlo A. Reeves, University of Wisconsin - Madison
Collective Consciousness of Voice: Listening to Black Deaf Youth in an Antiblack and Audist World. Mary L. Johnson, University of Wisconsin - Madison
“I Love Working With At-Risk Youth”: Paradox, Problem, and Possibility in a Community-Based Government Organization. Larry D. Brown, University of Wisconsin - Madison
“This Place Is a Hellhole”: After-School and Out-of-Class Support Spaces for Black Girls in Predominantly White, Suburban Middle Schools. Ashley L. Smith, University of Wisconsin - Madison\nApocalyptical (Educational) Possibilities: A Black Youth’s Guide on How to Dismantle Education and Destroy the World. Michael A. Davis, University of Wisconsin - Madison
Discussant: Julia Cammarota, Iowa State University

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Lance Robert, Los Angeles Southwest College
Participants:
The Power of Caring: Examining Black Male Students’ Perspectives in Restorative Justice Community-Building Circles. Eleanor Murray, Los Angeles Unified School District
Pathways to Success: Black Males’ Exploration of a Pathway Toward Completion. James Reed, Mt. San Antonio College
Measuring Success of Black Males at Pilot: A Program at a Los Angeles Community College. Nyree Berry, Los Angeles City College
Black Male Students’ Community College Experiences. Maisha Nicole Jones, Los Angeles Southwest College
The Experiences of Formerly Incarcerated Black Males on a California Community College Campus. Laura Hollie Manyweather, California State University - Long Beach

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Kathleen M. Gallagher, OISE/University of Toronto
Participants:
Relational Aesthetics and Metaphor as Interventions in a Post-Truth World. Christine Balt, University of Toronto
All ‘/Truths Are Not Created Equal: Lessons From Applied Drama Practice in Lucknow (India) and Toronto (Canada). Dirk J. Rodricks, University of Toronto
Truth or Story: Looking and Listening for “Truth.” Nancy Cardwell, University of Toronto; Sherry Big, University of Toronto
Performative Measures: Quantities, Theater, and Emergent Truths. Scott McAuley, University of Toronto
Discussant: Amanda Claudia Weger, Lesley University

28.090-5. Career Trajectories in the Professions. Division I - Education in the Professions; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Christina M. Cestone, The University of Maryland-Baltimore
Participants:
Faculty Attributes Associated With the Persistence Skills in Professional Development as Educator. Eun Mi Park, University of South Florida
Morsani
Redefining Academic Success: Exploring Recent Graduates’ Experiences of the First Year of a Physical Therapist Program. Thuha Hoery, Louisiana State University - Health Sciences Center New Orleans
Utilization of an Objective Structured Clinical Examination to Assess Interprofessional Collaboration Skills of Pharmacy Students. Jaime Maerten-Rivera, University at Buffalo - SUNY; Yichen Zhao, University at Buffalo - SUNY; Nicholas Fusco, University at Buffalo - SUNY; Kelly Feltz-Ramos, University at Buffalo - SUNY; Fred Doloreso, SUNY - Buffalo
Navigating the Transdisciplinary Intersections of Engineering and the Arts With “Border Epistemologies.” Joshua M Cruz, Texas Tech University; Suren Jayasuriya, Arizona State University; Nadia Kellam, Arizona State University

28.090-6. International Perspectives on Education Policy. Division I - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Colin Cannonier, Belmont University
Participants:
Explanations From Social and Cultural Perspectives: Why Is Gifted Education Underdeveloped in China? Zhokun Zhang, Capital Normal University; Tian Hu, Capital Normal University; Min Li, Capital Normal University; Lusha Ou, Capital Normal University
The Impact of Education on Household Decision Making Among Women in Sierra Leone. Monica Galloway Burke, Western Kentucky University; Colin Cannonier, Belmont University
The Influence of Beijing Rural Teacher Subsidy Policy. Qian Zhao, Beijing Normal University; BING JIE LI, Beijing Normal University; Dongjiang Zhao, Beijing Normal University
The Involvement of Nongovernmental Organizations in the Implementation of Educational Policy in Israel Education. Yarden Gali

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Chris A. Nelson, University of Denver
Participants:
Liberating Literacies: Awajún and Wampís Multimodal Narratives in a “Post-Truth” Global Context. Roger M. Villamar, Universidad San Ignacio de Loyola (San Ignacio de Loyola University)
Cherokee Worldview and Growth Mind-Set. Carrie Ann Barnes Rogers, Western Carolina University
Financial Literacy Education Practices in an Aboriginal Community: Making a Case for Praxis. Leven Ellen Blue, Queensland University of Technology; Peter John Grootenboer, Griffith University
Indigenous Peoples and Intercultural Education: Challenges of Public Schools in Rio de Janeiro, Brazil. Gabriela Barbosa; Kelly Russo Souza, State University of Rio de Janeiro
Indigenous Students Achieving Equitable Educational Outcomes Through Culturally Responsive Pedagogy of Relations. Christine Keller Lemley, Northern Arizona University; Hine Jane Waitere, Te Whare Wananga o Awanuiarangi; Gerald K. Wood, Northern Arizona University; Darrell Marks, Flagstaff High School

28.090-8. Challenges to the Development of Assessment Systems for Competency-Based Education in the Health Professions. Division I - Education in the Professions; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: David B. Swanson, American Board for Medical Specialties

Participants:
Addressing the Challenges of Implementing Competency-Based Curricula From Undergraduate Medical Education to Graduate Medical Education. Ah Ba Cho, The University of Arizona

Developing an Assessment System for Geriatrics Training. Sarah Anne Marrs, Virginia Commonwealth University

Development of a Competency-Based Observational Assessment of Performance in the Workplace: Key Features and Lessons Learned. Melissa J. Margolis, National Board of Medical Examiners

Professional Licensure in an Era of Competency-Based Education: Development and Alignment Issues and Challenges in Medicine. Monica M. Cuddy, National Board of Medical Examiners

28.090-9. Learning Together Through School University and Community Collaborative Research. SIG-School/University Collaborative Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Jade Kim, University of Toronto

Participants:
A Design-Based Research on Developing Accelerated Online English Language Arts Curriculum for Underrepresented High-Ability Students. Eric Calvert, Northwestern University Center for Talent Development; Sajing Steenbergen-Hu, Northwestern University; Paula M. Oleziewski-Kubišius, Northwestern University; Tracy L. Cross, College of William & Mary; Jennifer Robins, Baylor University; Laila Y. Sanguras, College of William & Mary

"Start Talking": Design-Based Research to Support Latinx Achievement in Advanced Coursework Through Dialogic Teaching. Ryan McCarty, National Louis University; Timothy C. Pappageorge, Maine West High School, District 207

28.090-10. Learning to Language: Preservice Teachers’ Examination of Their Own Language During Literacy Instructional Interactions. SIG-Language and Social Processes; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chairs: Lindsey Rowe, The Ohio State University - Columbus; Jackie Ridley, The Ohio State University; Marie Borkowski, The Ohio State University

Participants:
Emergent Understandings of Relationships in Literacy Instruction: Preservice Teachers’ Analysis of Their Language-in-Practice. Faythe P Beauchemin, The Ohio State University - Columbus; Michiko Hikida, The Ohio State University - Columbus

Post-it Note Censorship: A Black Preservice Teacher Languages Race/Literacy in a White Teacher’s Classroom. Melissa I. Wilson, The Ohio State University; Jungmin Lee, The Ohio State University - Columbus

Saving Space for Imagined Futures: Reflection and Revision in Preservice Teacher Education. Sarah E. Jackson, The Ohio State University - Columbus; Megan R. Brown, Cedarville University

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Smem Siyahhan, California State University - San Marcos

Participants:
Adults Engaging as Educators in Children's Museums. Jeremy A Dietmeier, The University of Iowa; Benjamin M Devane, The University of Iowa

Testing the Displacement Hypothesis: Parent Smartphone and Science Language During Informal Science Learning at an Aquarium. Kimberly Reynolds Kelly, California State University - Long Beach; Grace Ocinar, California State University - Long Beach; Heidi C Alvarado, California State University - Long Beach; Atazshii De’nee Austin, California State University - Long Beach; Jo Brunton, California State University - Long Beach; Eva Drexler, California State University - Long Beach

Near-Peer Mentoring as a Way to Foster Self-Efficacy in Informal Computer Science Environments. Jody E. Clarke-Midura, Utah State University; Chongning Sun, Utah State University; Megan Marie Hamilton, Utah State University; Katarina Pantic, Utah State University; Frederick Poole; Vicki Allain, Utah State University

Parent-Child Visit to a History Museum: Benefits of Parents’ Mediation. Billie Eilam, University of Haifa; Merav Yosfan, University of Haifa

28.090-12. Students Perspectives on and Experiences in Health and Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Dillon Landis, Towson University

Participants:
Effects of a Comprehensive School Health Program on Elementary Student Academic Achievement. Erin Elizabeth Centeio, University of Hawaii - Manoa; Cheryl Leigh Somers, Wayne State University; E. W. White & G. Moore, Wayne State University; Noel Kadkh, Wayne State University; Alex C. Garn, Louisiana State University; Bo Shen, Wayne State University; Jeffrey Martin, Wayne State University; Nathan A. Mccaughey, Wayne State University

Relationships Among the Learning Environment and Perceived Personal and Social Responsibility Learning in Physical Education. Paul M. Wright, Northern Illinois University; Andrew R. Richards, University of Illinois at Urbana-Champaign; Shirley Gray, The University of Edinburgh

The Importance of Learners’ Attitude Toward Physical Education and Knowledge for Active-Living: Evidence from Two Middle Schools in Two Different States. Yang Liu, Louisiana State University; Sendin Chen, Louisiana State University; Xiangli Gu, University of Texas at Arlington

28.090-13. Teaching and Learning in Immersive Environments. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Dawn Marie Hathaway, George Mason University

Participants:
A Longitudinal and Micro-Level View of One Teacher’s Technology Integration Practices: Augmented Reality in Science. Hsiiao-Ping Hsu, The University of Texas at Austin; Yin Hong Cheah, The University of Texas at Austin; Joan E. Hughes, The University of Texas at Austin

Effect of the Technology-Enhanced Sound Environment Upon Learning Performance. Deborah Cockerham, Fort Worth Museum of Science and History; Lin Lin, University of North Texas; Zhengyi Chang, The University of Texas at Dallas

Preservice Teachers as Instructional Designers: Cuing Strategies for 360° Environments. Larysa N. Nadolny, Iowa State University; Kristina Tank; Quinne Fokes

The Beauty of Pausability: Approximations of Teaching in a Virtual Reality Environment. Lisa M. Barker, Towson University; Vicki McQuitty, Towson University; Pamela J. Hickey, Towson University

28.091. Sheraton Roundtable Session Two; Roundtable Session

28.091-1. Pathways to Equity in STEM: Considering the Role of Identity. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am

Chair: Saejin Kwak Tanguay, University of Washington - Seattle

Participants:
"I’m a White Guy, So Can I Say This?" The Inescapability of Whiteness in Engineering. Rachel Friedensen, St Cloud State University; Erin Doran, Iowa State University; Sarah Rodriguez, Iowa State University

Navigating a Path Forward: A Case Study Exploration of Social Identity and STEM Career Thinking. Erika Mosjovskij, University of Michigan - Ann Arbor; Selynna Beverly, University of Michigan - Ann Arbor; Christina S. Marton, University of Michigan - Ann Arbor; Katie Shoemaker, University of Michigan - Ann Arbor; Trevion S. Henderson, University of Michigan - Ann Arbor; Lisa R. Lattuca, University of Michigan


28.091-2. Acquiring Musical Skill and Knowledge. SIG-Music Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am

Chair: Kristen Pellegrino, The University of Texas - San Antonio

Participants:
A Motivational Sequence Model of High School Ensemble Students’ Intentions to Continue Participating in Music. Hysoon Yoo, Virginia
Music Literacy at the Secondary Level: Studying Direct Instruction Intervention With High School Instrumentalists. Robert Hughes, Naugatuck High School; Mary E. Yakimowski, Sanford University

Inner Ear: A tool for individualizing sound-focused aural skill acquisition. Eileen Todaro, Concordia University - Montreal; Danielle Savage, Concordia University - Montreal; David Ogbon, McMaster University; Christine A. Beckett, Concordia University; Jasmine Leblond-Chartrand, Concordia University - Montreal; Jamie Beverley, McMaster University; Luis Navarro Del Angel, McMaster University; Spencer Park, McMaster University; Andrea Szigeti, Lizzt Ferenc Academy of Music

What Makes a Rhythm Hard to Remember? A New Rhythm Memory Task. Alice J. Corkill, University of Nevada - Las Vegas; Elizabeth Hofschulte Collins, University of Nevada - Las Vegas

Musician’s Learning Networks: Exploring an Ecological Model of Music Learning. Tavis N. Linsin, Boston University

28.091-3. Art, Affect, and Becoming: Acts of Composing. SIG-Writing and Literacies; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am

Chair: Christian Ehret, McGill University

Participants:
Ideas Unscraped: Repurposing Metal to Support Process Writing. S. Rebecca Leigh, Oakland University
Sanctioning the Unsanctioned: Exploring Affective Engagement in Literacy Learning. Kelly C. Johnston, Baylor University
Google (Mis)Translate with Young Bi/multilingual Children: Engaging through Tensions. Frances Nebus Bose, The Pennsylvania State University

Discussant: Christian Ehret, McGill University

28.091-4. Building Partnerships in Professional Development Schools. SIG-Professional Development School Research; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am

Chair: Nichole Walsh, California State University - Fresno

Participants:
Building Consensus on Effective Professional Development School Practices for School-University Partnership. Jennifer M. Suh, George Mason University; Linda Ferguson, Fairfax County Public Schools; Audra Parker, George Mason University; Mandy Bean, George Mason University

Designing Paid Professional Internships: A Case Study. Bernard Bragen, Monmouth University; John E. Henning, Monmouth University; William O. George, Middletown Township School District; Tracy Mulvaney, Monmouth University

Diminishing TeacherAttrition: The Educator-in-Residence Professional Development School. Edward Jadallah, Coastal Carolina University; Amanda Darden, Coastal Carolina University; Bethany Costner, Coastal Carolina University

Extending Partnership Work: The Evaluation of a Summer Program. Janna Dresen, University of Georgia; Ashley Nylin, University of Georgia - Athens; Megan Lee

Partnerships in Teacher Education: Expectations, Challenges, and Successes in a School Complex. Nicole Schlaack, University of Hawaii - Manoa

28.091-5. Caring and Being There: Complicating Qualitative Research With Youth of Color in School Settings. SIG-Qualitative Research; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am

Chair: Veena Vazudevan, American Museum of Natural History

Participants:
Building and Balancing Trust in Qualitative Research With Black Boys. Parthirna Nagarajan, Teachers College, Columbia University
The Potential Therapeutic Role of Research Interviews With Adolescent Black Boys. Nora Gross, University of Pennsylvania

Care-Based Research in Liminal Spaces: How Hallway Conversations With Youth of Color Create New Ways of Knowing. Veena Vazudevan, American Museum of Natural History

Discussant: Yolanda Scaley-Ruiz, Teachers College, Columbia University


Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am

Participants:

Curricular Access: The Complicated Quest for the Holy Grail. Maria Trumbauer, SUNY - College at Cortland

Curriculum Scholars’ Reflections on the Curriculum Field. Kelly P. Vaughan, Purdue University Northwest; Isabel Nunez, Purdue University Fort Wayne

Strange Things: Inquiries Into the Curriculum of the Weird and the Eerie. Mark Helmsing, George Mason University; Gabriel Stephen Huddleston, Texas Christian University

Video Game Streaming as a Curriculum of Masculinity: A Case Study Approach. Gabriel Stephen Huddleston, Texas Christian University; Vanessa L. Haddad, SUNY Erie; Elissa Bryant, Texas Christian University
Examining the Effects of Listening to Stories on Young Second Language Learners’ Vocabulary Acquisition. Hye Won Shin, Impact Research Lab; Sarah Sok, Juhyun Do

Unpacking Contributions of Morphosyntactic Awareness and Vocabulary to Science Reading Comprehension Among Linguistically Diverse Students. Yalça Ardasheva, Washington State University - Tri-Cities; Amy C. Crosson, The Pennsylvania State University; Kira Joy Carbonneau, Washington State University - Pullman; Brian F. French, Washington State University

Discussant: Sharolyn D. Pollard-Durodola, University of Nevada Las Vegas

28.091-11. What Do We Owe to Others? SIG-Philosophical Studies in Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Terri S. Wilson, University of Colorado Boulder

Participants:
How to Treat Children as Equal? Kyoungh Min Cho, University of Illinois at Chicago
No Place Like Home: The Gendered Consequences of Outrage on University Campuses. Annie Schultz, Loyola University Chicago

28.091-12. Critical Media Literacies and Pedagogies. SIG-Media, Culture, and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Participants:
Cognitive Dissonance in Student Understanding of News and Media Bias. Jolie Christine Matthews, Northwestern University; Amanda Simmons, Northwestern University
Media Literacy Education and Teacher Education in the 21st Century. Ellen Yeh, Columbia College Chicago; Guofang Wan, University of West Florida
The Promise and Potential of Multicultural Education in Supporting and Enhancing Students’ Critical Media Literacies. Matthew R Deroo, University of Miami

28.092. Sheraton Roundtable Two; Roundtable Session

28.092-1. Achievement Goals and Growth Mind-Set. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Shadi Roshandel, California State University - East Bay

Participants:
Implicit Theories of Intelligence, Class Goals, and Achievement Goals: An Alternative Theoretical Consideration of Structural Relations. Chon-woo Han, The University of Texas - Tyler
What Do Fixed and Growth Mind-Set College Professors Actually Do and Say in the Classroom? Katherine Marie Muens, University of Texas at Austin; Elizabeth Ann Canning, Indiana University - Bloomington; Kathryn M Kroeger, Indiana University; Mary C. Murphy, Indiana University

28.092-2. Aspects of STEM Engagement. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Michelle Lui, University of Toronto

Participants:
Critters in Your Classroom Walls: Visualizations for Collective Investigations and Model Construction in Population Ecology. Michelle Lui, University of Toronto; Tom Moher, University of Illinois at Chicago; Brenda A. Lopez Silva, University of Illinois at Chicago
Design-Based Research: Promoting Young Children’s Scientific Literacy in Nonformal Settings. Jenni Vartiainen, University of Helsinki
Learning Environment Perceptions and Attitudes Toward Science: Examining Gender Difference and Transition. Alice Jane Dunlop, Catholic Education Office; Jill M. Aldridge, Curtin University
Spark-Challenge: A Theory-Based Intervention Model to Support Intrinsic Motivation in STEM. Eddie Partida, Claremont Graduate University; Delacy E. Ganley, Claremont Graduate University; Andrew John Hughes, California State University - San Bernardino

28.092-3. Efficacy and Learning in the Classroom. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Samantha Tackett-Bradt, Florida State University

Participants:
Does Teachers’ Negative Behavior Influence Students’ Self-Efficacy and Mastery Goal Orientation? Kathar Dushant Shukla, Indian Institute of Management Ahmedabad; Samvet Kurl, Indian Institute of Management, Vijaya Shankar College
Group-Efficacy Beliefs in Cooperative Learning Contexts. Jessica J. Summers, The University of Arizona; Geallan Dahab Aly, University of Hartford; Lia Falco, The University of Arizona
Improving Teacher Self-Efficacy Through Professional Learning Community in K-12 Chinese Schools. Qing Gao, Texas Tech University; Jian Wang, Texas Tech University

28.092-4. Examining and Facilitating Student Self-Efficacy: Experiences of Marginalized Populations. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Edward G. Piores, Villanova University

Participants:
Parenting and School Climate Predictors of Australian Aboriginal Students’ Optimism, Coping, Self-Efficacy, and Academic Achievement. Helen Joanna Boom, James Cook University - Australia
Untapped Potential! Nurturing Self-Efficacy in the Context of Peer-Led, Text-Based Discussion Groups. Elena M. Venegas, University of Texas Rio Grande Valley
Updated Meta-Analysis of Self-Efficacy Interventions in Higher Education. Wenyan(Emma) Jiang Erzincanli, University of San Francisco; Patricia L. Busk, University of San Francisco; Polin Yadak, City College of San Francisco

28.092-5. Executive Functions, Metacognition, and Problem Design in Mathematics Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Cecilia Henriquez Fernandez, University of Michigan - Ann Arbor

Participants:
Sophistication Matters: The Importance of Strategy Development on Student Performance on Multiplication and Division Problems. Caroline Brayer Ebb, University of Pennsylvania; Robert Nathenson, Consortium for Policy Research in Education
The Predictive Power of Metacognitive Monitoring on Math Equivalence Problems. Lindsey Nelson, Indiana University - Bloomington; Emily R. Fyfe, Indiana University
Benefits of Problem-Posing Activities With Elementary Students and Preservice Teachers. Mary Margaret Capraro, Texas A&M University - College Station; Robert M. Capraro, Texas A&M University - College Station; Rossinda Rosali, The National University of Malaysia; Mahati Kopparla; Hyunkyoung Kwon, Texas A&M University - College Station; Katherine Nicole Vela, Texas A&M University - College Station; Danielle Bevon, Texas A&M University - College Station; Yujin Lee, Texas A&M University - College Station

Cognitive Predictors of Symbolic Number Skills in Preschoolers: Interaction Between Executive Functions and Intelligence. Marina Vasilyeva, Boston College; Meghan Coughlan, Boston College; Lauren Crawford, Boston College; Darja Bukhalenkova, Lomonosov Moscow State University; Alekssander Veraksa, Lonomosov Moscow State University

Investigating the Generalizability of a Schema-Based Instructional Approach to Proportional Problem Solving: A Multistate Study. Michael R. Harwell, University of Minnesota; Asha K. Jitenadra, University of California - Riverside; Stacy R. Karl, University of Minnesota - Twin Cities; Soo-hyun Im, Teachers College, Columbia University; Susan Slater, University of Minnesota
Mathematics Problem-Posing in Informal Contexts. Lara Jasien, Vanderbilt University; Melissa Sommeufeld Gresalfi, Vanderbilt University

28.092-6. Inclusive Methodological Approaches for Educational and Psychological Research With Historically Marginalized Groups. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: DeLeon Gray, North Carolina State University

Participants:
Reimagining Methodologies and Theoretical Models in Educational Psychology to Center Equity and Justice. Kamden Strunk, Auburn University
28.092-7. International Perspectives on Math and Literacy Achievement. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Yan Yang, The University of West Georgia
Participants:
- Development of Math and Literacy Achievement Within Lower Secondary School Classrooms: A Multilevel Pattern-Centered Analysis. Elina E. Ketonen, University of Helsinki; Risto Hotulainen, University of Helsinki
- Relationships Between Achievement Emotions and Self-Regulated Learning in English and Mathematics Classes Among Streams. Priscia EY Chong, Nanyang Technological University - National Institute of Education; Stefanie Y. Chye, National Institute of Education - Nanyang Technological University

28.092-8. Learning Spaces, Contexts, and Relationships. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Timothy L. Weeke, Holy Names University
Participants:
- Physical Learning Spaces for Deep(er) Learning. Marian Mahat, The University of Melbourne; Wesley Imms, The University of Melbourne, Australia

28.092-9. The Role of Teacher and Peer Feedback in Facilitating Motivation. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Carly Dolan Robinson, Harvard University
Participants:
- Effects of Peer Feedback on Student Emotions and Performance. Yuan Xu, McGill University; Michael Lindley Hoover, McGill University

28.092-10. Centering Students’ Knowledge in Institutional Assessment. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Participants:
- Adapting the Civic Online Reasoning Assessment Cross-Nationally Using an Explicit Functional Equivalence Approach. Dimitri Molover, Humboldt University of Berlin; Susanne Schmidt, Johannes Gutenberg-Universität Mainz; Olga Zlatkin-Tsotskin, Johannes Gutenberg-Universität Mainz
- Approach to the Different Style of Learning Outcomes: Focus on the Interaction With Campus Members. Youngsik Hwang, Indiana University - Bloomington; Harem Jeon, Center for Social Cohesion Education, Korea University
- Exploring Grading Discrepancies Across Academic Majors. Brooke Milstead, University of Nebraska - Lincoln
- Recalibrating “College- and Work-Ready”: The Value of Noncognitive Skills in Higher Education and Workplace Settings. Mandy Savitz-Romer, Harvard University; Heather T. Rowan-Kneyon, Boston College
- Using Content Analysis to Support the Development of Measurable Learning Outcomes in Higher Education. James P. Van Haneghan, University of South Alabama; Melissa D Dean, University of South Alabama

28.092-11. Adult Literacy and ESL Education. SIG-Adult Literacy and Adult Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Participants:
- Adults Who Struggle With Reading: Characteristics and Intervention Results. Daphne Greenberg, Georgia State University
- Designing Adult Literacy GED Academic Writing Pedagogy: Using Bakhtin to Learn From Tension. Sasha V. Lotis, Academy of Hope Adult Public Charter School
- Showing Progress: Adult Literacy Students’ Experiences of Accountability-Driven Practice. Amy Pickard, Indiana University - Bloomington
- Unrealized Potential: Youth Aged 16–24 in Turkey. Aydin Durgunoglu, University of Minnesota - Duluth

Division and SIG Posters

28.093-1. Section 8 Poster Session 1. Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
1. Analyzing Special Education Math Teachers’ Beliefs and Strategies in a Professional Learning Activity. Rui Kang, Georgia College & State University; Rubia D Anderson, University of Georgia - Athens
2. Analyzing the Mechanisms That Influence the Relationship Between Teachers and Instructional Coaches. Rosalie Hiuyan Chung, University of Virginia; Julia Cohen, University of Virginia
3. Colliding Worlds: The Intersection of Mindfulness and Teaching. Sophia Diamantis, University of Wisconsin - Madison; Evan E Mos, The University of Wisconsin - Madison; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison
4. Creating Thinking Club as a Space for Expression: The Enacted Practice of Philosophy for Children. Lindsay Stewart, Louisiana State University; Erica M. Stewart; Kim Skinner, Louisiana State University; Julie Parrish, Louisiana State University; Renee M. Casbergue, Louisiana State University
5. Culturally Relevant Mathematics and Science Teaching: Tensions and Success in an Urban Kindergarten Classroom. Paula A. Magee, Indiana University - IUPUI; Craig J. Willey, Indiana University - Indianapolis; Shanna Marie Stuckey, Indiana University - Indianapolis; Maricela Berroso, Indiana University - IUPUI; Elizabeth Amado, Indiana University - IUPUI
6. Designing Professional Development Programs to Support Sustained Science and Technology Education. Mireille Habers, University of Twente; Maaike Endeedijk, Universiteit Twente
7. Designing Professional Learning MOOCs for Educators: Evidence From Two Online Courses. Joshua Littenberg-Tobias, Massachusetts Institute of Technology; Elizabeth Hutner-Loan, Massachusetts Institute of Technology; Alyssa Naper, Harvard University; Corinne Glenners, Tufts University; Justin Fire Reich, Massachusetts Institute of Technology
8. Differentiation of Ongoing Professional Development to Support Curriculum Implementation Based on Years of Experience. Jeremy Riel, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut
10. Edcamp and Repeat: Continuity and Change in Participants’ Perceptions of Three Iterations of an Un-Conference. Miles R MacFarlane, 7 Oaks School Division; Jeffrey Paul Carpenter, Elion University
11. Evaluating Coherence Among Mathematics Teachers and Administrators for Effective Professional Development. Alexis Deidre Spina, University of California - Santa Barbara; Sarah Ann Roberts, University of California - Santa Barbara
12. Exploring Critical Intentionality: Emanicipatory Design in Continuing Teacher Education. Deidre M. Smith, The Ontario College of Teachers; Suzanne J. Molt, University of Toronto
13. Exploring the Task-Relational Interplay Within a Network of Teachers. Junsong Huang, National Institute of Education - Nanyang Technological University; Imran Shaari
14. Foundations of Community on an Online, Asynchronous Professional Development Website. Genevieve Marie Henricks, University of Illinois at Urbana-Champaign; Victoria Jay, University of Illinois at Urbana-Champaign; Shereen Oca Beilstein, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois; Meg Bates, University of Chicago; Cheryl Moran, University of Chicago; Joseph R. Cimpian, New York University
15. Hearing the Voice of the Teacher: Perspectives of Professional
Development. Laurie O. Campbell, University of Central Florida; Claudia C. Satter, University of Central Florida; Katherine Hiepny, University of Central Florida; Glenn W Lambie, University of Central Florida.

28.093-2. Research in Reading and Literacy. SIG-Research in Reading and Literacy: Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am

Posters:
16. Critical Analysis of Research on the Impact of Visual Literacy: Strengths, Weaknesses, and Recommendations for Improvement. Daibao Guo, Boise State University; Wendi Kamman Zimer, Texas A&M University - College Station; Sharon Diane Matthews, Texas A&M University - College Station; Erin M. McTigue, Texas A&M University - College Station

17. Is the Consonant Primacy Script-Universal or Script-Specific? Evidence From Non-Roman Script Korean Hangul. Hye K. Pae, University of Cincinnati; Songdong Bae, Yeungnam University; Kwang Ok Yi, Yeungnam University

18. Motivation and Reading Comprehension for Korean EFL Students: Mediating Role of Metacognitive and Metalinguistic Awareness. Jackie Reylea, Harvard University; Ju-yeon Kim, International Graduate School of English; Se-nah Han, International Graduate School of English; Chun-mi Kim, International Graduate School of English

19. Problematizing How Reading Engagement Is Measured and Interpreted in PISA. Bong Gee Jang, Syracuse University; Eira Cotto, Syracuse University

20. Reading Counterfactual Fiction as an Embodied Experience. Shawnna Carroll, University of Toronto

21. The Observation Tools We Have and Those We Need: Contrasts in Read-Aloud Practices From Classrooms Rated Highly Effective by Different Rubrics. Rachael Gabriel, University of Connecticut; Amber L. Warren, University of Nevada - Reno; Alexandra Panos, University of Nevada - Omaha; Natalia Ward, The University of Tennessee - Knoxville


23. Evaluating a Summer Reading Intervention Program in Texas. Margaret Shavlik, Vanderbilt University; Amy Booth, Vanderbilt University

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Saturday, April 6, 11:30 am
Division Sessions

29.010. Division K Thank-You Reception: Invitation Only. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 716A; 11:30am to 1:00pm
Participant: Katherine Schultz, University of Colorado Boulder

Saturday, April 6, 12:00 pm

30.010. AERA-Society for Research in Child Development Early Career Fellows Luncheon Meeting: Closed Meeting. AERA Related Activities; Business Meeting
InterContinental Toronto Centre, Upper Lobby, Caledon; 12:00-1:50pm

Saturday, April 6, 12:20 pm

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Metro Toronto Convention Centre, 100 Level, Room 104B; 12:20-1:50pm
Chair: Jennifer Jeilson Holme, University of Texas, Austin
Participants:
- Do Value-Added Models (VAMs) Tell Truth About Teachers? Analyzing Validity Evidence From VAM Scholars. Matthew R. Laverty, Bowling Green State University; Audrey Amrein-Beardsley, Arizona State University; Margarita Pinovarova, Arizona State University; Jessica Holloway, Deakin University; Tray Geiger, Arizona State University; Debbie L. Hal's-Vaughn, University of Central Florida
- Investigating the Research-Situated “Truths” Behind Texas Value-Added Assessment System (TVAS) Models. Bong Gee Jang, Syracuse University; Audrey Amrein-Beardsley, Arizona State University; Clarin Collins, Arizona State University
Discussion: Ezekiel J. Dixon-Roman, The University of Pennsylvania

Metro Toronto Convention Centre, 100 Level, Room 104C; 12:20-1:50pm
Chair: Helen F. Ladd, Duke University
Participants: Helen F. Ladd, Duke University; Susanna Loeb, Brown University; Harry Brighouse, The University of Wisconsin - Madison

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31.014. Future Directions and Opportunities for Video-Based Research Worldwide. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104A; 12:20-1:50pm. Cosponsored with World Education Research Association.
Chair: P. Karen Murphy, The Pennsylvania State University
Participants: Courtney A. Bell, ETS; Julie Cohen, University of Virginia; Mary Elizabeth (Beth) Grove, University of Wisconsin - Madison; Rick Owen Gilmore, Databrary and The Pennsylvania State University; Eckhard J. Klieme, German Institute for International Educational Research

31.015. Journal Talks 2. AERA Sessions; Invited Roundtable
Metro Toronto Convention Centre, 700 Level, Room 718B; 12:20-1:50pm
Participants:
2. The Language Learning Journal. Norbert Pachler, UCL Institute of Education
3. Studying Teacher Education. Amanda K. Berry, Monash University; Julian D. Kitchen, Brock University; Tom Russell, Queen's University
4. Reading and Writing Quarterly. Kerry Boyles, Routlege, Taylor & Francis; Roya Qualls Scales, Western Carolina University
5. Learning, Media and Technology. John Potter, University College London Institute of Education
6. Educational Technology Research and Development. Hale Ilgaz; Tristan Johnson, Northeastern University; Lin Lin, University of North Texas; Gloria Natividad, Technological Institute of Higher Education; Patricia A. Young, University of Maryland - Baltimore County
7. Dual Language Research and Practice Journal. Nahed Abdelrahman, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station
9. International Multilingual Research Journal. Jeff Bale, University of Toronto - OISE; Carmen Durham, University of Maryland - College

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AERA Sessions
### Committee Sessions

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<th>Title</th>
<th>Speaker(s)</th>
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<tr>
<td>31.016. Reconsidering methodological and theoretical perspectives in research on students of color across diverse education contexts.</td>
<td>Committee on Scholars of Color in Education; Invited Speaker</td>
<td>Metro Toronto Convention Centre, 200 Level, Room 101E; 12:20-1:50pm</td>
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<td>Chair: James Earl Davis, Temple University</td>
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<td>Participants: Black Graduate Education in a Post-Truth Era: Preliminary Results of a Multifaceted Initiative for African American Doctoral Students.</td>
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<td>Paula Smith, University of Utah; William A. Smith, University of Utah; Laurence Parker, University of Utah</td>
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<td>Locating and Leveraging the Mattering of Black Boys and Young Men for Research and Practice.</td>
<td>Roderick L. Carey, University of Delaware</td>
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<td>More Than &quot;Papelitos&quot;: A QuantCrit Counterstory to Critique</td>
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<td>Latina/o Degree Value and Occupational Prestige.</td>
<td>Lindsay Perez; Huber, California State University - Long Beach; Verónica Nelly Vélez, Western Washington University; Daniel Gilbert Solorzano, University of California - Los Angeles</td>
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<td>Urban Achievement Performance: A Longitudinal Analysis Using Growth Mixture Modeling.</td>
<td>Karen Ramlachkan, University of South Florida - St. Petersburg; Yan Wang, University of Massachusetts - Lowell</td>
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<td>“Quietly Failing”: Examining the RacIALIZation of Students of Color and Its Implications for Educational Policies and Programs.</td>
<td>Mariana Pacheco, University of Wisconsin - Madison</td>
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### International Organization Sessions

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<td>Chair: Ruben Vanderlinde, Ghent University</td>
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<td>Unravelling Data Use Interactions in Teacher Teams in Secondary Education: Depth and Development.</td>
<td>Roos Van Van Gasse, University of Antwerp; Kristin Vanlommel, University of Antwerp; Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp</td>
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<td>The importance of teacher and school factors for teacher collaboration in departmental professional learning communities.</td>
<td>Jasja Valcke, Ghent University; Ruben Vanderlinde, Ghent University; Geert Devos, Ghent University</td>
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<td>Discussant: Judith Warren Little, University of California - Berkeley</td>
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### Division Sessions

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<th>Title</th>
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<tr>
<td>31.021. Creating Strong School Leadership: New Conceptions of Principal Preparation and Development.</td>
<td>Division A - Administration; Symposium</td>
<td>Metro Toronto Convention Centre, 200 Level, Room 201C; 12:20-1:50pm</td>
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<td>Chair: Ebony Green, Newburgh Enlarged City School District</td>
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<td>Participants: The Building Blocks of Effective Principal Learning Programs.</td>
<td>Daniel Espinoza, Learning Policy Institute; Leib Sutcher, Learning Policy Institute; Anne Poldelky, Learning Policy Institute; Julie Adams, Learning Policy Institute; Desiree Carver-Thomas, Learning Policy Institute; Channa Mae Cook-Harvey, Learning Policy Institute; Daniel Espinoza, Learning Policy Institute; Maria E. Hyler, Learning Policy Institute</td>
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<td>Innovative Strategies to Enhance Leadership Preparation for Deeper Learning.</td>
<td>Rebecca Cheung, University of California - Berkeley</td>
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<td>Principals’ Voices: Leaders’ Views of Their Preparation and Development.</td>
<td>Anne Poldelky, Learning Policy Institute; Tara Elizabeth Kini, Learning Policy Institute; Patrick M. Shields, Learning Policy Institute; Leib Sutcher, Learning Policy Institute</td>
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<td>Discussant: Steven E. Zeve, University of Illinois at Chicago</td>
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<td>31.022. Leadership for Improvement: Exploring Multiple Approaches to Change.</td>
<td>Division A - Administration; Paper Session</td>
<td>Metro Toronto Convention Centre, 200 Level, Room 201A; 12:20-1:50pm</td>
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<td>Chair: Jennifer Smith Jones, The University of Texas - Tyler</td>
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<td>Participants: Building Nested Learning Communities: A Second-Order Factor Analysis of Teacher and Staff Leadership Practice.</td>
<td>Marsha E. Modeste, The Pennsylvania State University; Chi Nguyen, The Pennsylvania State University; Brian Huff, The Pennsylvania State University</td>
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<td>Culturally Responsive Practices Among Successful Turnaround School Leaders.</td>
<td>Ashley Ison, Harvard University</td>
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Global Examples of Leadership That Promote Fellow Engagement to Drive the Process of Change. James V. Freemon, Indiana Wesleyan University
Principals Developing Teacher Leaders to Learn and Enact Joint Inquiry in Teacher Teams. Samuel Paul Whalen, University of Illinois at Chicago; Jason Swanson, University of Illinois at Chicago
The Spirit (u)ality of Equitable Leadership: Black School Principals Merging Their Resilient Capital With Their School Roles. Osly J. Flores, Massachusetts Department of Elementary and Secondary Education; Samuel Garcia, Texas State University
Discussant: Jennifer Smith Jones, The University of Texas - Tyler

31.023. Social Justice Leadership in the Trump Era. Division A - Administration; Paper Session Metro Toronto Convention Centre, 200 Level, Room 201B; 12:20-1:50pm
Chair: James Wright, San Diego State University
Participants:
Black School Leaders Seeking Truth in Communities They Engage. Jameel Adams-Sharif, University of Massachusetts - Boston; Natalie D. Lewis, University of Denver
Islamic Educational Leadership: Developing American Muslim Identity Through School, Family, Community, and Society. Melanie Carol Brooks, Monash University; Miriam Deborah Ezzani, University of North Texas
Leaders in Action: A Cross-Case Study of Superintendent Leadership Before, During, and After Hurricane Harvey. Dwayne Scott Eliffe, Texas A&M University - Corpus Christi; Lynn Michelle Hamner, Texas A&M University - Corpus Christi
Social Justice Evaluators: Using the Teacher Evaluation System to Promote Equity and Access in Schools. Elva Cortez-Covarrubias, Pepperdine University
Toward a Developmental, Grounded Theory of Social Justice Leadership: A Qualitative Exploration. Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Bank Street College of Education
Discussant: James Wright, San Diego State University

31.024. “Dear Darling, Stiiir It Up!” Youth Reprogramming the World Beyond General Education and Family Separations. Division B - Curriculum Studies; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 12:20-1:50pm
Participants:
Approaching the Emotional World: An Exploration of the Lived Experiences of Ismaili Muslim Youth. Farah Virani-Murji, York University
Beyond Heterosexuality in the Beyond Bullying Project: Meanings of Bisexuality in Girls’ Narratives of Desire. Jen Gilbert, York University; Jessica Fields, San Francisco State University; Laura Mano; Nancy L. Lesko, Teachers College, Columbia University
Guatemala’s Current Educational Practices, Unaccompanied Youth, Families Separated: Immigration and Curriculum of Urgency. Lydia A Saravia, DePaul University
Discussant: Ligia L. López, The University of Melbourne

Participants:
Between “Black Annotation” and “Black Reduction”: Artistic Strategies of Working With Archival Material. Belinda Kazee-Makamis, Academy of Fine Arts Vienna
Miles Behind the Wheel: A Visual Study of Spatial Mismatch in the Mid-Hudson Valley. Deanna Del Vecchio, University of Toronto; Eve Tuck, University of Toronto
Through Our Lens: Black and Indigenous Youth Making Sense of Movements and Place. Safian Habton, University of Toronto; Eve Tuck, University of Toronto
Ghost Ship: Ghostly Aesthetics, Border Regimes, and Politics of Place. Moira Hille, Academy of Fine Arts Vienna
Discussant: Victoria G Restler, Rhode Island College

31.026. Black Life and Its (Curriculum) Matters. Division B - Curriculum Studies; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 12:20-1:50pm
Chair: Keefrlyn D. Brown, The University of Texas at Austin
Participants:
Examining Conscientization Theory and the Identity of Students During a Lesson Featuring African American Heroes. Judy A Schaffer-Rose, Texas Tech University
Exorcising Demons: Rethinking Curricula and School Spaces Through Katherine McKittrick’s Demonic Grounds. Jenna Kamrass Moray, Teachers College, Columbia University
Pedagogies of Hauntology: The Politics of Grievability in the Precarious Matterings of Lives. Lisa M. Perhamus, Grand Valley State University; Clarence Jodlerona, Calvin College
The Intersection of Professional, Personal, and Political: Creating Critical Allies in the Academy. Ebony C. Cain, Pepperdine University; Victoria Iyamba; Joelia Lorraine Robinson Macheria, Pepperdine University
Discussant: Theodorea Regina Berry, San José State University

31.027. Embodied Learning, Cultural Production, and Transverse Kinetic Knowledge. Division B - Curriculum Studies; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 12:20-1:50pm
Chair: M. Francyne Hackaby, Texas Christian University
Participants:
Embodying Dabke. Lucy El-Sherif, University of Toronto
Writing While Writhing: Engaging One Researcher’s Pain to Generate Methodologies for Healing (Public Mass) Gun Violence in the United States. Stephanie Glick
Dancing as (De)Colonial Contempotheorizing? (Her)Stories of Racialized Dancers in the Lower Mainland of British Columbia. Sonia Medel, The University of British Columbia
Dances of Solidarity, Narratives of Liberation: Embodied Learning and Practice as Challenges to Racialized Surveillance. Beshara Kehdi, University of California - Davis
Bricolage of Brokenness: Injustices of the Privileged Body. Kari Grain, University of British Columbia
Discussant: André Elias Mazawi, The University of British Columbia

31.028. New Directions in Curriculum Inquiry: Pushing Against/From/With the Margins. Division B - Curriculum Studies; Symposium Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 12:20-1:50pm
Chair: Rubén Gaztambide-Fernández, OISE/University of Toronto
Participants:
Overlooked and Underserved: A Special Education Teacher of Color and the Social Positioning of Smartass. Sali S. Kulkinda, San José State University
“I Believe That We Will Win!” Learning From Youth Activist Pedagogies. Abigail Rombalski, University of Minnesota - Twin Cities
When Cultural Bingo Just Isn’t Enough: Theorizing Superficial Multicultural Curriculum for “Antiracist” Professional Development. Justin Grinage, University of Minnesota - Twin Cities
Advancing a Gender-Expansive Framework for Educators. Eli Kean, Michigan State University
Discussants: Neil Ramjawan, University of Toronto; Christy Guthrie, University of Toronto; Elena VanderDussen Toukan, University of Toronto

31.029. Advances in Personalized Learning and Intelligent Tutoring Systems. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 12:20-1:50pm
Chair: Andre R. Denham, The University of Alabama
Participants:
Evaluation of a Student-Centered Online One-on-One Tutoring Assistant System. Lishan Zhang, Beijing Normal University; Ling Chen, Beijing Normal University
Goal-Oriented Learning Is as Effective as Mastery Learning Provided by Cognitive Tutor. Noboru Matsuda, North Carolina State University; Machi Shimmei, North Carolina State University
31.030. Digital Literacies and the New Face of Learning. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 12:20-1:50pm
Chair: Jason Griffith, The Pennsylvania State University
Participants:
- Experimental Learning and Networking: Bridging Cross-Cultural Communication for Local Community With Digital Video Composition. Christine Susan Chang, University at Buffalo – SUNY
- Fast and Slow Literacies: Digital Conundrums in a Post-Truth Era. Deborah Kozdras, University of South Florida; James R. King, University of South Florida; Jenifer Jasinski Schneider, University of South Florida; James L. Welch, University of South Florida
- Reading From Paper Compared to Electronic Media: A Systematic Review and Meta-Analysis. Virginia E. Clinton, University of North Dakota
- Seeing the Connection: Promoting Learners’ Intertextual Integration Competence With Digital Scaffolds. Sarit Barzilai, University of Haifa; Anat R. Zohar, University of Haifa; Shiri Mor-Hagani, University of Haifa; Tali Shlomi Elouz, University of Haifa; Ruth Ben-Yishai, University of Haifa

The Device in the Room: Technology’s Role in Third-Grade Reading Instruction. Laura Katherine Handler, University of North Carolina - Charlotte; Bruce Taylor, University of North Carolina - Charlotte; Erin R Fite-Patrick, Georgia State University; Colleen E. Whittingham, University of North Carolina - Charlotte

31.031. Multimodal STEM Learning With Emerging Bilingual Students. Division C - Learning and Instruction; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 12:20-1:50pm
Chair: Ashlyn Pierson, Vanderbilt University
Participants:
1. Computational Models as Multimodal Participants With Emerging Bilingual Students. Ashlyn Pierson, Vanderbilt University; Corey Brady, Vanderbilt University; Doug Clark, University of Calgary
2. “Cómo tú le pones pa’ tras?” Computer Science Learning and Translanguaging in a Spanish-Medium Science Classroom. Sara Vogel, The City University of New York; Christopher Hoadley, New York University; Laura Ascenzi-Moreno, Brooklyn College - CUNY; Kate Menken, Queens College and Graduate Center, City University of New York
4. A Case Study of One Teacher’s Knowledge and Beliefs About Computational Modeling With English Learners. Alison Marie Haas, New York University; Scott Grapin, New York University; Marcelle Giggins, New York University; Lorena Llosa, New York University; Okhee Lee, New York University
5. Fostering Equitable Sense-Making With Emerging Bilinguals. Emily Miller, University of Wisconsin - Madison; Leena G. Berland, University of Wisconsin - Madison
6. Divergences Across Modalities in Diagrammatic Science Models With English Learners. Scott Grapin, New York University; Lorena Llosa, New York University
8. Burmese Youths’ Enactment of Critical STEM Literacy Practices in an After-School Program. Minjung Ryu, Purdue University; Shannon Mary Daniel, Vanderbilt University; Manree Rose Sta Ana Tuvilla, Purdue University; Casey E. Wright, Purdue University
9. The Functions of Laughter in an After-School STEM Program for Multilingual Learners. Casey E. Wright, Purdue University; Minjung Ryu, Purdue University

Discussions:
- Beth M. Warren, Boston University; Ann Rosebery, TERC

31.032. Multisourcing as a Teaching and Learning Activity. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 12:20-1:50pm
Chair: Eurydice B. Bauer, University of South Carolina
Participants:
- Entering History Through Multisource Text Inquiry: A Study of Urban Middle School Students Learning From Multiple Digital Sources in History. Byeong-Young Cho, University of Pittsburgh; Emily C. Rainey, University of Pittsburgh; Linda L. Kucan, University of Pittsburgh; Hyeja Han, University of Pittsburgh
- Profiles of Warm and Cold Cognition in Multiple Document Comprehension. Helge I. Stromso, University of Oslo; Ivar Braten, University of Oslo; Eva Wennås Brante, Malmö University
- Students’ Citing of Online Resources in Their Essays. Eva Wennås Brante, Malmö University; Carita Kilili, University of Oslo; Julie Cio, University of Rhode Island
- Teaching Sourcing in Upper-Secondary School: A Comprehensive Sourcing Intervention With Follow-Up Data. Ivar Braten, University of Oslo; Eva Wennås Brante, Malmö University; Helge I. Stromso, University of Oslo

31.033. New Directions in Culture, Motivation, and Learning. Division C - Learning and Instruction; Invited Speaker Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 12:20-1:50pm
Chair: Rachel Miriam Friend Croninger, The Pennsylvania State University
Presenters: Alexandra List, The Pennsylvania State University; Kathryn McCarthy, Georgia State University; Breanne K. Litts, Utah State University; Michael McCrery, University of Nevada - Las Vegas
Discussant: Sara Elizabeth Baszczewski, Pennsylvania State System of Higher Education
Commentators: Nichole Pinkard, Northwestern University; Jeffrey Greene, Western Michigan University Homer Stryker M.D. School of Medicine

31.034. Pedagogy and Literacy in Engineering and Computer Science Contexts. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 12:20-1:50pm
Chair: Jooy Huang, Indiana University - Bloomington
Participants:
- Examining the Literacy Practices of Electrical Engineers: A Comparative Case Study. Theresa Green, Utah State University; Amy Lopez-Lopez, Utah State University; Angela Minchiello, Utah State University
- Expanding an Equitable Pedagogy Framework for Teaching Computer Science: Reflections From the Field. Scott Sheridan, University of Delaware; Nancy C. Lavigne, University of Delaware; Chrystalla Mouza, University of Delaware; Lori Pollock, University of Delaware
- Investigating Student Performance on Programming Questions of the Advanced Placement Computer Science Principles Exam. David Weintrop, University of Maryland - College Park; Heather Killen, University of Maryland - College Park; Talal Muncar, University of Maryland - College Park; Baker Franke, Code.org
- Lighting Up Learning Through E-Textiles: Culturally Responsive Pedagogy in Computer Science Education. Joanna Goode, University of Oregon; Tomoko M. Nakajima, University of California - Los Angeles
- Reflective Teaching Practice in Computer Science? A Tale of Two Instructors. Krystle Phurang, University of Toronto; Carrie Demmans Epp, University of Alberta; Velian Pandeleit; Cosmin Munteanu, University of Toronto

31.035. Teacher Identity Development Situated in Dynamic Social and Cultural Contexts. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 12:20-1:50pm
Chairs: Paul A. Schütz, The University of Texas - San Antonio; Ji Yeon Hong, University of Oklahoma; Dionne Indera Cross Franci, Indiana University
Participants:
- Teacher Identity Discourse As Identity Growth: Stories of Authority and Vulnerability. Janet M. Alsop, Purdue University
- Identity-Agency in Progress: Teachers Authoring Their Identities. Maria Ruohotie-Lyhty, University of Jyväskylä
- Teacher Identity and Political Instruction. Wayne Journell, University of
31.036. The Role of Gender in Shaping Mathematics Trajectories. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 12:20-1:50pm
Chair: Emily McLaughlin Lyons, University of Chicago
Participants: The Gap in Teacher-Assigned Grades Between High School Freshmen Boys and Girls. John Q. Easton, University of Chicago; Lauren Sartain, University of Chicago Consortium on School Research. The Emergence of Gender Gaps in Math Learning During a Single High-Quality Instructional Opportunity. Emily McLaughlin Lyons, University of Chicago; Almaz Mesghina, University of Chicago; Lindsey E. Richland, University of Chicago
Safe Spaces for Doing Mathematics: Contexts as Invitations for Participation. Melissa Sommefeld Gresaff, Vanderbilt University; Kate Chapman
The Development of Stereotypes Associating Gender and Intellectual Ability. Jilana Jaxon, New York University; Ryan Lei; Reut Vraneski-Shachnai; Andrei Cimpian
Discussant: Lindsey E. Richland, University of Chicago

31.037. Writing Research, Intervention, and Practice. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Maple West; 12:20-1:50pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants: Composing Literary Arguments in an 11th-Grade International Baccalaureate Classroom: How Instructional Conversations Shape Writing. George E. Newell, The Ohio State University; Theresa Thanos, The Ohio State University - Columbus; Subeeom Kwak, The Ohio State University - Columbus
Improving Early Adolescents' Argumentative Writing Through Dialogic Inquiry of Socioscientific Issues. Jie Zhang, University of Houston; Ma. Glenda Lopez Wui, University of Houston; Jackie Relyea, Harvard University; Rosa Nan, University of Houston; Sissy S. Wong, University of Houston; Yumei Li, University of Houston; Jennifer Donze, University of Houston
Not all talk is created equal: Exploring the relationship between student discourse and writing in an eighth grade classroom. Shireen Al-Adhami, Michigan State University, Catherine O'Connor, Boston University

31.038. Power Analysis in Multilevel Modeling. Division D - Measurement and Research Methodology; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 12:20-1:50pm
Chair: Taharee A. Jackson, University of Maryland - College Park
Participants: Power Analysis for Models of Polynomial Change in Four-Level Cluster Randomized Designs. Spyros Konstantopoulos, Michigan State University; Wei Li, University of Alabama
Power Analysis of Moderation Effects in Multisite Randomized Trials. Nianbo Dong, University of North Carolina at Chapel Hill; Benjamin Kelcey, University of Cincinnati; Jessaca K. Spybrook, Western Michigan University
Power and Design in Clustered Regression Discontinuity Designs Probing Mediation. Benjamin Kelcey, University of Cincinnati; Kyle T. Cox, University of Cincinnati
Statistical Power and Optimal Design for Multisite and Cluster-Randomized Studies With Outcome Unreliability. Kyle T. Cox, University of Cincinnati; Benjamin Kelcey, University of Cincinnati
The Influence of Number of Clusters and Level 2 Residual Distribution on Multilevel Parameter Estimates. Hao Jia, University of Minnesota - Twin Cities; Yadira Peralta, University of Minnesota - Twin Cities; Michael R. Harwell, University of Minnesota
Discussant: Prathiba Natesan, University of North Texas

Chair: Nataliya V. Ivanekova, The University of Alabama - Birmingham
Navigating Methodological Tensions in a Mixed-Methods Case Study. Janet Walton, Purdue University; Vicki L. Plano Clark, University of Cincinnati; Lori A. Poote, University of Cincinnati; Carla C. Johnson, Purdue University
Complementarity and Commensurability in Juxtaposing Multiple Interpretive Accounts. Man Ching Esther Chan, The University of Melbourne; David J. Clarke, University of Melbourne
Discussant: Elizabeth G. Creamer, Virginia Polytechnic Institute and State University

Chairs: Thaneeka K. Chapman, University of California - San Diego; H. Samy Alim, University of California - Los Angeles
Participants: Decolonial Advocacy in the Struggle for Ethnic Studies in Texas: Foucault, Chicana Feminist Epistemology, and Liberating Ways of Knowing in State Curriculum. Angela Valenzuela, The University of Texas at Austin
A Necessary Pairing: Using Research to Reinforce the Connections Between Academic Outcomes and Ethnic Studies Curricula. Fredricka K. Chadwick, Chapman, University of California - San Diego
“See, Click, Fix”: Civic Interrogation and Digital Tools in a Ninth-Grade Ethnic Studies Classroom. Cati V. de los Rios, University of California - Davis
Decolonizing Professional Development: A Rehumanizing Approach. Anita Fernández, Prescott College/XITO

Chair: Django Paris, University of Washington
Participants: Grandmothers’ Pedagogy: Lessons for Supporting Native Students’ Attending Universities. Amanda R. Tachine, Arizona State University
Emergent Lessons of Indigeneity: Stories of Intergenerational Learning Between Native American Mothers and Their Children. Timothy Jose San Pedro, The Ohio State University
AFRIKAAAS: Language, Land, and Hip-Hop as Culturally Sustaining Pedagogy in Hui ‘Gaeb. H. Sammy Alim, University of California - Los Angeles; Adam Haapt, University of Cape Town; Emile YX! Jansen
Culturally Sustaining Pedagogies in the Project of Black and Indigenous Coalitions and on Turtle Island. Django Paris, University of Washington
Discussant: Adrienne Keene, Brown University

Participants: The Collateral Damage of In-School Suspensions: A Counterfactual Analysis of High-Suspension Schools, Math Achievement, and College Attendance. Jason F Jabbari, Washington University in St. Louis
Theorizing Critical Carceral Pedagogies: Teaching Toward the Purposes

North Carolina - Greensboro
The Indispensability and Impossibility of Teacher Identity. Matthew Clarke
Discussant: Avi Kaplan, Temple University
31.043. One Step Forward, Two Steps Back: Professors’ Struggle for Equity in the Academy. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 12:20-1:50pm
Chair: Kumari Beck, Simon Fraser University
Participants:
- Setting the Context: Equity Studies in Education Graduate Programming Inside the Institution. Kumari Beck, Simon Fraser University; Ozlem Sensoy, Simon Fraser University
- “Us Versus Them”: Whose Work Is Equity Work? Pooja Dharamshi, Simon Fraser University
- Invisible Labor: Supporting Front-Line Education Workers as Equity Work in the Academy. Suzanne Kathleen Smythe, Simon Fraser University
- The impossibility of equity: Challenges of working in the Ivory Tower. Ena Lee, Simon Fraser University

31.044. MakEval: Mixed Methods Approaches to Evaluating Making in Schools. Division H - Research, Evaluation and Assessment in Schools; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 12:20-1:50pm
Chair: Adam V. Maltese, Indiana University
Participants:
- Agency. Jean J. Ryoo, University of California - Los Angeles
- STEM Practices. Amber Simpson, Binghamton University - SUNY
- Creativity. Meihua Qian, Clemson University
- STEM Interest, Identity, and Career Awareness. Adam V. Maltese, Indiana University; Kelli M. Paul, Indiana University - Bloomington
- Critical Thinking. Alice C. Anderson, Minneapolis Institute of Art; Lisa Brabms, Children’s Museum of Pittsburgh
Discussant: Yoon Jeon Kim, Massachusetts Institute of Technology

31.045. Supporting Teacher Action Based on Diagnostic Assessment Results. Division H - Research, Evaluation and Assessment in Schools; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 12:20-1:50pm
Chair: Meagan Karvenon, The University of Kansas
Participants:
- Diagnostic Assessment Results: Instructional Uses and Potential Pitfalls. Amy Clark, The University of Kansas; Neal M. Kingston, The University of Kansas
- Development and Evaluation of Diagnostic Score Reports: Process and Recommendations. Meagan Karvenon, The University of Kansas; Amy Clark, The University of Kansas; Russell E. Swinburne Romme, The University of Kansas; Neal M. Kingston, The University of Kansas
- Design Features Supporting Teachers’ Use of a Dashboard for Diagnostic Assessment Results. Robert P. Dolan, Diverse Learners Consulting; Cara Wojcik, CAST; Emma Starr, CAST; Kim Ducharme, CAST; Joes Blackorby, CAST
- Evaluation of Resources to Support Diagnostic Score Report Interpretation. Chelsea Nehles, University of Kansas; Amy Clark, The University of Kansas
Discussant: Priya Kannan, Educational Testing Service

31.046. Professional Identity Formation. Division I - Education in the Professions; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 12:20-1:50pm
Chair: Anne Christine McKee, King’s College London
Participants:
- Professional Military Education in the Marine Corps Reserve: A Narrative Inquiry. Adam Fullerton, University of Nebraska - Lincoln
- Deryll Keith Hatch-Tocaizmaza, University of Nebraska-Lincoln; Seth Snydten, Southhill Studios Ltd.; Aaron Meltzer, Delaware Valley University
- Reading Erasure: Professional Identity Formation in Medical Students Who Are Underrepresented in Medicine. Tasha R. Wyatt, Augusta University; Nicole Winston; Folami Powell; Lara Varpio, Uniformed Services University of the Health Sciences
- How Legitimate Peripheral Participation in Engineering During College Affects Professional Identity. Bryce Edward Hughes, Montana State University; William J. Schell, Montana State University; Brett Tallman, Montana State University
- Using Design Challenges to Develop Identity in First-Year Urban Planning Undergraduates. Jordan Orion James, The University of New Mexico; Vanessa Sroha, University of New Mexico
Discussant: Dorene F. Balmer, University of Pennsylvania

31.047. Charting Trajectories for College Success. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 12:20-1:50pm
Chair: Jenna Weber Kramer, Vanderbilt University
Participants:
- The Influences of Undermatching on College Completion for Students From Varying High School Settings. chungseo kang, University at Buffalo - SUNY
- Another Form of Undermatching? A Mixed-Methods Examination of First-Year Engineering Students’ Calculus Placement. Karen K. Inkelaar, University of Virginia; Jennifer L. Mueng, University of Virginia; Aaron Williams; Jason S Jones, University of Virginia
- Rise Up: Fine Arts Attendance and College Outcomes. Weilin Chen, University of Iowa; Mitchell David Ling, University of Iowa
- Early Indicators of Student Success: A Multistate Analysis. Paul Attewell, City College of New York - CUNY; Matt Giani, The University of Texas at Austin; Tod R. Massa, State Council of Higher Education for Virginia; Nathan Wilson, Illinois Community College Board
Discussant: Manuel S. Gonzalez Canche, University of Pennsylvania

31.048. Critical Perspectives of Organizational Governance, Administration, and Leadership. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kent; 12:20-1:50pm
Chair: Geni Cowan, California State University - Sacramento
Participants:
- An Assemblage Theory Analysis of a Student Organization at a Hispanic-Serving Institution. Ryan Ely Gilad, Indiana University of Pennsylvania; Brenda J Sifuentez, University of Denver
- Developing a Comprehensive Conceptual Model of Hierarchical Microaggressions in Higher Education Settings. Ahlam Lee, Xavier University; Tammy R Ziliox, Xavier University
Discussant: Elka Camargo, University of Arkansas

31.049. Faculty Well-Being. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 12:20-1:50pm
Participants:
- Graduate School, the Socialization Process, and the Genesis of Emotional Distress in Academia. Evelyn Morales Vazquez, University of California - Riverside
- Incivility in the Academy: Using the I3 Model to Investigate Aggression in Higher Education. Laurie-Ann M. Hellsten, University of Saskatchewan; Stephanie Martin, University of Saskatchewan; Brittany Paige Hendry, University of Saskatchewan
- Occupational Factors and Faculty Members’ Well-Being and Functioning: Investigating the Mediating Role of Need Frustration. Zaynah Sabagh, McGill University; Nathan C. Hall, McGill University; Alenouk Saroyan, McGill University; Sarah-Jenevieve Trapanier
- Well-Being in Canadian Research Universities: Investigating the Role of Emotion Regulation Strategies. Raheel Salimzadeh, McGill University; Alenouk Saroyan, McGill University; Hui Wang, McGill University; Nathan C. Hall, McGill University
Discussant: Ann E. Austin, Michigan State University

31.050. International Perspectives of Organization and Governance at Institutions of Higher Education. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kenora; 12:20-1:50pm
Chair: Leslie R. Zenk, University of North Carolina - Charlotte
Participants:
Creating the Innovative Canadian University: An Embedded Case Study Approach. Benjamin S. Szczn, James Madison University; Matthew J. Mayhew, The Ohio State University; Lini Zhang, The Ohio State University; Eric Trevor McChesney, The Ohio State University
Differentialization in Ontario Universities: An Analysis of Institutional Metrics in Strategic Mandate Agreements 2 (17-2020). Donata Kotopoulo, Huron University College; Melanie Langemeyer, Fields Institute for Research in Mathematical Sciences
Restricting Opportunity or Providing Access? A Qualitative Content Analysis of Study Abroad Websites. Melissa Whately, North Carolina State University; Amy Elizabeth Stich, University of Georgia
The Emerging International Alumni Affairs Landscape: A Survey of American Doctoral-Granting Institutions. Lisa Unangst, Boston College; Laura Rumbley
Discussant: Michelle Johanna Nilson, Simon Fraser University

31.051. Mentoring and Student-Faculty Interactions. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 12:20-1:50pm
Chair: Kaleb L. Briscoe, University of Nebraska - Lincoln
Participants:
Faculty and Muslim Student Interactions. Darnell G. Cole, University of Southern California; Shafqat Ahmed, University of Southern California; Alex Shiryu Aita, University of Southern California; Alondra Morales, University of Southern California; Bo Lee, University of Southern California
"It Can't Help but Have an Effect": Changing Faculty Roles During Campus-Carry Policy Enactment. Nathaniel W Cradit, National-Louis University
The Role of Perceived Institutional Support in Encouraging Faculty Mentoring of Undergraduate Researchers. Shannon Davis, George Mason University; Duhita Mahatmaya, The University of Iowa; Rebecca Jones, George Mason University; Pamela W. Garner, George Mason University
What Types of Faculty-Student Interactions Matter for Students? Examining Relationships in a Faculty-in-Residence Program. Jordan Perez Fullam, California State University - San Bernardino; Andrew John Hughes, California State University - San Bernardino

31.052. Preparing Teachers to Disrupt the School-to-Prison Pipeline: Necessities and Possibilities for Education in a Democracy Under Duress. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 703; 12:20-1:50pm
Chair: Peter W. Williamson, Stanford University
Participants:
Preparing Teachers to Disrupt the School-to-Prison Pipeline. Peter W. Williamson, Stanford University
At the End of the Pipeline: The Importance of Literacy Education Behind Bars. Deborah A. Applemann, Carleton College
Teaching and Learning With Youth Behind Bars. Megan Merosi, Woodside Learning Center; Constance Walker, Woodside Learning Center
The View From the Pipeline: The Perspective of the Formerly Incarcerated. Elizer Darris

31.053. Preservice Teachers' Understanding of Teaching. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 704; 12:20-1:50pm
Chair: Erin Spering, University of Toronto - OISE
Participants:
Arguing About Argument: Epistemological Disagreement in the Classroom Between a Student 'Teacher' and Her Mentor. Daniel M. Levin, University of Maryland - College Park; Andrew R. Elby, University of Maryland - College Park; Alexander Chumbley, University of Maryland - College Park; Susan De La Paz, University of Maryland
Interpreting Student 'Thinking': What Can Novices Do at the Beginning of Teacher Education? Timothy A. Boerst, University of Michigan
Meghan M. Shaughnessy, University of Michigan
Relationship Between Preservice Teachers' Micro-Teaching and Actual Teaching of Word Problems. Shuang Zhang, Texas Tech University; Jian Wang, Texas Tech University; Raymond Flores, Texas Tech University
Relationship Between Questioning and Equal Learning Opportunities: An Analysis of Preservice Teachers' Mathematics Teaching.

31.054. Reckoning With the Past: Race, Reparations, and Legacies of Slavery, Colonialism, and White Supremacy in K-12 and Higher Education Institutions. Division L - Educational Policies and Politics; Invited Speaker Session Metro Toronto Convention Centre, 200 Level, Room 202B; 12:20-1:50pm
Chair: Maia B. Cucchiara, Temple University
Discussant: Terrrenda Corisa White, University of Colorado-Boulder
Panelists: James D. Anderson, University of Illinois at Urbana-Champaign; Ibrahim X. Kendi, University at Albany - SUNY; Prudence L Carter, University of California - Berkeley; Francesca Lopez, The University of Arizona, Editor American Educational Research Journal

31.055. The State Role in Improving Education: K-12 and Higher Education. Division L - Educational Policies and Politics; Paper Session Metro Toronto Convention Centre, 200 Level, Room 201D; 12:20-1:50pm
Participants: Examining the School Improvement Industry: The Interplay Between State Education Agencies and School Turnaround Service Providers. Bryan A. VanGrongen, University of Virginia; Coby Meyers, University of Virginia
Political, Demographic, and Economic Effects on State-Level Community College Appropriations. Kelly O’NeaI Jacobs, Lone Star College
State-Level Systems Change in a Fractured Policy Arena: Early Childhood Workforce Development. Sarah J Zuckerman, University of Nebraska - Lincoln; Amanda Leigh Garrett, Buffett Early Childhood Institute; Catherine Huddleston-Casas, Buffett Early Childhood Institute; Susan Sarver, Buffett Early Childhood Institute

31.056. Conducting Action Research to Foster School Improvement Practices and Student Learning. SIG-Action Research; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Carleton; 12:20-1:50pm
Chair: Sheetal Sood, University of Hartford
Participants: Action Research With Schools: The Development of a Strategic Model. Mel Ainscow, University of Manchester
Culturally Relevant Formative Assessment for Metacognition: Collaborative Action Research in a Rural Elementary Math Classroom. Chad Lemley, Fremont County School District #6; Jeasik Clo, University of Wyoming
Strategies to Cultivate Students’ Noncognitive Skills. HecKap Lue, Azusa Pacific University
Teacher Choice-Driven Action Research: An Innovative Professional Development Program Supported by a University Partnership. Grace H.C. Huang, Cleveland State University; Diane Gayda Corrigan, Cleveland State University; Mary K. Gove, Cleveland State University
Reciprocal Teaching Strategy Instruction: A Mixed-Methods Case Study of a Mutually Beneficial Partnership. Christine Knaggs, Adrian College; Danon M. Mihene, Adrian College
Discussant: Shannon M. Calderone, Washington State University - Tri Cities

31.057. Arts Learning and Arts Practices in Canada: Responses to Post-Truth. SIG-Arts and Learning; Symposium Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 12:20-1:50pm
Chair: Michel Levesque, University of Alberta
Participants: The Undercommons as Resistance to Post-Truth in High School Art Rooms. GH Greer, Concordia University
Post-Truth and Trans Arts Activity: A Gender-Minority Stress Perspective. Michel Levesque, University of Alberta
Celling Sex: Harm Reduction Practices of Young Women Engaged in Transactional Sex in Toronto, Canada. Katie MacEntee, University of Toronto

SIG Sessions

31.058. Conducting Action Research to Foster School Improvement Practices and Student Learning. SIG-Action Research; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Carleton; 12:20-1:50pm
Chair: Sheetal Sood, University of Hartford
Participants: Action Research With Schools: The Development of a Strategic Model. Mel Ainscow, University of Manchester
Culturally Relevant Formative Assessment for Metacognition: Collaborative Action Research in a Rural Elementary Math Classroom. Chad Lemley, Fremont County School District #6; Jeasik Clo, University of Wyoming
Strategies to Cultivate Students’ Noncognitive Skills. HecKap Lue, Azusa Pacific University
Teacher Choice-Driven Action Research: An Innovative Professional Development Program Supported by a University Partnership. Grace H.C. Huang, Cleveland State University; Diane Gayda Corrigan, Cleveland State University; Mary K. Gove, Cleveland State University
Reciprocal Teaching Strategy Instruction: A Mixed-Methods Case Study of a Mutually Beneficial Partnership. Christine Knaggs, Adrian College; Danon M. Mihene, Adrian College
Discussant: Shannon M. Calderone, Washington State University - Tri Cities
Refugee Children as Authors and Artists: Disrupting Post-Truth Narratives. April R. Mandrona, Nova Scotia College of Art & Design
Critical and Creative Cartography: Teaching Digital Citizenship in the Age of Post-Truth. Ehsan Akbari, Concordia University
Discussant: Diane H. Conrad, University of Alberta

31.058. Dr. Maria Torres-Guzmán Memorial Session. SIG-Bilingual Education Research; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 705; 12:20-1:50pm
Participants: Nydia Zamorano-Torres; José-Luis Orozco; Minoska Victoria Alcantara; MTA Capital Construction; Sonia Nieto, University of Massachusetts - Amherst; Bertha Perez, The University of Texas - San Antonio; Carmen M. Martinez-Roldan, Teachers College, Columbia University; Joel Gomez, Center for Applied Linguistics

31.059. Classroom Management: Examining Behavior Management Practices/Systems and Their Effect on Student Behaviors. SIG-Classroom Management; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 12:20-1:50pm
Chair: Tim Mainhard, Utrecht University - Dept of Education
Participants:
Positive Behavioral Interventions and Supports and Rate of Office Discipline Referrals for Subgroup Populations: Implications for the Classroom. Eileen Frances O’Neil, Avon Connecticut Board of Education
Piloting a Prototype Virtual Token Economy Intervention for On-Task Support Within an Inclusive Canadian Classroom. Robert Lee Williamson, Simon Fraser University; Chelsea McFadzen, Simon Fraser University; Donna Pinning
Positive Behavior Intervention Support Systems and the Disproportionality of Subjective Disciplinary Referrals for Black Students. Alisha Marie Brown
School-Based Teacher-Student Relationship Interventions: A Systematic Review of the Literature. Daniel V Poling, University of Florida; Christopher L. Van Loan, Appalachian State University; Megan Worth, University of Florida
New Directions for Research on Restorative Justice in Schools. Jean Suck, University of Illinois at Chicago
Discussant: Hefer Benchenutta, Queens College - CUNY

31.060. Perspectives on Educational Technologies. SIG-Computer and Internet Application in Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 12:20-1:50pm
Chair: Shadow William Jon Armfield, Northern Arizona University
Participants:
Do Acceptable Use Policies Align With Practice? Limitations and Access to Current Technologies for Teaching and Learning. Shadow William Jon Armfield, Northern Arizona University; Dawn M. Armfield, Minnesota State University - Mankato; Christine Allison Gray, Coconino Community College; Benning Wentworth Tieke, Northern Arizona University
Decision Making for District-Level Educational Technology Purchases. Sara L. Dexter, University of Virginia; Aubrey Francisco, Digital Promise; Christina Lake, Measurement Incorporated
Public Comment Sentiment on Educational Videos: Understanding the Effects of Presenter Gender on YouTube TED Talk Comments. George Veltisians, Royal Roads University; Royce Kimmons, Brigham Young University; Ross Allen Andrew Larsen, Brigham Young University; Tonia A. Dousay, University of Idaho; Patrick R. Lowenthal, Boise State University
Development and Psychometric Assessment of Social Media. Amal Alhadabi, Kent State University - Kent
Factors Predicting Retention in Computer Science MOOC: A Survival Analysis of Pre-Computational Thinking and Auto-Feedback. Chen Chen, Harvard University; Gerhard Sonnert, Harvard University; Philip M. Sadler, Harvard University

31.061. Culturally Relevant Curriculum. SIG-Critical Educators for Social Justice; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202C; 12:20-1:50pm
Chair: Anna Lees, Western Washington University
Participants:
Exploring Racial Literacy When Teaching "Other People’s Children." Shira Eve Epstein, City College of New York - CUNY; Melissa Schieble, Hunter College - CUNY
A Crucial Between Classes Curriculum: How New Teachers Work for Equity Before and After the Bell. Deborah Bieler, University of Delaware
Mathematics Teachers’ Experiences Implementing Culturally Relevant Pedagogy in Urban Settings. Alice LaRue Joy Cook, Johns Hopkins University; Emily J. Yanisko, Urban Teachers
Liberating Curriculum to Liberate the Impressed: action research as transformative pedagogy. Kathleen Marie Sellers, Miami University - Oxford

31.062. Creating a Post-Post-Truth Era Through Critical Media and Cultural Literacies. SIG-Critical Issues in Curriculum; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 12:20-1:50pm
Chair: Giuliana Cucinelli, Concordia University - Montreal
Participants:
Digital and Disembodied Souls of Black Folks: Affective Racial Labor and Commodification of Black Pain. Ian Steinberg, McMaster University; Jeff Share, University of California - Los Angeles
You Can’t Be Post-Truth on a Warming Planet. Jeff Share, University of California - Los Angeles
Discussant: Shirley R. Steinberg, University of Calgary

31.063. "Whose Truth(s)?" Advancing DisCrit Solidarity in Research and Practice to Disrupt Educational Inequities. SIG-Disability Studies in Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 715B; 12:20-1:50pm
Chair: Valentina Migliarini, Alma Mater Studiorum University of Bologna
Participants:
Cruel Optimism: Neoliberal Fantasies of Educational Inclusion at the Intersections of Disability and Race. Federico R. Waite, Laurentier University of Illinois at Chicago
Scenes of Subjection/Spaces of Solidarity: Disability Labor at the Intersections. Nirmala Erelles, The University of Alabama
Shifting Preservice Teachers’ Attitudes Toward Classroom Management: A DisCrit Solidarity Approach to Secondary Education. Valentina Migliarini, Alma Mater Studiorum University of Bologna; Subini Ancy Annamma, The University of Kansas
Equity-Focused Technical Assistance: Enriching the "Technical" With "DisCrit" Solidarity in a Post-Truth Era. Kathleen King Thorius, Indiana University - IUPUI
Discussant: Beth A. Ferris, Syracuse University

31.064. Research Evidence Guiding School Districts. SIG-Districts in Research & Reform; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 8; 12:20-1:50pm
Participants:
Creation of Local Education Services: System-Wide Reform for the Future of Public Education in Chile. Stephen E. Anderson, University of Toronto; Giselle Cuéllar Mandreau, University of Toronto; Juan Pablo Valenzuela, Universidad de Chile; Mario Uribe Briceno, Pontificia Universidad Católica de Valparaíso
Facilitating Instructional Change in Principal Practice: Qualities of Robust Principal/Principal Supervisor Partnerships. Rebecca Ann Thesin, The George Washington University
Where Do We Begin? Understanding District Leader Decision Making About 1:1 Educational Technology Initiatives. Alexandra J. Lamb, University of Connecticut - Storrs

31.065. Early Childhood Language and Literacy. SIG-Early Education and Child Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 12:20-1:50pm
Chair: Amy N. Cutter-Mackenzie, Southern Cross University
31.065. Patterns of Preschool Enrollment Across Diverse Localities: Results From the Early Learning Research Network. SIG-Early Education and Child Development; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 12:20-1:50pm
Chair: JoAnn Hseu, MDRC
Participants:
Who Enrolls in Public Preschool Programs and Why? Evidence From the Boston Public Schools. Meghan McCormick, MDRC; Christine Weiland, University of Michigan; JoAnn Hseu, MDRC; Catherine E. Snow, Harvard University; Jason Sacks, Boston Public Schools
School Readiness Skills: Pre-Kindergarten Compared to No Preschool Experiences. Margaret R. Burchinal, University of North Carolina - Chapel Hill; Ellen S. Peisner-Feinberg, University of North Carolina - Chapel Hill; Mary Bratsch, University of North Carolina - Chapel Hill; Kyle Bezdék; Tiffany Foster
Preschool Attendance and the Transition to Kindergarten. Kelly Partell, The Ohio State University; Jessica Logan, The Ohio State University; Tzu-Jung Lin, The Ohio State University; Laura M. Justice, The Ohio State University
The Pre-K Boost Into Kindergarten. Erik Ruzek, University of Virginia; Jessica Vick Whittaker, University of Virginia; Robert Pianta, University of Virginia; Virginia E. Vitiello, Teachstone Training, LLC
Exploring Preschool Participation: What Are Benefits for Students From Rural and Urban Communities in the Midwest? Lisa Knoche, University of Nebraska - Lincoln; Susan M. Sheridan, University of Nebraska - Lincoln; Natalie Anne Koziol, University of Nebraska - Lincoln; Amanda L. Witte, University of Nebraska - Lincoln; Iheoma U. Iruka, HighScope Educational Research Foundation
Discussant: Iheoma U. Iruka, HighScope Educational Research Foundation

31.066. Indigenizing the Doctoral Process to Reclaim Higher Education for Our Communities. SIG-Indigenous Peoples of the Americas; Symposium
Metro Toronto Convention Centre, 700 Level, Room 714B; 12:20-1:50pm
Chair: Robin Zape-tah-hol-ah Minthorn, The University of New Mexico
Participants:
Indigenizing the Doctoral Process to Reclaim Higher Education for Our Communities. Robin Zape-tah-hol-ah Minthorn, The University of New Mexico; Catherine N Montoya, The University of New Mexico; Deborah Belone; Michael Carroll; Jodi Busaria; Zane Rosette; Monika Honeyestewa, The University of Arizona; Michelle Lee, The University of New Mexico; Haeyalyn Muniz, Jicarilla Apache Nation-Department of Education
Indigenizing the Doctoral Process to Reclaim Higher Education for Our Communities. Robin Zape-tah-hol-ah Minthorn, The University of New Mexico; Deborah Belone; Michael Carroll; Jodi Busaria; Zane Rosette; Catherine N Montoya, The University of New Mexico; Monika Honeyestewa, The University of Arizona; Michelle Lee, The University of New Mexico; Haeyalyn Muniz, Jicarilla Apache Nation-Department of Education; Patrick Lewis; Aaron Billie
Native American Studies Leadership Program: A Community-Learning Response. Catherine N Montoya, The University of New Mexico
Creating an Indigenous Community Leadership Studies Curriculum. Zane Rosette
Discussant: Heather Shotton, University of Oklahoma

31.067. Multiple Perspectives on Out-of-School Learning. SIG-Learning Sciences; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 12:20-1:50pm
Participants:
Pursuing Interests and Getting Involved: Exploring the Conditions of Sponsorship in Youth Learning. Daniela Krui DiGiacomo, University of California - Riverside; Carrie D. Allen, SRI International; Katie Van Horn, University of Colorado - Boulder; William R. Penuel, University of Colorado - Boulder
Using Familiar Embodied Activity to Bridge Between Scientific and Out-of-School Ensemble Learning Practices. Chris Georgeon, Indiana University - Bloomington
“Your Truth Isn’t the Truth”: Statistical Meaning-Making as Social Practice. Rishi (Shrut) Krishnamoorthy, New York University; Sarah Catherine Radke, New York University; Jasmine Y. Ma, New York University
Youth Hanging Out and “Making Do”: Social Practices for Navigating Information While Making. Brian E. Gravel, Tufts University; Eli Tucker-Raymond, TERC
Discussant: Flavio S. Azevedo, Dept. of Curriculum and Instruction

31.068. Pedagogy of Vulnerability: Peace-Building in Practice Across Higher Education. SIG-Peace Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 803A; 12:20-1:50pm
Chair: Barbara Dennis, Indiana University
Participants:
Dialogue in Peace Education Theory and Practice. Gulistan Gursel-Bilgin
Institutional Factors Affecting the Success of Restorative Circles in Building Student-Teacher Relationship: A Critical Perspective. Yi Ren, Harris County Department of Education; Xin Chen, University of Houston; Dennis Kao, Carleton University; Darlene Breaux, Harris County Department of Education; Andres Garcia, Harris County Department of Education; Kimberly McLeod, Harris County Department of Education
Peace Education for and With the Critical Margins. Barbara Dennis, Indiana University
Pedagogy of Vulnerability: Peace-Building in Practice Across Higher Education. Maria K. McKenna, University of Notre Dame; Edward J. Brantmeier, James Madison University
Quiet Kindness: Socially and Emotionally Sophisticated Kindness Flying Beneath the Radar of Parents and Educators. John-Tyler Binfet, The University of British Columbia; Camilla Enns
Discussant: Dilma Mello, Federal University of Uberlandia

31.069. Epistemic Justice and Education. SIG-Philosophical Studies in Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 12:20-1:50pm
Chair: Spencer J Smith, The Ohio State University
Participants:
“It’s Because He’s Autistic”: On the Epistemic Value of Attributing Developmental Disability. Ashley Taylor, Colgate University
Primary and Secondary School Teachers and Academic Freedom: A Conceptual Inquiry. Bruce Maxwell, Université du Québec à Trois-Rivières; Kevin McDonough, McGill University; David Isaac Waddington, Concordia University
Working Toward a More Just Pedagogy: Epistemic Justice and Epistemic Resistance as Educational Aims. Emily Howe, University of Pittsburgh
Discussant: Winston Charles Thompson, The Ohio State University

31.070. Problematic Assessment in Problem-Based Learning. SIG-Problem-Based Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 809; 12:20-1:50pm
Chair: Ali Bicer, University of Wyoming
Participants:
The Effect of Different Problem Activities on Students’ Interest, Motivation, Mental Effort, and Learning Outcomes. Lisette Wijeratne, HZ University of Applied Sciences - the Netherlands; Charly Eiels, Erasmus University Rotterdam; Sofie Loyens, University College Roosevelt; Fred Paas, Erasmus University; Henk G. Schmidt, Erasmus University Rotterdam
Beyond Measure: Using Co-Generative Dialogues as Formative
Assessments to Improve Project-Based Learning in an Internship. Pei-Ling Hsu, University of Texas - El Paso; Yi-Yu Liao, University of Texas - El Paso

Building Preservice Elementary Teachers’ Capacity in Authentic Assessment Through Problem-Based Learning. Kim H. Koh, University of Calgary; Oliver Chapman

Development of Cause-Effect Relationship Understanding as Shown in Middle School Students’ Science Fair Posters. Stephanie Siler, Carnegie Mellon University

Problem-Based Design Thinking Tasks: A Third Space Pathway to Engage Empathy in STEM. Regina P. McCurdy, University of Central Florida; Megan Nichols, University of Central Florida; Sarah B Bush, University of Central Florida

Discussant: Mahnaz Moalem, Towson University, Towson Maryland

31.072. Issues Related to Professional Licensure and Certification. SIG-Professional Licensure and Certification; Paper Session Sheraton Centre Toronto Hotel, Fourth Floor, Leaside; 12:20-1:50pm

Chair: Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research

Participants:
- Addressing Teacher Shortages for English Learners: A Multidimensional Approach. Adrienne Johnson, Missouri Western State University; Elizabeth Thorne Willington, Missouri Western State University
- Patient Cases and Scenarios for Medical Credentialing: Violation of Local Independence or Not? Kari Hodge, NACE International Institute; Lucinda L. Harman, International Board of Functional Neurology
- Symbiotic Organizational Relationships: Exploring Disparities of the Forced Partnership Between TFA and Education Schools. Angus McFarland, The University of Texas - El Paso

Discussant: Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research

31.073. Recentering Evidence: Examining Black Educational Narratives to Challenge the Idea of a Post-Truth Era. SIG-Research Focus on Black Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 714A; 12:20-1:50pm

Chair: Jillian Carter Ford, Kennesaw State University

Participants:
- The Deception of Post-Truth: Understanding Blacks’ Desire for Educational Equality and the Influence of Alternate Facts. Latrise Johnson, The University of Alabama; Tiffany D. Pogue, Albany State University; Vincent DeWayne Willis, University of Alabama
- Navigating the Torn Terrain of Public Education: Remaining Committed to Equality in a Post-Truth Era. Brandi Nicole Hinnant-Crawford, Western Carolina University; Vincent DeWayne Willis, University of Alabama
- Teaching Our Own: A Collective Ethnography of the Establishment of an African-Centered Charter School. Khalidah Odessa Al, Clayton State University; Denise Johnson, Imhotep Academy; Latrise Johnson, The University of Alabama
- For Us, This Is Not New: Evidencing Black Educational Responses to a Post-Truth Continuum, Pre-Brown. Sheryl Jones Croft, Kennesaw; Miyoishi Juergensen, Tuscaloosa City School; Tiffany D. Pogue, Albany State University; Michael Coleman, Camden City Schools

Discussant: Keisha L. Green, University of Massachusetts - Amherst

31.074. W. E. B. DuBois Lecture. SIG-Research Focus on Black Education; Invited Speaker Session Metro Toronto Convention Centre, 100 Level, Room 101; 12:20-1:50pm

Presenter: Signithia Fordham, University of Rochester

Discussant: T. Elon Dancy, University of Pittsburgh

31.075. Promises and Challenges in Implementing Research-Based Formative Assessment in a Large Urban District: Mixed Methods Findings. SIG-Research in Mathematics Education; Symposium Metro Toronto Convention Centre, 600 Level, Room 606; 12:20-1:50pm

Chair: Janine Remillard, University of Pennsylvania

Participants:
- A Quantitative Assessment of Teachers’ Formative Assessment Knowledge and Understanding of Student Learning. Jonathan A. Supovitz, University of Pennsylvania; Robert Nathenson, Consortium for Policy Research in Education

31.076. Technology in Literacy Education. SIG-Research in Reading and Literacy; Paper Session Metro Toronto Convention Centre, 600 Level, Room 604; 12:20-1:50pm

Chair: Robert H Kelly, Queens College

Participants:
- A Systematic Literature Review of Digital Literacy Research. Changhee Lee, University of Rhode Island; Sanghee Ahn; Bong Gei Jang, Syracuse University
- Impact of Blended Learning on Reading Gains in Elementary Schools. Paul Macaruso, Community College of Rhode Island; Shani Wilkes, Lexia Learning Systems; Jen Elise Prescott, Lexia Learning Systems
- Promoting Close Reading With Digital Scaffolding in Middle School. Jenell Krishnam, University of California - Irvine; Mary J. Schlepp egregre, University of Michigan; Penelope Collins, University of California - Irvine; Mark Warschauer, University of California - Irvine

Technology in a Targeted Writing Intervention: Student Perceptions and Implications for Educators. Stephanie Michelle Moody, Texas A&M University - College Station; Xueyan Hu, Texas A&M University - College Station; Mahjabin Chowdhury, Texas A&M University - College Station; Keith Mathew Graham, Texas A&M University - College Station; Michele L. Norton, Texas A&M University - College Station; Sophia Galvin, Texas A&M University - College Station; Layne Poole, Texas A&M University - College Station; Madison Paul; Mallory Everett, Texas A&M University - College Station; L. Quentin Dixon, Texas A&M University - College Station

Transforming Reading Strategies of Chinese English Learners Through the Use of Web-Based Text Structure Instruction. Zhihong Xu, Texas A&M University - College Station; Kausali K. Wijekumar, Texas A&M University - College Station; Shuai Zhang, Texas A&M University - College Station; Bo Nan; Manjari Banerjee, Texas A&M University - College Station

Discussant: Jenny Tuten, Hunter College - CUNY


Chair: Hyejin Tina Yeo, University of Illinois at Urbana-Champaign

Participants:
- Nonlinear Association of Asian Student School Composition and Hmong Student Developmental Skills. Tae Tri Do, University of Minnesota - Twin Cities; Kory Vue, University of Minnesota - Twin Cities; Kyungin Park, University of Minnesota - Twin Cities
- Re-Visioning the Kababayan Learning Community: Culturally Relevant Instruction for Filipina/o and Filipina/o American Students. Jungnam Kim, Ball State University
- Seeking School Counselor Help Among Asian American Students: Socioeconomic and Academic At-Risk Characteristics in Context. Colin Cole, Oregon State University

Discussant: Jian Kim, Ball State University

31.078. Rural Postsecondary Aspirations and Access. SIG-Rural Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 713B; 12:20-1:50pm

Chair: Maria Casey Tiekens, Bates College


Science and Mathematics Textbook Authors’ Hopes for Peace and Sustainability in a Changing World. Mijung Kim, University of Alberta; David Wagner, University of New Brunswick.

Understanding Argumentation as a Form of Cognitive and Social Practice. Qingnu Jin, University of Alberta; Mijung Kim, University of Alberta.

“Wow! Did You Make This?” Supporting and Recognizing Students’ Multiple and Powerful Forms of Expertise. Kathleen Schenkel, Michigan State University; Angela Calabrese Barton, Michigan State University.

31.080. English Language Learners in Community Colleges: Challenges and Opportunities. SIG-Second Language Research; Symposium Metro Toronto Convention Centre, 700 Level, Room 709; 12:20-1:50pm Chairs: Heather Bobrow Finn, Borough of Manhattan Community College - CUNY; Sharon Avni, Borough of Manhattan Community College - CUNY.

Participants: Case Studies of ESL in Community College and the Experiences of English Learners. Julia Rawman, Community College Research Center Technology to Support English Learners in Community Colleges. Rebecca Bergey, American Institutes for Research Beyond the Cut Point: College Writing Readiness for Linguistically Diverse Students. Stefani Robin Relles, University of Nevada - Las Vegas; Blanca E. Rincón, University of Nevada - Las Vegas.

Community College ESL Curricular Changes: Faculty Perspectives on Co-Required Modes of Instruction. Sharon Avni, Borough of Manhattan Community College - CUNY; Heather Bobrow Finn, Borough of Manhattan Community College - CUNY.

Valuing Teacher Knowledge: First Year College Composition (FYC) in Hawai‘i’s Community Colleges. Meryl Siegal, Laney College.

Discussant: George C. Bunch, University of California - Santa Cruz.


A Seat at the Table: Social Capital and the Racial Stratification of Parent Involvement. Brittany Chevon Murray, University of North Carolina - Chapel Hill.

Concerted Cultivation Canadian Style: The Role of Institutional Hierarchies and Stratification Patterns in Parenting Practices. Janice Aurini, University of Waterloo; Roger Pizarro Molinari; Red Missaghian, University of Waterloo.

It Takes a Village: Social Mechanisms of Parental Involvement and Academic Achievement in Elementary School. Angrun Li, University of Connecticut - Storrs; Scott Davies, University of Toronto - OISE; Janice Aurini, University of Waterloo; Cathlene Hillier, University of Waterloo.

Sibling Effects on Cognitive Development. Xue Gong, University of Wisconsin - Madison.

31.082. Escúchame! Listen to Me! Exploring Underserved Students’ Voice Through Innovative and Participatory Research Designs. SIG-Special Education Research; Symposium Metro Toronto Convention Centre, 200 Level, Room 206C; 12:20-1:50pm Chair: Christoforos Mamas, University of California - San Diego Participants: Examining the Personal Social Support Systems of K–12 Students Through Participatory Ego-Net Analysis. Christoforos Mamas, University of California - San Diego; Giovanna Hartmann Schaeii, University of Zurich; Lambri Triakka, Ministry of Education and Culture of Cyprus; Alan J. Daly, University of California - San Diego.

Primary School Students’ Perspectives to Promote Social Participation in Inclusive Education. Susanne Schwab, University of Vienna; Cornelia Gerdenitsch, Austrian Institute of Technology.

Am I Really One of Them? Assessing Social Inclusion From the Perspective of Students. Lisa Hoffmann, 1University of Wuppertal; Mirna Nel, North-West University.

Prerequisites for Children’s Attitudes Toward Peers With Special Educational Needs. Frank Hellmich, Paderborn University; Marwin Felix Loepfe, Paderborn University.

Trajectories of Social Functioning Among Students With and Without Learning Disabilities in Inclusive Educational Settings. Elias Ayrampidis, University of Thessaly.

Discussant: Ann Cheryl Armstrong, University of the South Pacific.


5. The Journeys of Life: A Curricular Case Study in Resilience. Christopher William Johnson, University of Minnesota - Duluth.


Participants:

Tensions Faced by Community School Leaders: A Systems Perspective.  
Linda K. Mayer, The College of New Jersey; Craig Dennis Hochbein, Lehigh University

Nested Ecological Systems: An Examination of the District Role in School Improvement. Joanna R. Smith, University of Oregon; Alix Gallagher, Stanford University; Taylor N. Allbright, University of Southern California; Kate Kennedy, University of Southern California

A Systems Thinking Approach to the 2018 Oklahoma Teacher Walkout.  
Jackie Mania-Singer, Oklahoma State University

Self-Articulation and Assessment of Teacher Performance Management Systems in the Federated States of Micronesia. Richard Choe Seder, University of Hawaii - Manoa

31.085. Trains, Tents, and Board Games: Collaborative Teacher Research Into Historical Trauma Through Arts-Based Inquiry.  
SIG-Teacher as Researcher; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 206D; 12:20-1:50pm

Chair: Rob Simon, University of Toronto

Participants:

Train Cars. Sarah Evis, Toronto District School Board
Tent. Ben Gallagher, University of Toronto
Board Game. Ty Walkland, University of Toronto
Comics. benjamin lee hicks, University of Toronto
Masks. Doug Friesen, University of Toronto

Discussant: Susan L. Lytle, University of Pennsylvania

31.086. Teaching Educational Psychology: Varied Contexts for Teaching and Test-Taking. SIG-Teaching Educational Psychology; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 205B; 12:20-1:50pm

Chair: Samantha Tackett-Bradt, Florida State University

Participants:

Teaching Educational Psychology in an International Setting: Exploring the Finnish Education System. Tim Michael Forrest Pressley, Christopher Newport University

Effects of a Mastery Goal Structure on Students’ Academic Outcomes in an Educational Psychology Course. Ordene Edwards, Kennesaw State University

Do You Take a Test the Same Way I Do? Addressing Test-Taking in Educational Psychology. Elena C. Papanastasiou, University of Nicosia; Agni Stylianou-Georgiou, University of Nicosia; Julia Kara-Soteriou, University of Bridgeport

Discussant: Sharon L. Nichols, The University of Texas - San Antonio

31.087. Exploring Professional Communities. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 206A; 12:20-1:50pm

Chair: Julia Hagge, The Ohio State University - Marion

Participants:

“A Pseudo Swap Meet”: Scaffolding Professional Learning Networks for Education Students. Nicole R Damico, University of Central Florida; Daniel G Krutka, University of North Texas

Exploring the Teacher Side Hustle: A Mixed-Methods Investigation of Online Teacherpreneurship. Cathryn Crane Shelton, California State University - Stanislaus; Leanna Matichett Archambault, Arizona State University

“I Am a More Experienced Teacher So Rely on a PLN Less”: Continuity and Change in Educators’ Professional Learning Networks. Daniel G Krutka, University of North Texas; Torrey Trust, University of Massachusetts - Amherst; Jeffrey Paul Carpenter, Elon University


Exploring Twitter Hashtags as Professional Spaces for Educators. Jeffrey Paul Carpenter, Elon University; Tania Tani, Participant; Scott Morrison, Elon University; Julie Keane, Participant

Discussant: Lindsay Woodward, Drake University

31.088. Designing for Learning in Multimedia and Virtual Environments. SIG-Technology, Instruction, Cognition & Learning; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 205C; 12:20-1:50pm

Chair: Nathan Andrew Hank, The Ohio State University

Participants:

Effects of Position on Learning With Emotional Pictures. Olusola Oladekan Adesope, Washington State University; Pengcheng Zhang, Nantong University; Nantong; Zhe Wang, East China Normal University

Investigating the Effects of Partial and Full Redundancy on Multimedia Learning. Olusola Oladekan Adesope, Washington State University; Samuel Anna, Washington State University; OLUWAFEMI JOHNSON

Sunday, April 7, Washington State University - Pullman; Caroline Ojeme, Washington State University

Supporting Learning in an Immersive Virtual Reality Environment: The Effects of Summarizing. Lijia Lin, East China Normal University; Jiangshan Sun, East China Normal University; Yuan Liao, East China Normal University; Youan Ren, East China Normal University; Jian Zhao, East China Normal University

Design Features That Promote Children’s Awareness of the Affordances in Digital Math Games. Patricia S. Moyer-Packenham, Utah State University; M. Jill Ashby, Utah State University; Kristy Lister, Utah State University; Emma P. Bullock, Sam Houston State University; Jessica F. Shimway, Utah State University; Jody E. Clarke-Midura, Utah State University

Discussant: Shiyun Jiang, Carnegie Mellon University

SIG-Writing and Literacies; Symposium  
Sheraton Centre Toronto Hotel, Second Floor, Churchill; 12:20-1:50pm

Chair: Antero Garcia, Stanford University

Participants:

What Issues Did Students Nationwide Address in Their Letters? An Analysis of Letter Topics From the National Corpus of 11,035 Student Letters From Diverse School Sites. Amber Maria Levinson, Stanford University; Antero Garcia, Stanford University; Caitlin Kennedy Martin, CK Martin Consulting; Emma Carene Gargroetzi, Stanford University

Argumentation, Citation, and Calls to Action: Student Letter Writing Practices at Five Schools. Emma Carene Gargroetzi, Stanford University; Antero Garcia, Stanford University; Amber Maria Levinson, Stanford University

Connected Learning and Academic Language Scaffolds: A Design-Based Research Study With Long-Term English Learners. Ricardo Elizalde, San Francisco Unified

Literacy Practices and the Development of Civic Identities: A Case Study of Adolescents’ Participation in the Letters to the Next President 2.0 Campaign. Lindy L. Johnson, The College of William & Mary

Discussant: Elyse A. Eidman-Aadahl, University of California - Berkeley

31.090. Radicalizing Writer’s Workshop: Disrupting Monolingual Language Ideologies Through Multimodal and Multilingual Practices. SIG-Writing and Literacies; Symposium  
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom South; 12:20-1:50pm

Chair: Carol Brochin, The University of Arizona

Participants:

Building a Better Workshop: Centering Bilingual Latinx Students. Leah Durán, The University of Arizona

Envisioning a Bilingual Writer’s Workshop: Reclaiming Language, Culture, and Agency in Biliteracy Instruction. Claudia G. Cervantes-Soto, Arizona State University; Rosalyn Virginia Harvey, The University of Texas at Austin

The Role of Multimodal Texts in Support of Cultural and Linguistic Literacy Practices. Lucia Cardenas Cuvel, Michigan State University

Writer’s Workshop and Testimonio: Creating Spaces for Collective Healing in School. Christina P. Denticolo, Wayne State University; Carol Brochin, The University of Arizona

Discussant: Carmen L. Medina, Indiana University - Bloomington

Division and SIG Roundtables

31.091. Fairmont Royal York Roundtable Session Five; Roundtable Session  
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Chair: Sonya Shariffard, Pepperdine University

Participants:
Assessing Student Learning Outcomes at a Land-Grant Research Institution. John Eric M Lingat, University of Kentucky; Emily Neat, University of Kentucky; Michael J Rudolph, University of Kentucky

Assessing Student Products to Determine Their Clinical Performance Process Skills: A Mixed-Method Approach. Margaret Josephine Cox, King’s College London; Barry Quinn, King’s College, London

Validity of Instrument in Evaluating Quality of Instruction Through Undergraduate Students’ Academic Engagement. Yang Yang, Qingdao University; Yuqing Liu; Yin Wu, McGill University

Discussant: Guangming Ling, ETS

31.091-2. Supporting Young Adolescents’ Needs and Success in School. SIG-Middle-Level Education Research; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Chair: Mary Beth Schaefer, Saint John’s University

Participants: Do the Write Thing Violence Prevention Program: The Case of a Bordertown Middle School. Josefina V. Tinajero, The University of Texas - El Paso; Cinthia Meraz Pantoja, El Paso Independent School District; Sarah E. Peterson, University of Texas at El Paso

Finding Themselves Among the Rosas: Bridging Historical, Contemporary, and Personal Upstanding While Heuristics. Jennifer Lynn Gallagher, East Carolina University; Jennifer Farley, University of Nebraska - Lincoln

Transgressive Book Talk: Young Adolescent Literacies in Safe School Spaces. Mary Beth Schaefer, Saint John’s University

Why Didn’t Tyrone Graduate: Perceptions of African American Males About Transitioning From Middle to High School. Kimberly Stormer, Missouri State University

Discussant: Kathleen Marie Brinegar, Northern Vermont University

31.091-3. Psychometric Methodologies for Test Validity Research and Evaluation. SIG-Test Validity Research and Evaluation; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Participants: Investigating the Psychometric Properties of the Classroom Assessment Literacy Inventory for Preservice Teachers. Kelli Qua, Case Western Reserve University; Aryn C. Karpinski, Kent State University - Kent

A Validation Study of an Adolescent Technology-Based Reading Comprehension Assessment. Mary Jean Tecce DeCarlo, Drexel University; Toni A. Sonderegger, Drexel University; Lori Severino, Drexel University; Meltem Izzetoglu, Villanova University; Alia Ammar, Drexel University

31.091-4. Eco-Critical Education Research and Radical Environmental Education in Teacher Education. SIG-Environmental Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Chair: Rita Turner, University of Maryland - Baltimore County
Participants: Ableism and Individualism in Teacher Education: Eco-Critical Teaching for Interrupting the “Norms” and “Standards” of Pre-K–12 Education. John Joseph Lupinacci, Washington State University - Pullman; Mary Joan Ward Lupinacci; Alison Happel-Parkins, The University of Memphis

Eco-Justice Mathematics Education in STEM Methods Courses: Math Education to End All Domination. Mark Wolmeyer, Kutztown University of Pennsylvania; Natalya Z. Chesky, SUNY - College at New Paltz

Anarchist Foundations for Preparing Teachers for Ecological and Community-Based Education. Kevin James Holohan, Grand Valley State University

Posthumanist Pitfalls and Possibilities: Too Often Throwing Out the Human With the Bathwater of Anthropocentrism. Jonathan Torres; John Joseph Lupinacci, Washington State University - Pullman

Discussant: William M. Reynolds, Georgia Southern University

31.091-5. The Whole Person: Holistic Integration of Wellness. SIG-Holistic Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Chair: Tara Kunabei, York Region District School Board
Participants: Present Moment Awareness and the Prosocial Classroom. Elizabeth R. Mackenzie, University of Pennsylvania; Suzanne G Fegley, University of Pennsylvania; Jenny Mills, Roots and Wings, LLC

Truth Hidden in Plain Sight: How Student Social and Emotional Learning (SEL) Supports Novice Teacher SEL. Paul Michaels, University of Denver; Jodie Lynn Wilson, University of Denver


Discussant: Jennifer Elaine Killham, University of LaVerne

Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Chair: Nyuemedi Agorodo Edoh-Torgah, University of Education, Winneba, Ghana
Participants: A Hermeneutic Approach to Analyzing Complex Problems for Applied Research. Charles Igel, Regis University; Erin Tierman

Epistemic Shifts: Examining Advice-Seeking and Self-Praise in Longitudinal Interviews. Stephanie Anne Sheldon, The University of Alabama

Using Qualitative Research to Teach Community Practice in a Post-Truth Era. M. Candace Christensen, University of Texas at San Antonio; Inci Yilmazli Trout, University of the Incarnate Word; Beatrice F. Perez, San Antonio College

Value-Creative Inquiry Through Narrative and Dialogue: Methodological Choices That Align With a Buddhist Humanist Paradigm. JULIE Nagashima, Arizona State University; Melissa Riley Bradford, DePaul University

Qualitative Comparative Analysis in Educational Policy Research: Procedures, Processes, and Possibilities. Andrea J. Bingham, University of Colorado - Colorado Springs; Sean Dean, University of Colorado - Colorado Springs; Jessica Castillo, University of Colorado - Colorado Springs

31.091-7. Revisiting Validity in Survey Research. SIG-Survey Research in Education; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Participants: Expanding the Concept of Validity in Survey Research. George M. Harrison, University of Hawaii at Manoa

Investigating the Effect of Covariates on Computed Test Scores and Validity Evidence. Steve G Barth, University of South Carolina - Columbia; Christine DiStefano, University of South Carolina; Fred Greer, University of South Carolina

Discussant: Allen G. Harbaugh-Schattenkirk, Boston University

31.091-8. Interventions, Validation, Fidelity, and Data Congruence. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Floor, Concert Hall; 12:20-1:50pm

Chair: Liane Indira Hypolite, University of Southern California
Participants: Rapid Development to Design Interventions: Incorporating Qualitative Data in Real Time. David Silverman, University of Virginia; Megan Moran, University of Virginia; Christopher Leland Williams, University of Virginia; Quinn Hirsch; Yai Tlalbet; Christopher Hulseman

Are Detailed Absence Codes Useful for Understanding Absence Patterns? A Population Study of Grade 3–10 Students. Kirsten Hancock, Telethon Kids Institute; Cate Taylor; Stephen Zubrick

Linking Incongruent Data Sources: A Case Study of a Summer Library Program. Jennifer Boden, The University of Kansas; Meghan Ecker-Lyster, University of Kansas; Karin Chang, University of Kansas

Institute for Policy and Social Research

Improving Empirical Research Through Development, Validation, and Use of Fidelity of Implementation Measures. Elizabeth Ann Jankowski, University of Oregon; Robin Martin, University of California - Davis; Lauren Lindstrom, University of California Davis

31.092. Sheraton Roundtable Session Three; Roundtable Session

31.092-1. Methodological, Critical, and Onto-Epistemic Challenges and Possibilities of Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Joy Gaulden Bertling, The University of Tennessee - Knoxville
Participants:
Complicity: How Arts-Based Research Can Illuminate the Researcher’s Role in Both Subverting and Sustaining Injustice. Gene L. Fellner, College of Staten Island - CUNY
Expanding and Sustaining Arts-Based Educational Research as Practitioner Inquiry. Joy Gaulden Bertling, The University of Tennessee - Knoxville
Transformative Community-Engaged Arts: New Forms of Knowledge Creation, Translation, Representation, and Dissemination. Lynn Margaret Fels, Simon Fraser University; Judith Marcuse; Patti Fraser, Simon Fraser University

31.092-2. Developing Young Students’ and Teachers’ Social-Emotional Identities Through Service-Learning in Classrooms and After School. SIG-Service-Learning & Experiential Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Participants:
Development of Youth Civic Identities Through Action Civics and Youth Participatory Action Research. Steven Hart, California State University - Fresno; Christian Wanderl: California State University - Fresno
Fostering Resilience Through Quality Standards-Based Service-Learning. Jane Lumpkin Newman, University of Alabama
Potential of Community Field Experiences as Hybrid Spaces in Teacher Education. Kathleen Tice, The University of Texas - Arlington; Larry Paul Nelson, The University of Texas - Arlington
Preparing Prospective Teachers to Be Classroom-Ready Through an Immersive After-School Tutoring Program. Benita R. Brooks, Sam Houston State University; Nancy Kay Vetterle, Sam Houston State University; Jannnah Walters Neren, Sam Houston State University
Discussant: Victoria Dickman-Burnett, University of Cincinnati

31.092-3. Trends in Social Studies Teaching. SIG-Social Studies Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Brittany Leigh Beck, California State University - Bakersfield
Participants:
Crowding Out Social Studies: A Longitudinal Examination of National Trends in Instructional Time in Elementary Schools. Tina Lane Heath, University of North Carolina - Charlotte; Paul G. Fitchett, University of North Carolina - Charlotte; Tracy C. Ruld, University of North Carolina - Charlotte; Jessica Norwood, University of North Carolina - Charlotte; Amy Fitchett, Cornell Elementary School
Interest in Social Studies Among U.S. High School Students. Guan Siao, The University of Texas - San Antonio; Yu-Han Hung, University of Houston - Downtown; Motezuma Garcia, Houston Health Department
Preparing Social Studies and ESOL Teachers for Integrated Language and Content Instruction in English Learners. Carri McDermott, Molloy College; Andrea M. Hongfeld, Molloy College
The Achievement Gap and Large-Scale Evidence of the Importance of Reading and Writing Instruction for Minority Students in Social Studies Education. Jason Miller, University of Virginia
Integrating Literacy and Social Studies: A Fifth-Grade Teacher’s Experiences. Rebecca Levering Powell, Florida Southern College

31.092-4. Contentious Discussions in Contentious Times. SIG-Social Studies Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Eric B. Freedman, Sacred Heart University
Participants:
Avoiding Discussion of Controversial Public Issues in Israeli Civics Teacher Education Programs. Aviv Cohen, Hebrew University of Jerusalem
Avoiding Discussion of Controversial Public Issues in Israeli Civics Teacher Education Programs. Eric B. Freedman, Sacred Heart University
The Achievement Gap and Large-Scale Evidence of the Importance of Reading and Writing Instruction for Minority Students in Social Studies Education. Jason Miller, University of Virginia
Integrating Literacy and Social Studies: A Fifth-Grade Teacher’s Experiences. Rebecca Levering Powell, Florida Southern College

31.092-5. Music Education Beyond Traditional Public School Settings. SIG-Music Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Ryan David Shaw, Michigan State University
Participants:
Music Education Opportunities in a Heterogeneous State’s K–12 Public and Charter Schools. Brian P. Shaw, The Ohio State University - Columbus
The Connection Between Charter School Discourse and Classroom Management in NYC Charter School Music Classrooms. Andrew April, City College of New York - CUNY
A Cycle of Giving: Transforming Individuals, Transforming Community in a Louisiana Children’s Choir. Jason Paul Bowers, Louisiana State University
A Home on the Floor: The Musical Expression of a DJ in a Queer Place. Jonathan G. Schaller, University of Illinois at Urbana-Champaign
Music Education Through Cultural Immersion: Preservice Music Teachers’ Experiences in a Caribbean-American Steel Band. Adam Grisé, University of Maryland - College Park

31.092-6. Critical Issues in Writing With Young Children. SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Rachel Skelac Lo, Villanova University
Participants:
“I Love Amy’s and My Book!” An Analysis of Young “Struggling” Writers’ Classroom Journal Writing. Juongmin Lee, The Ohio State University - Columbus
Written Language Development of Young Children Living in Northern Rural and Indigenous Canadian Communities. Nicola Friedrich, University of Toronto; Christine Portier, OISE/University of Toronto; Shelley Slagg Peterson, OISE/University of Toronto

31.092-7. Critical Qualitative Methods and Narrative Ways of Inquiring. SIG-Qualitative Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Valerie J. Janesick, University of South Florida
Participants:
From the Center to the Horizon: Engaging “Crip Horizons” in Critical Qualitative Inquiry. Emily A. Niederbaum, University of San Francisco; Jessica Nina Nicola Leiter, Indiana University
Language Choice and Translation in Educational Research: Considerations in Cross-Language Narrative Inquiry. Yoon Gao, University of Victoria
Ziyarah: (Un)Settling Western Tradition of Conducting Interview Studies. Wesan M. Salem, The University of Memphis

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Gabrielle Oliveira, Boston College
Participants:
Intensity and Breadth of Out-of-School Time Activity Participation: Connecting Latent Classes, Student Characteristics, and Educational Outcomes. Youngsoon Kang, University of Minnesota - Twin Cities; Kyle Nickodem, University of Minnesota; Mireya Carmen-Martinez Smith, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota
Out-of-School Time Program Effects on Standardized Test Scores During Early Adolescence: A Multilevel Growth Modeling Approach. Jamie Wu, Michigan State University; Laurie Van Egeren, Michigan State University; Nai-Kuan Yang, Michigan State University; Beth Prince, Michigan State University; Debbie Stoddard, Michigan State University
Summer Program Effects on Geometry Achievement. Caroline M. Storr
Pittard, University of Louisville; Jill L. Adelson, Duke University; Catherine A. Little, University of Connecticut; Kelly L. Kearney, University of Connecticut; Rebecca O’Brien, University of Louisiana at Lafayette

The Power of Participation: Examining the Effects of Out-of-School Time STEM on Black Student Mathematics Achievement. Jamaal Young, University of Iowa; Jemimah L. Young, University of Iowa

31.092-4. Civic and Campus Student Engagement. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Stephen J. Hamell, University of Rochester
Participants:
- Assessing the Role of Ethnic Student Organizations in Higher Education: A Literature Review. Lucy Arellano, Oregon State University; Ricken Vue, Oregon State University; Kelly Marie Alvarado, Oregon State University; Hyese Han, Oregon State University
- College Student Attitudes Toward Welfare in the United States. Austin Lyke, University of California - Los Angeles
- Motivational Differences by Gender for Students’ Participation in Co-Curricular Service-Learning. Tricia Stokes, The University of Vermont; Elia V. Richter, The University of Vermont; Laura Megivern, The University of Vermont; Brandin Howard, The University of Vermont
- The Role of Career Services Programs and Sociocultural Factors in College Student Career Development. Matthew T. Hora, University of Wisconsin - Madison
- Mun Chin, The University of Wisconsin - Madison
- Chelsea A. Blackburn Cohen, The University of Wisconsin - Madison

31.092-5. Adults in Higher Education. SIG-Adult Literacy and Adult Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Participants:
- A Pedagogy of Preparation: Incorporating Practices From Developmental Education Into College-Level Coursework in Community Colleges. Rebecca Brower, Florida State University; Amanda N. Nix, Florida State University; Hollie Daniels, Florida State University; Ayné Hu, The Florida State University; Tamara Bertrand Jones, Florida State University; Shoping Hu, Florida State University
- Case Study Analysis of Nontraditional Student Experience in Metro Campus MBA and MPA Programs. Kenichi Maruyama, Northern Arizona University
- Craving Meaning: Adult Learning and Online Course Discussions. Andrea Greggi, The Pennsylvania State University; Davin Jules Carr-Chellman, University of Idaho; Ali Carr-Chellman, University of Idaho
- Using the Iloh Model of College-going Decisions and Trajectories to Explore Education Narratives of Underserved Groups and Adult Learners. Constance Iloh, University of California - Irvine

31.092-6. Becoming a Teacher: Reflecting on the Process. SIG-Narrative Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Nicola Gram, The University of Hong Kong
Participants:
- Staying Afloat: Using Experiential Collaborative Mentorship and Narrative Pedagogy to Support Preservice Teachers’ Writing Development. Elise Lindy Olan, University of Central Florida
- The Drive: A Beginning Teacher’s Reflections on Inquiry-Based Teaching and Feelings of Self-Efficacy. Stacey Smyd, Texas Tech University; Erika Rae Bowles, Texas Tech University; Erin Murphy, Elaina Costanzo
- The Impact of Sustained Experiential Learning on Beginning Teachers’ Process of Becoming: A Narrative Approach. Gary James Harfitt, The University of Hong Kong
- Two Mathematics Teachers’ Personal Practical Knowledge. Elizabeth Suazo-Flores, Purdue University

Division and SIG Posters

31.094-1. Curriculum on the Truths/Ethics Borderlands. Division B - Curriculum Studies; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Posters:
1. Applying Daisaku Ikeda’s Global Citizenship to the Case of Adivasi Reprisal. Alankrita Chhikara, Purdue University
2. Empiricisms and Post-Truth Politics: Thinking Curriculum in the Current Era. Tristan Gleason, Moravian College; Asliha Franklin-Plipps
3. Neoplatonix: A Shape-Shifting Duo-Ethnography Exploring the Borderlands of Gender and Nation. Lobat Asadi, Texas A&M University - College Station; Mario Itzel Suarez, Texas A&M University
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- College Station

4. Stuck in the Rhetoric of Decolonization: Curriculum Studies in South Africa Through the Lens of Pinar’s Complicated Conversations. Prevanand (Labby) Ramrathan, University of KwaZulu-Natal; Lesley Lionel Leonard Le Grange, Stellenbosch University; Chris Paul Reddy, Stellenbosch University; Petro Du Prez, North West University; Sylvan Everton Bignaud, Nelson Mandela University

31.094-2. GetFreeWithDivB Posters. Division B - Curriculum Studies; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
5. How Are Intercultural Competencies Identified, Addressed, and Fostered in a Community-Based ESL Class? Erica Amery, University of Calgary
6. Stop Moments Amid the #MeToo Movement: Poetic Inquiry, Pedagogy, and Contemplation. Patricia Jagger, University of Alberta
7. This Is How We Do It: Cultural Hidden Curriculum Practices of Black Male Undergraduate Students. Travis Ervin Dunias, University of California - Los Angeles
8. Curriculum “Past and Future”: The History of Indian Residential Schools — Why Remember the “Traumatic” Past? Brenda Darlene Davis, University of British Columbia PhD Graduate Student

31.094-3. Reading Critical Race Theory in Curriculum. Division B - Curriculum Studies; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Chair: Kevin Lawrence Henry, University of Arizona

Posters:
10. Race in Liminal Space: Drama as Embodied, Multimodal Pedagogy of Possibility. Sara Schroeter, University of Regina

31.094-4. Division L Section 2 Poster Session. Division L - Educational Policies and Politics; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Poster:
12. Deniable Plausibility: How Twombley and Iqbal Protect the Artful Racism of Education Reform. Davis Clement, University of Virginia

31.094-5. Parental Involvement in Education — Home and Abroad: Does It Mean the Same Thing? SIG-Caribbean and African Studies in Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Poster:

31.094-6. Relation of Beliefs, Goals, Emotions, and Educational Interventions to Academic Outcomes. SIG-Motivation in Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
14. An Expectancy Value Cost Analysis of the Factors Impacting the Drive to Complete Grad School. Eleftherios Kyprianos Soleas, Queen’s University; Nadia S. Arghash, Queen’s University; Anoudikha Mouessian, Queen’s University - Kingston; Heather Coe-Nesbitt, Queen’s University; Ryan G Egan, Queen’s University - Kingston
15. Bolstering the Value of Learning About Climate Science. Hunter Gehlbach, University of California - Santa Barbara; John Potzko; Carly Dolan Robinson, Harvard University; Christine Calderon Vriesema, University of California - Santa Barbara
16. Can a Utility Value Intervention Improve Outcomes for Women in Math? Michael W. Asher, University of Wisconsin; Cameron Hecht, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin
17. Confirmation of the Factor Structure of an Autonomous Reading Motivation Measure for Middle School Students. Stephen M. Tonks, Northern Illinois University; Kelly Summers, Northern Illinois University; David A. Walker, Northern Illinois University
18. Customizing a Social-Belonging Intervention for Two-Year College Students. Cameron Hecht, University of Wisconsin - Madison; Stacy J. Priniski, University of Wisconsin - Madison; Garret Hall, University of Wisconsin - Madison; Michael W. Asher, University of Wisconsin; Yai Tibbetts, University of Virginia; Judith Harackiewicz, University of Wisconsin

Different Patterns of the Expectancy and Task Value Interaction: Evidence From Multiple Academic Outcomes. Juyeon Song, Korea University; Youngkyung Chung, Inha University

20. Intra-Individual Relationships Between State Achievement Goals and Learning Outcomes: An Experience Sampling Approach. Minhye Lee, Korea University; Minmi Bong, Korea University
21. Longitudinal Analysis of the Relationships Between Students’ Depression and Anxiety Symptoms With Their Motivational Orientations. Nir Madjar, Bar Ilan University; Catherine Ratelle, Université Laval; Stéphane Duchesne, Université Laval
22. Motivation’s Unique Contribution to the Development of Academic Achievement. Kerstin Schütte, Leibniz Institute for Science and Mathematics Education (IPN); Stefani Suss, IPN - Leibniz Institute for Science and Mathematics Education
23. Testing the Prosocial Utility Value Hypothesis. Stacy J. Priniski, University of Wisconsin - Madison; Cameron Hecht, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin; Aligha Eroy-Revels, San Francisco State University; Jill Rosé Nagy, San Francisco State University; Mica Estrada, University of California - San Francisco
26. The Significance of Ethnic Identity and Theories of Intelligence for Positively and Negatively Stereotyped Groups. Lara Turgut Faust, University of Maryland - College Park; Jessica Rose Gladstone, University of Maryland - College Park
27. To Cheat or Not to Cheat — What Is the Motivation? A Meta-Analytic Investigation. Megan Krow, Texas State University; Meagan Hoff, Texas State University - San Marcos; Elizabeth Hewett, Texas State University; Marvin Fong, Texas State University
28. Why Distinctiveness Matters: The Impact of a Social-Psychological Intervention on Academic Success and Persistence. Tamika McElveen, North Carolina State University; DeLeon Gray, North Carolina State University; Alexander Olosa, North Carolina State University; Matthew Braslow, Kaplan University

31.094-7. Poster Sessions. Division L - Education in the Professions; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
29. Barriers to Seeking Mental Health Services Among Veterinary Medical Students. Tamara S Hancock, University of Missouri - Columbia; Kerry M. Karaffa, University of Missouri
30. Assessing MOOC Learner Satisfaction and Success: Toward Quality Evaluation Metrics. Hillary Elizabeth Merzdorf, Purdue University; Kerrie Ann Douglas, Purdue University; Peter Bernel, Purdue University; Heidi A. Diefes-Dux, Purdue University
31. Mentoring and Assessment of Student Teachers on School Placement: Integrating Theory and Practice. Kathy Hall, University College Cork; Regina M. Murphy, DCU Institute of Education; Vanessa Rutherford, University College Cork; Bernadette Ni Aingle
32. Evaluating a Multimodal Course in Clinical Anesthesia Developed According to a Deliberate Practice Framework. Julie Ann Noyes, Washington State University - Pullman; Robert Keegan, Washington State University; Kira Joy Carbonneau, Washington State University - Pullman; Mauricio Lepiz, Texas A&M University - College Station; David Rankin, Kansas State University; Susan Matthew, Washington State University - Pullman
33. How Occupational Therapy Students Learn to Support Low-Income Clients: Modeling the Learning Context. Ellen Murray, University of Toronto; Lynn Cockburn; Ken Chambers; Lucy Bertlett, University of Toronto; Naomi Stern; Tim Park
34. Minds at Work: Teaching Professional Practice in the Medical Setting. Dina Kurzweil, Uniformed Services University; Beth Marcellas, The Uniformed Services University of the Health Sciences; Dana Nguyen, Uniformed Services University of the Health Sciences
35. Organizational Coherence in Professional Education Curricula:
Institutional Dynamics Between University and Workplace Bodies. Ayede Becher, Ben-Gurion University of the Negev; Lily Orland-Barak, University of Haifa

36. Profiling Control and Value Appraisals to Predict Medical Emotions. Juan Zheng, McGill University; Shan Li, McGill University; Susanne P. Lajoie, McGill University; Jeffrey Wiseman, McGill University

37. Relaxation Techniques: Decreasing Nursing Students Academic Stress and Test Anxiety. Sherry Manansingh, Farmingdale State College; Stephanie L. Tatums, St. John’s University

38. The Impact of Active Learning in a Speech-Language Pathology Swallowing and Dysphagia Course. Rebecca H Afojo, Central Michigan University; Justin Bruner, Michigan State University; Ciara Nellenbach, Central Michigan University; Angela Dietch, University of Nebraska - Lincoln; Mark E. Lehman, Central Michigan University

39. Validation of a Motivation Inventory for Use With Veterinary Medicine Students. Brett D. Jones, Virginia Polytechnic Institute and State University; Meghan K. Byrnes, Virginia Polytechnic Institute and State University; Mia W. Jones

40. Co-Curricular Learning in Pharmacy Education. Nancy F. Fjortoft, Midwestern University; Jacob Getig, Midwestern University

41. Mathematics Instruction in a Post-Truth Era: Shaping Instructions With Research and Identity. Rofaa Galeshi, Radford University; Jung - Ah Choi, St. Peter’s University

42. Addressing Gaps in Knowledge Sharing Within Trauma Teams-in-Training by Examining Team Process and Individual Empowerment. Sarah Jung, University of Wisconsin - Madison; Alexandra Rosser, The University of Wisconsin - Madison; Ryan Thompson, The University of Wisconsin - Madison; Hee Soo Jung, The University of Wisconsin - Madison

Saturday, April 6, 1:00 pm

Professional Development Courses

32.010. PDC18: Advanced Analysis Using School-Based International Large-Scale Assessment Databases (TIMSS, PIRLS, and PISA). Professional Development and Training Committee; Professional Development Course

Metro Toronto Convention Centre, 600 Level, Room 601A; 1:00-3:00pm
Director: Eugenio Gonzalez, ETS
Instructor: Eugenio Gonzalez, ETS

32.011. PDC19: Introduction to Latent Transition Analysis in MPlus. Professional Development and Training Committee; Professional Development Course

Metro Toronto Convention Centre, 600 Level, Room 601B; 1:00-3:00pm
Director: Karen L. Nylund-Gibson, University of California - Santa Barbara

32.012. PDC20: Social Network Modeling. Professional Development and Training Committee; Professional Development Course

Metro Toronto Convention Centre, 600 Level, Room 602A; 1:00-3:00pm
Director: Tracy Sweet, University of Maryland - College Park
Instructor: Tracy Sweet, University of Maryland - College Park

Saturday, April 6, 2:00 pm

Division Sessions

33.010. Division D Business Meeting Committee. Division D - Measurement and Research Methodology; Invited Speaker Session

Fairmont Royal York Hotel, Mezzanine Level, The Boardroom; 2:00-3:00pm

Saturday, April 6, 2:15 pm

Governance Meetings and Events

34.001. AERA Journal Publications Committee and Journal Editors: Closed Meeting. AERA Governance; Governance Session

InterContinental Toronto Centre, Lower Level, Ballroom B; 2:15-3:45pm

34.002. AERA Scholars of Color in Education Committee: Closed Meeting. AERA Governance; Governance Session

InterContinental Toronto Centre, Upper Lobby, Humber; 2:15-3:45pm

34.003. AERA SIG Executive Committee: Closed Meeting. AERA Governance; Governance Session

InterContinental Toronto Centre, Upper Lobby, Oakville; 2:15-3:45pm

Presidential Sessions

34.010. AERA Distinguished Lecture: Daniel Gilbert Solorzano. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104C; 2:15-3:45pm
Chair: Janelle T. Scott, University of California - Berkeley

34.011. Assessment, Truth(s), and Reconciliation. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 200 Level, Room 202B; 2:15-3:45pm
Chair: Jennifer Jillson Holme, The University of Texas at Austin
Participants: Lorena Llosa, New York University; Eva L. Baker, University of California - Los Angeles; Tisha Sengupta-Irving, Vanderbilt University; Cynthia A. McCallister, New York University

34.012. The Resurgence of Zero Tolerance? Combating the School-to-Prison Pipeline in a Post-Truth Era. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104A; 2:15-3:45pm
Chair: Mark R. Warren, University of Massachusetts - Boston
34.013. How People Learn II: Learners, Contexts, and Cultures — A Report From the National Academies of Science, Engineering, and Medicine. AERA Sessions; Invited Speaker Session
   Metro Toronto Convention Centre, 100 Level, Room 104D; 2:15-3:45pm
   Chair: Carol D. Lee, Northwestern University
   Participants: Zevelanj Serpell, Virginia Commonwealth University; Anmeevar S. Palincsar, University of Michigan; Barbara M. Means, Digital Promise
   Commentators: Gloria Ladson-Billings, University of Wisconsin - Madison; James W. Pellegrino, University of Illinois at Chicago

34.014. Meet the National Science Foundation Program Officers. AERA Sessions; Invited Speaker Session
   Metro Toronto Convention Centre, 500 Level, Room 501A; 2:15-3:45pm
   Chair: Michael J. Ford, National Science Foundation/University of Pittsburgh
   Participants:
   Table 1 - Programs representing: Discovery Research PreK-12 (DRK-12), Innovative Technology Experiences for Students and Teachers (ITEST), EHR Core Research (ECR), Faculty Early Career Development Program (CAREER), Computer Science for All. Michael J. Ford, National Science Foundation/University of Pittsburgh
   Table 2 - Programs representing: Innovative Technology Experiences for Students and Teachers (ITEST), Advancing Informal STEM Learning (AISL), Discovery Research PreK-12 (DRK-12), National Robotics Initiative. David L. Haury, National Science Foundation
   Table 3 - Program representing: Improving Undergraduate STEM Education. Karen Keene, National Science Foundation
   Table 4 - Programs representing: Discovery Research PreK-12 (DRK-12), EHR Core Research (ECR), Faculty Early Career Development Program (CAREER), Computer Science for All. Karen D. King, National Science Foundation
   Table 5 - Programs representing: Discovery Research PreK-12 (DRK-12), Innovative Technology Experiences for Students and Teachers (ITEST), EHR Core Research (ECR), Celestine H. Pea, National Science Foundation
   Table 6 - Programs representing: Discovery Research PreK-12 (DRK-12), Innovative Technology Experiences for Students and Teachers (ITEST), EHR Core Research (ECR), STEM + Computing K-12 Education (STEM+C), Computer Science for All. Annemarie S. Palincsar, National Science Foundation
   Table 7 - Programs representing: Discovery Research PreK-12 (DRK-12), EHR Core Research (ECR), Faculty Early Career Development Program (CAREER). Finbarr C. Sloane, National Science Foundation
   Table 8 - Programs representing: Discovery Research PreK-12 (DRK-12), Innovative Technology Experiences for Students and Teachers (ITEST), Advancing Informal STEM Learning (AISL). Amy A. Wilson-Lopez, National Science Foundation

34.015. Opportunities for Federal Research Funding: National Science Foundation and National Institutes of Health. AERA Sessions; Invited Speaker Session
   Metro Toronto Convention Centre, 100 Level, Room 104B; 2:15-3:45pm
   Chair: Chandra Muller, The University of Texas at Austin
   Participants: Elizabeth A. VanderPutten, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development
   Discussant: Chandra Muller, The University of Texas at Austin

34.016. Journal Talks 3. AERA Sessions; Invited Roundtable
   Metro Toronto Convention Centre, 700 Level, Room 718B; 2:15-3:45pm
   Participants:
   1. The Teacher Educator. Linda E. Martin, Ball State University; Thalia Mulvihill, Ball State University
   2. Technology, Knowledge and Learning. Dirk Iffenthaler, University of Mannheim
   3. Social Studies Research and Practice. Cynthia S. Sunal, The University of Alabama
   4. Mentoring and Tutoring: Partnering in Learning. Nahid Abdelrahman, Texas A&M University - College Station; Brad Bizzell, Radford University; Beverly J. Irby, Texas A&M University - College Station; Elizabeth Kathryn Pughie, Texas A&M University - College Station
   8. International Journal of Education Policy and Leadership. Elizabeth N. Farley-Ripple, University of Delaware; Daniel A. Laitich, Simon Fraser University; Jenice Leilani View, George Mason University
   9. Ethnography and Education. Carl Bagley, Queen’s University - Belfast
   10. Contemporary Issues in Early Childhood. Susan J. Grieshaber, La Trobe University; Nicola J. Yelland, Flinders University, Australia
   11. Educational Action Research. Allan Feldman, University of South Florida; Andrew Townsend, Nottingham University
   13. ECNU Review of Education. Shuangye Chen, East China Normal University; Li You, East China Normal University
   14. Policy Futures in Education. Marek Tesar, The University of Auckland

34.017. 2019 AERA Undergraduate Fellows Research Poster Fair. AERA Sessions; Invited Poster Session
   Metro Toronto Convention Centre, 700 Level, Room 701B; 2:15-3:45pm
   Participants:
   1. Poster 1. Matthew Best, James Madison University
   2. Poster 2. Socorro Cambero, University of California, Irvine
   3. Poster 3. Trent Cash, The Ohio State University
   4. Poster 4. Alexis Castillo, Dartmouth College
   5. Poster 5. Simon Chow, Bowdoin College
   7. Poster 7. Logan Drake, University of Iowa
   8. Poster 8. Lilliyanna Ermota, Indiana University
   10. Poster 10. Abigail Gentry, Purdue University
   11. Poster 11. Tim Herd, Michigan State University
   12. Poster 12. Megan Jones, University of Florida
   13. Poster 13. Michelle Lo, University of Oregon
   14. Poster 14. Gabrielle Mang, Macaulay Honors College and Queens College, City University of New York
   15. Poster 15. Jasmin Morales, University of California - Santa Barbara
   16. Poster 16. Clare O’Connor, Boston College
   17. Poster 17. Michael Reid Jr, University of Connecticut - Storrs
   18. Poster 18. Cy-Anne Small, University of Florida
   20. Poster 20. Julia Trotter, University of North Texas
   21. Poster 21. Amanda Vite, University of Maryland, College Park
   22. Poster 22. Cy-Anne Walters, Kennesaw State University
   23. Poster 23. Hwa Pyung Yoo, Villanova University
   24. Poster 24. Menglan Zhai, University of Oregon
   25. Poster 25. Yi Zhao, Boston College

Committee Sessions

34.018. Division H Fireside Chat. Data Sharing With Families and Communities: Making Education Research and Evaluation Efforts Accessible to Stakeholders. Graduate Student Council; Invited Speaker Session
   Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 2:15-3:45pm
   Chair: Xiaobin Dai, Bowling Green State University
   Participant: Matthew R. Lavery, Bowling Green State University
   Discussant: Colin Michael McGinnis, University of Nebraska - Lincoln

34.019. Division I Fireside Chat. College and Career Readiness in the 21st Century: Contributing to the Policy Conversation Century. Graduate Student Council; Invited Speaker Session
   Metro Toronto Convention Centre, 700 Level, Room 714A; 2:15-3:45pm
   Chair: Rachel Williams, University of California - Berkeley
   Participants: Derek Gottlieb, University of Northern Colorado; Cameron Sublett, Pepperdine University; Victor M. Hernandez, University of South Florida; Shaun Michael Dougherty, Vanderbilt University
34.024. Preparing and Supporting School Leaders in Multiple Contexts. Division A - Administration; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 2:15-3:45pm
Chair: Ingrid Gogolin, Universität Hamburg
Participants:
Migrant Integration Policies, Cultural Diversity, and Student Outcomes in Canada. Louis Volante, Brock University
Migrant Integration Policies, Cultural Diversity, and Student Outcomes in the United States. H. Kenny Nienhusser, University of Connecticut
Migrant Integration Policies, Cultural Diversity, and Student Outcomes in New Zealand. Don Klinger, University of Waikato
Migrant Integration Policies, Cultural Diversity, and Student Outcomes in the Netherlands. Melissa Siegel, Maastricht Graduate School of Governance
Discussant: Ingrid Gogolin, Universität Hamburg

Division Sessions
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 2:15-3:45pm

Chair: Nicholas Andrew Sorensen, American Institutes for Research

Participants:

- Does Readiness for Eighth-Grade Algebra Matter? A Quasi-Experimental, Multi-site Analysis of Short- and Longer-Term Outcomes. Nicholas Andrew Sorensen, American Institutes for Research; Whitney Layne Cade, American Institutes for Research; Sanja Jagesic, University of Chicago Consortium on School Research; Kirk Walters, American Institutes for Research; Jordan Rickles, American Institutes for Research; Ryan Curtis Eisner, American Institutes for Research

- The Role of Identity-Based Motivation in Teachers’ Advanced Math Course Placement Decisions. Nicholas Andrew Sorensen, American Institutes for Research; Ryan Curtis Eisner, American Institutes for Research; Daphna Oyserman, University of Southern California; Kirk Walters, American Institutes for Research

- The Socio-Emotional Consequences of Accelerated Middle School Mathematics. Thurston Domina, University of North Carolina - Chapel Hill; Paul Hanselman, University of California - Irvine; Andrew McEachin, RAND Corporation; Andrew Penner, University of California - Irvine; Emily K. Penner, University of California - Irvine

- Early Math Skills and Enrollment in Algebra in Ninth Grade. Pamela E. Davis-Kean, University of Michigan; Thurston Domina, University of North Carolina - Chapel Hill; Megan Kuhfeld, NWEA; Alexis Ellis, University of Michigan - Ann Arbor; Elizabeth Gershoff, University of Michigan

- Mathematics Course-Taking Pathways for Joining STEM in College. David I. Miller, American Institutes for Research; Jonathan Wai; David Henry Uttal, Northwestern University

Discussant: Kirk Walters, American Institutes for Research

34.028. Dialogic Interactions in Digital Contexts: Multimodal, Multilevel, and Temporal Analyses. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 2:15-3:45pm

Chairs: Sara Hennessy, University of Cambridge; Louis Major, University of Cambridge

Participants:

- Dialogic Analysis: Using Epistemic Network Analysis to Model Dialogic Interactions. David W. Shaffer, The University of Wisconsin - Madison; Gideon Dishon, Ben-Gurion University of the Negev; Brendan R. Eagan, University of Wisconsin - Madison; Sara Tabatabai, University of Wisconsin - Madison; Zachary Swiecicki, The University of Wisconsin - Madison; Peter Levine, Tufts University

- Temporal Analysis of Interaction Between Spoken and Digitally Mediated Dialogue in Knowledge-Building. Carol K. Chan, University of Hong Kong; Sara Hennessy, University of Cambridge; Yuvao Tong, The University of Hong Kong; Jan van Aalst, The University of Hong Kong; Rupert Wegerif, University of Cambridge

- Scaffolding Reasoning in Science Classrooms: Combining a Micro-Blogging Tool With a Dialogic Pedagogy. Paul T. Warwick, University of Cambridge; Victoria Cook, University of Cambridge; Louis Major, University of Cambridge; Maria Vrktki, University of Cyprus

- Linking Discourses in a Wiki: Analysis of Primary Students’ Dialogic Interactions Across Time-Spaces and Communicative Modes. Manoli Pifarre, University of Lleida

Discussant: Carl Bereiter, University of Toronto

34.029. Division C: Outstanding Early Career Scholar Award and Jan Hawkins Early Career Award. Division C - Learning and Instruction; Invited Speaker Session Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 2:15-3:45pm

Chairs: Steve Graham, Arizona State University; Editor Journal of Educational Psychology; Rand J. Spiro, Michigan State University; Susan A. Yoon, University of Pennsylvania

Participants:

- Think Again: Shifting Epistemic Judgments Toward the Scientific. Doug Lombardi, Temple University

- Learning, Play, and Power in an Era of Trumpism. Antero Garcia, Stanford University

34.030. New Developments in Vocabulary and Concept Teaching and Learning. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 2:15-3:45pm

Chair: Lora A. Bailey, Troy University - Troy

Participants:


- Exploring the Impact of Word Sort Discussions on Preservice Teachers’ Content and Pedagogical Knowledge. Deborah J Williams, Stephen F. Austin State University; Tingting Xu, Stephen F. Austin State University

- Improving Elementary School Students’ Vocabulary Skills and Reading Comprehension Through a Word Learning Strategies Program. Linlin Li, WestEd; Cathy Ringstaff, WestEd; Rachel Grimes Tripathy, WestEd; Kyle Flynn, WestEd; Larry Thomas, University of California - Los Angeles

- The Development of an Assessment of Children’s Ability to Ascertain Unfamiliar Word Meanings From Context. Crystal Wise, University of Michigan

34.031. New Directions in the Research on Self-Concept and Perceived Competence. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 2:15-3:45pm

Chair: Stephen M. Tonks, Northern Illinois University

Participants:

- A Test of Psychological Explanations for the Self-Concept Paradox Among Black and Latinx Adolescents. Eunjin Seo, Texas State University; Tishan Shen, Texas State University; Aprile Benner, The University of Texas at Austin

- Growth Orientation, Engagement, and Achievement in Mathematics: A Multilevel, Longitudinal Examination of Students and Teachers. Keiko Bostwick, University of New South Wales; Andrew J. Martin, The University of New South Wales; Rebecca J. Collie, University of New South Wales; Tracy Lyn Durksen, University of New South Wales

- Integrating the 21/E Model Into Dimensional Comparison Theory. Fabian Wolff, Kiel University; Friederike Helm, University of Kiel; Jens Möller, University of Kiel

- Contraction of the Working Self-Concept in Stressful Environments: Evidence From Two Daily Diary Studies. Alexander S. Brownow, Boston College; David B. Miele, Boston College; Gregory Mariotti Walton, Stanford University

- The Role of Math Ability and Effort Mind-Sets in Predicting Math Persistence in Two Countries. Chen Shen, Boston College; David B. Miele, Boston College; Marina Vasilyeva, Boston College; Qiong Li, Beijing Normal University; Jingtian Zhou, Beijing Normal University

34.032. Probing Students’ Understanding With Differing External Representations. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 2:15-3:45pm

Chair: Anna N. Bartel, University of Wisconsin - Madison

Participants:

- Structured Internal Representations for Structured External Expressions. Sashank Varma, University of Minnesota - Twin Cities; Kacey Michel, University of Minnesota - Twin Cities

- Symbolic-Numerical Associations of Fractions: Evidence From Internal and External Representations. Elizabeth Yael Toomarian, Stanford University/Synapse School; Yujin Park, University of Wisconsin - Madison; Percival Grant Matthews, University of Wisconsin - Madison; Edward Michael Hubbard, University of Wisconsin - Madison

- Differences in Processing Symbolic Versus Nonsymbolic Representations of Ratios: Behavioral and Neural Evidence. Yujin Park, University of Wisconsin - Madison; John Vito Binzak, The University of Wisconsin - Madison; Elizabeth Yael Toomarian, Stanford University/Synapse School; Priya Kalra, The University of Wisconsin - Madison; Percival Grant Matthews, University of Wisconsin - Madison; Edward Michael Hubbard, University of Wisconsin - Madison

- Supporting Algebrac Symbolization: Effects of Diagrams Are Moderated by Mathematics Ability. Anna N. Bartel, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison

- Visual Representations in Children and Adults’ Understanding of Metamorphosis. David Menendez, University of Wisconsin - Madison; Karl Roengren, The University of Wisconsin - Madison

Discussant: Nicole M. McNeil, University of Notre Dame

34.033. Student Learning and Thinking Processes in the Design of Learning Environments. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 2:15-3:45pm

Chair: Lora A. Bailey, Troy University - Troy
Chair: Michael K. Thomas, University of Illinois at Chicago
Participants:
Mathematical and Cultural Practices of Redesigning a Board Game: A New Immigrant Student’s Multimodal Interactions. Beaumie Kim, University of California; Keyhan Bostani, University of California
Good for Learning, Bad for Motivation? A Meta-Analysis on the Effects of Collaboration Scripts. Anika Radkowitsch, Ludwig-Maximilians-Universität München; Freydis Vogel, University of Nottingham; Frank Fischer, Ludwig Maximilian University of Munich
Forms of Student Knowledge Creation in a Design and Making Environment: A Funds of Knowledge Approach. Anu Kajamaa, University of Helsinki; Kristinna P. Kampulainen, University of Helsinki
Discussant: Michael K. Thomas, University of Illinois at Chicago

34.034. Teacher Instructional Characteristics and Approaches and Their Impacts on Learning Environments. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 2:15-3:45pm
Participants:
The Close Study of Texts, Tasks, and Teacher Enactment in the Context of Project-Based Learning. Miranda Fitzgerald, University of Michigan Ann Arbor
The School Environment and Teacher Creativity. Jody Nyboer, Syracuse University
The Significance of Teaching Traditions in Environmental and Sustainability Education at Secondary School Level. Per Sund, Stockholmn University; Niklas Gericke, Karlstad University; Gabriel Bladh, Karlstad University
Structuring and Differentiation: Effects of Two Characteristics of Teaching Quality on Students’ Outcomes. Helena van Vorst, University of Duisburg-Essen; Marie-Therese Hauerstein, University of Duisburg-Essen
Generative Design Environments: A Teacher’s Perspective. Karen Dueau, University of Massachusetts - Dartmouth
Discussant: Laurie D. Edwards, Saint Mary’s College of California

34.035. Teachers’ Motivations and the Classroom: Relations Across Diverse Educational Contexts. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 2:15-3:45pm
Chairs: Jessica Rose Gladstone, University of Maryland - College Park; Nicole Scalise, University of Maryland - College Park
Participants: Helen M.G. Watt, The University of Sydney
Participants:
Choice as a Predictor of Motivation for Teaching in Urban Schools. Annette Ponnock, University of Maryland - College Park; Brooke Y. Hoffman, Rowan University; Will J. Jordan, Temple University; Peshe C. Karuloff, Temple University; Danielle Sutherland, Temple University
Early Childhood Teachers’ Self-Efficacy Beliefs and Mathematical Talk in the Classroom. Nicole Scalise, University of Maryland - College Park; Geetha Ramani, University of Maryland - College Park; Kristin Pak, University of Maryland - College Park
Relations Between Teacher Motivation and Student Engagement and Achievement in Math Across School Contexts. Alyssa Parry, University of Pittsburgh; Jessica Rose Gladstone, University of Maryland - College Park; Ming-Te Wang, University of Pittsburgh
Linking Teacher Efficacy and Responsibility With Teachers’ Motivational Styles and Student Engagement. Fani Lauermann, University of Dortmund; Jean-Louis Berger, Swiss Federal Institute for Vocational Education and Training
Discussant: Sarah M. Kiefer, University of South Florida

34.036. The Promise and Reality of Technological Tools in Support of Literacy and Language Teaching and Learning. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 2:15-3:45pm
Chair: Jason Griffith, The Pennsylvania State University
Participants:
Deepening Conceptual Understanding: Analyzing Forms of Engagement With Elementary Black Boys and Multimodal Disciplinary Texts. Shonandra Allen, University of Illinois at Chicago
Don’t Take It on Face Value: A Review of Visual Literacy Research. Daibao Guo, Boise State University; Wendi Kamman Zimmer, Texas A&M University - College Station; Shon Diane Matthews, Texas A&M University - College Station; Erin M. McGtigue, Texas A&M University - College Station
eRevise: Automated Formative Feedback System to Improve Students’ Use of Text Evidence in Writing. Elaine Lin Wang, RAND Corporation; Richard James Correnti, University of Pittsburgh; Lindsay Clare Mattumura, University of Pittsburgh; Diane Liman; Emily Howe, University of Pittsburgh; Rafael Quintana, University of Pittsburgh; Colin Zhang, University of Pittsburgh; Ahmed Ezzat Abdelgawad Magooda, University of Pittsburgh
Reading Images: Becoming Media Critical in a Foreign Culture in the Post-Truth Era. Isi Rodrigues Perdes, Federal University of Minas Gerais
The Effects of Processing Multimodal Texts in Print and Digitally on Students’ Comprehension and Calibration. Lauren M Singer Trakhman, University of Maryland - College Park; Yuting Sun, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park; Alexis Silverman
The Relationship Between Eye Movements and Reading Skills in Elementary School Children: An Exploratory Study. Sungyoon Lee, Texas A&M University - College Station; Christopher Prickett, Texas A&M University; Quanxin Shi, Texas A&M University - College Station; Huilin Sun, Texas A&M University - College Station; Julie Thompson, Texas A&M University - College Station; Steven Woltering, Texas A&M University - College Station
Discussant: Miranda Fitzgerald, University of Michigan Ann Arbor

34.037. Using Epistemic Tools to Support Reasoning, Student Agency, and Equity. Division C - Learning and Instruction; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 2:15-3:45pm
Chairs: Jean Moon, Tidemark Institute; Sarah Michaels, Clark University; Deb Morrison, University of Washington - Seattle
Participants:
1. Shifting Students’ Epistemic Roles in Science Classrooms Using Epistemic Tools. David Stoupe, Michigan State University
2. Making Teacher and Student Thinking Visible: Epistemic Tools and Strategies in a Science Video-Based, Analysis-of-Practice Program. Jody Bunte, BSCS Science Learning; Kathleen J. Roth, California State Polytechnic University - Pomona; Connie Hvidsten, BSCS Science Learning
4. Co-Designed Professional Development Resources as Epistemic Tools for Learning Across and Within States. Gina Tesoriero, University of Washington - Seattle; Deb Morrison, University of Washington - Seattle; Philip L. Bell, University of Washington; Tiffany Neill, Oklahoma Department of Education
5. Investigation Questions as Epistemic Tools That Shape Epistemic Agency in Physics Discussions. Enrique (Henry) Suarez, University of Washington - Seattle
6. Epistemic Ripple Effects: Strategically Opening Up Space in Curriculum Materials to Redistribute Epistemic Agency. Christina Krist, University of Illinois at Urbana-Champaign; Mon-Lin (Monica) Ko, University of Illinois at Chicago
Discussant: Heidi A. Schweingruber, National Academies of Sciences, Engineering and Medicine

34.038. Challenging Post-Truth Rhetoric Through Decolonial Frameworks: Learning From Participatory, Ethnographic, and Narrative Research in Education. Division D - Measurement and Research Methodology; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Saskatchewan; 2:15-3:45pm
Chair: Nathanael Winder, Simon Fraser University
Participants:
Questioning Traditional and Hegemonic Epistemologies. Yecid Ortega, University of Toronto
Decolonial Gestures of Andean Bilingual College Students Promoting Quechua: Community-Based Participatory Research With Photovoice. Yuliana H Kenfeld, The University of Texas at the Permian Basin
Weaving Resistance: Multivoiced-Decolonizing-Ethnography of/With Indigenous Students in a Colombian Public University. Andres Fernando Valencia, Universidad del Valle
Discussant: Rubén Gaztambide-Fernández, OISE/University of Toronto

34.039. Division D Awards Session. Division D - Measurement and
34.041. Explanations in the Classroom: Quality, Perceptions, and Delivery. Division D - Measurement and Research Methodology; Paper Session Metro Toronto Convention Centre, 700 Level, Room 717A; 2:15-3:45pm Participants: Katelyn E. Kurkul, Merrimack College; Kathryn A. Leech, Boston University Participants: The Questions Children Ask and the Explanations Children Hear. Differences Across Diverse Preschool Settings. Katelyn E. Kurkul, Merrimack College; Kathleen H. Corriveau, Boston University; Julie Dwyer, Boston University Expressions of Personal Epistemologies in Early Childhood Educators’ Explanations. Kathryn A. Leech, Boston University; Kathleen H. Corriveau, Boston University; Amanda S. Haber, Boston University The Impact of Teacher Certainty on Young Children's Early Learning. Niamh McLaughlin, Boston University; David Sobel, Brown University; Kathleen H. Corriveau, Boston University. Discussant: Patricia A. Ganea, University of Toronto


34.044. Critical Policies/Pedagogies on Im/migration, Indigeneity, and Politics of Research. Division G - Social Context of Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 710; 2:15-3:45pm Participants: “La Lucha Todavía No Ha Terminado”: Critical Immigration Pedagogies in Three Teacher Education Classrooms. Noreen Naseem Rodríguez, Iowa State University; Sarah Pamerpin, Iowa State University; Melissa Royals Williams, The University of Texas at Austin There Is a Revolution Happening and I’m Writing a Paper: A Critical Duo-Ethnography. Jennifer R. Esposito, Georgia State University; Thais Council, Georgia State University.


34.046. Inhabiting the Tensions and Potentials of Decentering the Human in Anticolonial Educational Research. Division G - Social Context of Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 706; 2:15-3:45pm Chair: Audra Mitchell, Wilfrid Laurier University Participants: Down the Rabbit Hole of Invasion and Extinction: Confronting Australian Settler Colonial Legacies. Affrica Taylor, University of Canberra Propositions for Encountering Place: Contesting Coloniality in South African Early Childhood Education. Karin Saskia Muris, University of Cape Town; Vivienne Grace Bezaalek, University of the Western Cape; Sumayya Babamia, University of Cape Town; Sieraaj Francis, University of Cape Town; Theresa Magdalene Giorza, University of the Witwatersrand Lively Dialogues: Resituating Emu Relations in a Contemporary Open-Range Zoo. Mindy Blaise, Edith Cowan University; Catherine Hamm, La Trobe University Spiritual Activism as a Means to Transform “the Trump Effect”: Womanist and Chicana Feminist Possibilities. Michelle Salazar Perez, New Mexico State University; Cinthya M. Saavedra, University of Texas Rio Grande Valley Ecuadorean Children’s Waste Lifeworlds and Extractive Colonial
Logics. Veronica Pacini-Ketchabaw, University of Western Ontario; Cristina Delgado Vintimilla, York University

Toward Justice-Oriented Encounters With Human/More-Than-Human Relationships in Critical Place Inquiry. Fikile Neumalo, The University of Texas at Austin; Fatima del Rocio Valdivia, The University of Texas at Austin; Denise Fernandez, The University of Texas at Austin; Pablo Monte, The University of Texas at Austin; Lakeya Omowunmi, The University of Texas at Austin; Aaron Pyle, The University of Texas at Austin; Jessica Linet Sanchez Flores, The University of Texas at Austin

Discussant: Audra Mitchell, Wilfrid Laurier University

34.047. Mapping the Contours of Niceness in Education. Division G - Social Context of Education; Symposium

Metro Toronto Convention Centre, 700 Level, Room 712; 2:15-3:45pm

Chair: Angelina E. Castagno, Northern Arizona University

Participants:
"She’s Such a Nasty Woman": Nice and Nasty as Gendered Tropes. Frances Julia Riemer, Northern Arizona University
The Self-Contained Scholar: Racialized Burdens of Acting Nice in Higher Education. Colin Ben, Arizona State University; Jeremiah Chin, Arizona State University
The Continual Centering of Whiteness and Niceness in Social Justice Education. Jia-Hui Stefanie Wong, Trinity College

Structural Niceness: A Conceptual Consideration. Sabina E Vaught, University of Oklahoma

Discussant: Angelina E. Castagno, Northern Arizona University

34.048. Issues in Evaluating Teacher Effectiveness. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 2:15-3:45pm

Chair: S. Marshall Perry, Saint Mary’s College of California

Participants:
Evaluation of the Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness Teacher Residency Program. Andrew P. Jaciw, Empirical Education; Megan Toby, Empirical Education Inc.; Jenna Lynn Zacamy, Empirical Education Inc.; Li Lin, Empirical Education Inc.

Examining the Teaching Standards 4.0 Observational Rubric in Teacher Evaluation: Perceptions and Scoring. Xumei Fan, University of South Carolina - Columbia; Leigh D’Amico, University of South Carolina; Lilla Toal-Mandsager

Expanding Technology Learning: An Evaluation of Two Teacher Preparation Programs. Rebecca Diaz, WestEd; Jaclyn J. Tejwani, WestEd; Valentina Pedraza, WestEd

Using Pathway Method to Reduce Selection Bias and Improve Teacher Effectiveness Classification in Value-Added Models. Xiaogeng Sun, Orange County Public School; Chen An, Orange County Public Schools; Jennifer Sasser, Orange County Public Schools

34.049. Selection and Prediction. Division I - Education in the Professions; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201F; 2:15-3:45pm

Chair: Hae Song, National Board of Certification and Recertification for Nurse Anesthetists

Participants:
Establishing a Quality Control for Residency Applicant Scores. Jia Wolpaw, Johns Hopkins University; Gillian Isaac, Johns Hopkins University; Tina Tran, Johns Hopkins University; Michael Banks, Johns Hopkins University; Steven Beaury, Johns Hopkins University; Priyanka Dwivedi, Johns Hopkins University; Serkan Toy, Johns Hopkins University

Investigating the Utility of a Clinical Science Composite Score to Predict United States Medical Licensing Examination Performance. Carol A. Morrison, National Board of Medical Examiners; Michael Barone, National Board of Medical Examiners; Gregory Baker, National Board of Medical Examiners; Laurel Anne Smith, National Board of Medical Examiners; Linette P. Ross, National Board of Medical Examiners; Seohong Pak, National Board of Medical Examiners

Multiple Mini-Interview Predicts Academic Difficulty in a Paramedic Program. Robert D. Renaud, University of Manitoba; Mike Mason, Criti-Care EMS; William Sommers, Criti-Care EMS

Validity Evidence on Standard Setting in Admission Interviews. Cassandra Barber; Tisha Joy, The University of Western Ontario; Robert Hammond, The University of Western Ontario; Saad Chahine, University of Western Ontario

Discussant: Yoon Soo Park, University of Illinois at Chicago

34.050. A Wake-Up Call: Mathematics as an Equalizer for Social Justice and Equity. Division J - Postsecondary Education; Symposium

Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 2:15-3:45pm

Chair: Soko S. Storobin, Iowa State University

Participants:
A National Survey of Community College Math Department Chairs. Helen Barn, Highline College
A Conceptual Approach to Promoting Equity in Math Classrooms. Vilma M. Mota, University of Michigan
When Will It All “Add” Up? Awakenings and Community College Mathematics. Ebomi M. Zamani-Gallacher, University of Illinois at Urbana-Champaign

34.051. Collegiate Environments and Student Learning. Division J - Postsecondary Education; Paper Session

Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 2:15-3:45pm

Chair: Mitchell David Lingo, University of Iowa

Participants:
Geological Fieldwork: A Developmental Rite of Passage With Implications for Diversity. Anne-Marie Nunes, The Ohio State University; Julie Renee Posey, University of Southern California; Tyler Hallmark, The Ohio State University; Jessica Rivera, The Ohio State University; Deborah Elizabeth Southern, University of Southern California

Heutagogy (Self-Determined Learning): New Approach to Student Learning in Higher Education. Amnon Glassner, Kaye Academic College of Education; Shlomo Back, Kaye Academic College of Education

Peer Networks and Achievement in Learning Communities in Higher Education. Jasperton Brower, University of Groningen; Andreas Flache; Ellen Jansen; Adriaan Hofman; Christian Steglich

The Relationship Between Engagement in Applied Learning Experiences and Students’ Academic Motivation in College. Teniel L. Trolan, University at Albany; State University of New York; Elizabeth Jach, University of Wisconsin – Madison

Academic Coaching: Assessing A Higher Education Intervention Within a Self-Regulated Learning Framework. Marc Alan Howlett, University of North Carolina - Chapel Hill; Melissa McWilliams, University of North Carolina - Chapel Hill; Conor O’Neill, Duke University; Kristen Rademacher, University of North Carolina - Chapel Hill; Theresa Maitland, University of North Carolina - Chapel Hill; Kimberly Abels, University of North Carolina - Chapel Hill; Cynthia Demetriou, University of North Carolina - Chapel Hill; A. T. Panter, University of North Carolina - Chapel Hill

Discussant: Karen K. Inkelas, University of Virginia

34.052. Community College Teaching and Learning. Division J - Postsecondary Education; Paper Session

Sheraton Centre Toronto Hotel, Second Floor, Kent; 2:15-3:45pm

Participants:
"Believe You Have Something to Say": Highly Effective Community College Teachers of Developmental English Courses. Rebecca Hatkoff, Claremont Graduate University; Claudia Marie Bermudez, Claremont Graduate University

Empowering Students in Developmental Math: Research on the Impacts of Technology-Driven Instruction. Angela Boatman, Vanderbilt University; Jenna Weber Kramer, Vanderbilt University

Exploring Theoretical Perspectives on Change Agent Roles Enacted by Two-Year College Geoscience Faculty. Pamela L. Eddy, College of William and Mary; Yi Hao, College of William and Mary; Debra D. Brogg, University of Washington - Seattle

Toward Asset-Based Teaching and Learning in Community College Classrooms: A Case Study of Pedagogical Possibilities. Imelda Zapata, University of California - Los Angeles; Cindy Raquel Escobedo, University of California - Los Angeles; Sidronio Jacobo, University of California - Los Angeles; Natacha Marcia Cesar-Davis, University of California - Los Angeles; Cecilia Rio-Aguilar, University of California - Los Angeles

Discussant: Erin Doran, Iowa State University

34.053. Investigating the Outcomes of Dual Enrollment Programs. Division J - Postsecondary Education; Paper Session

Sheraton Centre Toronto Hotel, Second Floor, Kenora; 2:15-3:45pm
Chair: Elisabeth Avila Luevanos, Texas A&M University - College Station
Participants:
Positive Impact of Early College High Schools: Exploring the Mediating Role of High School Experience. Kristina Lillian Zeiser, American Institutes for Research; Mengli Song, American Institutes for Research
Dual Enrollment Participation in STEM Courses: Considering Self-Identity, Utility, and Self-Efficacy. Brian Mac, University of Iowa
Choices and Barriers: Why Some Students in an Intensive College Transition Program Don’t Make That Transition. Nina Arshavsky, University of North Carolina - Greensboro; Bryan C. Hutchins, University of North Carolina - Greensboro; Julie A. Edmunds, University of North Carolina - Greensboro
Supporting the Transition to College: Accelerated Learning Access, Outcomes, and Credit Transfer in Oregon. Michelle Hodara, Education Northwest; Ashley Pierson, Education Northwest
Discussant: Ray Frankes, University of Massachusetts - Boston

34.054. Active Solidarity Beyond Graduation: Preparing and Supporting Teachers Who Disrupt the System. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 709; 2:15-3:45pm
Chair: Tanya Maloney, Montclair State University
Presenters: Bree Picower, Montclair State University; Sarah Barrett, York University; Tasneem Munir, Albert Campbell Collegiate Institute; Sameena Eidoo, University of Toronto; Marylin N'zuliga, Sadie Nash Leadership Project
Discussant: Tanya Maloney, Montclair State University

34.055. Gaining Support Through Teachers' Professional Networks. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715B; 2:15-3:45pm
Chair: Feeral Ogbon-Bekiroglu, Marnara University
Participants:
A Descriptive Exploration of a Self-Directed Approach to Teacher Professional Development. Derek R Riddle, California State University - San Luis Obispo
Nest Networks: Creating Space for the Emergence of New Mathematical and Pedagogical Perspectives. Christine A. Suurtannom, University of Ottawa; Martha Koch, University of Manitoba
"Throwing Flowers at Myself": Professional Development Network Participation and Educators’ Self-Perceived Quality. Michael Thier, International Baccalaureate; Jandee Todd, Educational Policy Improvement Center; Kristine L. Chadwick, Educational Policy Improvement Center
Vocational Education and Training Teachers Developing Classroom Assessment Strategies Through Teacher Innovation. Bård Knutsen, The Norwegian University of Science and Technology; Anne Berit Emstad, Norwegian University of Science and Technology

34.056. Moving From Out to In: Examining the Experiences of LGBTQ+ Students, Teachers, and Allies. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 704; 2:15-3:45pm
Chair: Lisa Rose Johnson, Rowan University
Participants:
Black Queer Youth Agency as Pedagogy. Shamari K. Reid, Teachers College, Columbia University; Jesse Reid; Jaron Reid
Hegemony Trumped Up and Trickling Down: Stories of Sadness and Stasis for LGBTQ Individuals in School and Society. Kathy J. Carter, The University of Arizona; James E. Smith, University of Arizona; Amanda T. Sugimoto, Portland State University
"Subtle" LGBTQ Inclusion: Teacher Allies’ Curriculum Negotiations. Melissa J. Smith, University of Central Arkansas
The Neutrality of "All": The Politics of Being a LGBTQ+ Teacher Ally. Stephanie Anne Shelton, The University of Alabama; Meghan E. Barnes, University of Georgia - Athens; Maureen Alice Flint, The University of Alabama - Tuscaloosa
Discussant: Rhonda Bryant, The Moriah Group

34.057. Preventing Gendered Violence in the #MeToo Era: What Teachers and Teacher Educators Can Do. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 703; 2:15-3:45pm
Chair: Liz Meyer, University of Colorado - Boulder
Participants:
Intersectional Feminist Teachers and the #MeTooK12 Fight for Sexual Harassment Policies in Schools. Ileana Jiménez, Teachers College, Columbia University
Mobilizing Men, Masculinities, and Movements for Change in a Post-#MeToo Era. Michael D. Kehler, University of Calgary
Social-Emotional Learning Programs: Ways for Schools to Reduce Bullying, Harassment, and Dating Violence. Dorothy L. Espelage, University of Florida
Discussant: Venus E. Evans-Winters, Illinois State University

34.058. Seeing Patterns in the Kaleidoscope: Understanding Learning to Teach for Equity. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 713B; 2:15-3:45pm
Chair: Thomas M. Philip, University of California - Berkeley
Participants:
Learning to Teach for Equity: Toward a Complex Explanatory Theory. Marilyn Cochran-Smith, Boston College; Mary F. Hill, University of Auckland
Emerging Practice for Equity: Complex Journeys Through Initial Teacher Education. Fiona Ruth Ell, University of Auckland
Building Practice-Based Knowledge for Equity-Centered Teacher Preparation. Lexie Barbara Grunoff, The University of Auckland; Mavis Haigh, The University of Auckland
Measuring the Complexity of Teaching Practice for Equity: Results and Utility of the Scenario-Format Scale. Wen-Chia Claire Chang, National Institute of Education - Nanyang Technological University; Larry H. Ludlow, Boston College

34.059. Teacher Education Policies and Linguistic Diversity: An Investigation of Teacher Education for Supporting English Learners. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 705; 2:15-3:45pm
Chair: Saskia Stiie, York University
Participants:
From the Universal to the Specific: Teacher Candidates’ Understanding of Supporting English Learners. Wale Wong, University of Toronto; Jeff Bule, University of Toronto - OISE
Teacher Candidate Learning as Measured by a Pedagogical Content Knowledge Test on Supporting English Learners. Jeff Bule, University of Toronto - OISE; Julie Kerekes, OISE/University of Toronto; Katie Brubacher, OISE/University of Toronto
Teachers’ Take on the Needs of English Learners (ELs) and Teacher Education for Supporting ELs. Julie Kerekes, OISE/University of Toronto; Mama Adobea Nii Owusu; Shakina Rajendram, University of Toronto
Creating Linguistic Portraits With Diverse English Learners. Antoine Gagné, University of Toronto; Katie Brubacher, OISE/University of Toronto; Mama Adobea Nii Owusu; Shakina Rajendram, University of Toronto; Wale Wong, University of Toronto
Discussant: Kara Mitchell Vieza, University of Nebraska - Lincoln

34.060. There’s No Neutrality in Teaching: Politics and the Profession. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 2:15-3:45pm
Participants:
Teaching Trump? The Teacher Neutrality Debate After 2016. Reid Jettew Smith, Boston College
Preserve ‘Teachers’ Media Literacy Education in a Post-Truth Era. Rachel Rose Ranschaert, University of Georgia - Athens
Safe Spaces or Off-Limits? Examining Teacher Responses to Teaching Localized Controversial Topics in Baltimore, Maryland. Sedrick Smith, University of Maryland - Baltimore County; David Edward DeMatthes, The University of Texas at Austin
New Teacher-Scholars Examine Race and Power: A Reader’s Theater Performance of Collective Memory Work. Abby Boehm-Turner, University of Minnesota - Twin Cities; Lee C Fisher, University of Minnesota - Twin Cities; Sara K. Sterner, University of Minnesota; Amanda Christine Shopa, University of Minnesota - Twin Cities
Discussant: Jenny Tuten, Hunter College - CUNY

34.061. Participatory Action Research: Creating More Democratic,
Participatory Approaches to Teaching and Learning, SIG-Action Research; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Carelton; 2:15-3:45pm
Chair: Joseph M. Shosh, Moravian College
Participants:
Building an Infrastructure for Knowledge Democracy Through a Multidistrict Youth Participatory Action Research Approach to Student Leadership K–8. Joseph M. Shosh, Moravian College
Brave Spaces: Action Research With Queer Educators in Religious Schools. Kevin James Stockbridge, North Dakota State University; Jane Blesdale, University of San Francisco
I Have an Opinion! Using Youth Participatory Action Research and Multimodal Tools in an After-School Program. Luanhwa Hsu, University of Georgia - Athens; Chioma Nnemkasi Kay-Osoka, University of Georgia - Athens; Ruth Harman; Jason D. Mizell, University of Georgia - Athens
A Practitioner Self-Study on Supporting an African American Male Preschooler With Challenging Behavior. Haneefah Shaibu, San Francisco State University
Reducing Anxiety Through Public Speaking in the EFL Class: An Action Research. Tsi-Chia Julia Hsu, Luanhwa University of Science and Technology

34.062. What Skills Are Key to Labor Force Success? Results From the Program for the International Assessment of Adult Competencies. SIG-Adult Literacy and Adult Education; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 2:15-3:45pm
Chairs: Margaret B. Patterson, Research Allies for Lifelong Learning; Katie Herz, American Institutes for Research
Participants:
Transitions Into the Labor Force: Examining U.S. Young Adults by Student and Employment Status. Emily Pawlovski, American Institutes for Research
Examining Earnings, Higher Education Attainment, and the Use of Soft Skills Among U.S. Workers. Huacong Liu, University of Hamburg; Frank Joseph Fernandez, University of Houston
Who Is Not Digitally Literate in the United States? Saida Mamedova, American Institutes for Research
The Changing Impact of Literacy Skills on Trends in Key Indicators of Economic Performance. T. Scott Murray
Discussions: Leah Katherine Saal, Loyola University Maryland; Jaleh B Sorouei, American Institutes for Research

34.063. Art Education: Policies, Impacts, and Developments. SIG-Arts and Learning; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 2:15-3:45pm
Chair: Suzanne Windsor-Liscombe, Acadia University, NS Canada
Participants:
Gender Differences in Visualspatial Skills Performance: Assessment, Development, and Attitudes. Andrea Karpuni, Ettweis Lorand University; Bernadett Budahy, Szent Istvan University
Arts Before Inquiry Leads to Higher Learning Gains in Arts-Integrated Elementary Science Curriculum. Sage Brianna O’Toole Andersen, University of California - Irvine; Joseph Wong, University of California - Irvine; Ilichvain Corrigan, University of California - Irvine; Brad Hughes, University of California - Irvine
Arts Education Against the Policy Grain: Evidence From Cultural Capability Providing Schools in England. Patricia Lorna Thomson, University of Nottingham; Christine J. Hall, University of Nottingham
U.S. Art Teacher Education in the Age of the Anthropocene. Joy Gaulden Bertling, The University of Tennessee - Knoxville; Tiera Camille Moore, The University of Tennessee - Knoxville
Encouraging Discussion Among Educators With Data From Secondary Analysis of NAEP Arts 1997, 2008, 2016. Reza M. Diket, William Carey University; Richard E. Siegsmund, Northern Illinois University; Lihua Xu, Western Carolina University
Discussions: Candance Doerr-Stevens, University of Wisconsin - Milwaukee

34.064. Soundscapes, Poetry, Mothering, and Marginalization: Arts-Based Educational Research Methodological Possibilities and Praxis. SIG-Arts-Based Educational Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom South; 2:15-3:45pm
Chair: Boni Wozolek, Loyola University Maryland
Participants:
If Your Son Is Friends With Black Boys: Poetic Sampling for Critical Inquiry. Rhiana Kay Thomas, University of Missouri - Kansas City
Marginal Voices: Creating Poetry From the Voices of Iranian American Mothers Raising Children With Dis/abilities. Kimiya Sohrab Maghzi, University of Redlands
Mothering Reduces: Agency and Joy in Negotiating Capitals of Shame. Boni Wozolek, Loyola University Maryland
The Illusion of Inclusivity on Campus: Poetic Narratives of Muslim Hijabi Teachers. Lama Alharbi, Indiana University of Pennsylvania; Samah Helbazi, Stanford University
Discussions: Monica M. Prendergast, University of Victoria

34.065. Opportunities and Challenges in Chinese-English Dual-Language Bilingual Education. SIG-Bilingual Education Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201E; 2:15-3:45pm
Chair: Kevin M. Wong, New York University
Participants:
Reading in Chinese and English: A Comparison of More and Less Proficient Chinese-Immersion Readers. Tara Williams Fortune, University of Minnesota
Parent Perspectives on a Chinese-English Dual-Language Program in Canada. Polwix Koh, Texas A&M University - College Station
Competence and Achievement: Upper Elementary Students in a Dual Immersion Program. Shuhua He, UC Davis; Ty Brownridge, University of California - Davis; Lu Yang, University of California - Davis; Geneview Leung, University of San Francisco; Qing Zhou, University of California - Berkeley; Yuuko Uchikoshi, University of California - Davis
Discussions: Guofang Li, University of British Columbia

34.066. Outside-the-Box Insights on Technologies + Pedagogies. SIG-Computer and Internet Application in Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 2:15-3:45pm
Chair: Zhen Xu, University of Florida
Participants:
Block-Based Versus Text-Based Programming Environments On Novice Student Learning: A Meta-Analysis Study. Zhen Xu, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Fengchun Tian, Nanjing Xiaozhuang University; Karthikeyan Umapathy, University of North Florida
Coding and Critical Thinking: Beyond the Walls of the Mathematics Curriculum. Brandon Dickson, Huron University College; Lauren M. Harris, Huron University; Taylor Boyd, University of Western Ontario; Donna Kotsopoulos, Huron University College
Exploring the Effects of Growth Mind-Set Usernames in STEM Games. Dominic Kao, Purdue University
Gender Gap: Direct and Indirect Relationships Between Information and Communication Technology Psychological Needs, Interest, and Science Achievement. Siqi Li, University at Buffalo - SUNY; Yang Wang, Qingdao University
Finding the Right Text for Every Student: Challenges and Possibilities of Online Resources. Katherine Landau Wright, Boise State University; David McNiel, Boise State University; Michael D. Ekstrand, Boise State University; Maria Soledad Pera, Boise State University

34.067. Dismantling Hierarchies in a “Post-Truth” Era: Reenvisioning Equitable Educational Opportunities in International School Contexts. SIG-Critical Educators for Social Justice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 2:15-3:45pm
Chair: Linsay DeMartino, The University of Arizona
Participants:
Title Pending. Sumaya Frick, The University of Arizona
Title Pending. Sara E. Toltberg, The University of Arizona
Title Pending. Angela M. Labistre Champion, The University of Arizona, Tucson, AZ
Leading With the School Community: Contemporary Transformative Leadership in Action. Linsay DeMartino, The University of Arizona
Discussions: Corrie Stone-Johnson, University at Buffalo - SUNY

34.068. At the Crossroad of Gender and Race: Marginalization, Minoritization, and Microaggressions. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 2:15-
3:45pm
Participants:
“Do My Locs Offend You?” Black Women’s Experiencing of Gendered Racial Microaggressions in the Academy. Oriana T. Johnson, Duke University; Whitney McCoy, North Carolina State University; Callie Womble Edwards, North Carolina State University; Angela M White, North Carolina Agricultural and Technical State University
Evidence of Hope Through Portraits of Marginalized Adolescents. Eleccia Carrington; Denise M. McDonald, University of Houston - Clear Lake
“How Four Inches and 4,000 Assumptions”: Microaggressions, Gender Identity Denial, and Beyond. Julie Minikel-Lacocque, University of Wisconsin - Whitewater
(Re)Making Identity: Educators’ Experiences With Marginalization. Ann Cranston-Gingras, University of South Florida; Karen Ramlachan, University of South Florida - St. Petersburg; Nicholas Catania, University of South Florida - Tampa; Gordon Brodey, University of South Florida - Tampa; Georgenia Rivera-Singletary, Saint Leo University

34.069. The Interrogation of Whiteness in Progressive Public Schooling. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203C; 2:15-3:45pm
Chair: Edwin Mayorga, Swarthmore College
Participants:
Trust, Community, and Dismantling White Dominance: Contending With Contradictions in Progressive Public Schools. Alisa Alaga, The Graduate Center - CUNY
Critical-Race Elementary Schooling: Teacher Change Agents Are Undoing Whiteness in Elementary Schools. David R Rosas, Graduate Center - CUNY
Discussant: Edwin Mayorga, Swarthmore College

34.070. Critical Perspectives on Constructivist and Progressive Education. SIG-Critical Issues in Curriculum; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 2:15-3:45pm
Chair: Johanna Sitomaniemi-San, University of Oulu
Participants:
Equity as an Expert Process: The Case of Math Education Research. Alyse Schneider, University of California - Berkeley
A Pedagogy of Prison Abolition: Constructing a Queer Trans People of Color Abolitionist Curriculum. Tadashi Dozono, The New York City Department of Education
Social Justice and (Mathematics) Education as Politics. Gustavo Bruno, Universidad Autonoma de Madrid
Discussant: Thomas S. Popkewitz, University of Wisconsin

34.071. Rethinking Civic Action as Embodied and Child-Driven in Early Childhood Settings. SIG-Critical Perspectives on Early Childhood Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 2:15-3:45pm
Chair: Jennifer Keys Adair, The University of Texas at Austin
Participants:
Revisioning Fairness as Social Justice: Examining Civic Action in Context. Katherina Ann Payne, The University of Texas at Austin; Sumin Lee, The University of Texas at Austin; David Barry, Boston Public Schools
Homelessness, Stealing, Animal Rights, Bullying: Youth Participatory Action Research Challenges Assumptions About the Civic Capacities of Children. Thea R. Abu El-Haj, Barnard College, Columbia University; Beth C. Rubin, Rutgers University
Young Children’s Persistence in Civic Action. Anna Falker, The University of Texas at Austin; Jennifer Keys Adair, The University of Texas at Austin
The Cultural Nature of Civic Action: Helping Out Among Preschool Children From Latinx Immigrant Families. Kiyomi Sanchez-Suzuki Colegrove, Texas State University; Molly Ellen McManus, The University of Texas at Austin
How Teachers Reframe Civic Roles to Counter Social Stereotypes. Shabbi Sadacheva, The University of Texas at Austin; Katherina Ann Payne, The University of Texas at Austin; Jennifer Keys Adair, The University of Texas at Austin

34.072. Disrupting Boundaries of Disability While Reimagining Educational Justice Landscapes: Contentions in Disability Studies in Education. SIG-Disability Studies in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205B; 2:15-3:45pm
Chairs: Emily A. Nusbaum, University of San Francisco; Holly Pearson, Framingham State University
Participants:
Now What? Where Have We Arrived? Perambulating Around the Historical Boundaries of Disability Studies in Education. Emily A. Nusbaum, University of San Francisco; Holly Pearson, Framingham State University
Harm to Oneself or Others: Marked Bodies, Scholarly Taxonomy, and the Trappings of Rights-Based Interventions. Robin Rascigno, Rutgers University
False Id (In)Competence. Anna Williams, University of South Florida
Discussant: Linda P. Ware, SUNY - College at Geneseo

34.073. Stewardship of the Land, Water, and Ice: Implications for Education in Nunangat. SIG-Environmental Education; Symposium
Fairmont Royal York Hotel, Mezzanine Level, New Brunswick; 2:15-3:45pm
Chair: Irene Rahm, University of Montreal
Participants:
The Pedagogy of Land in the Inuit Bachelor of Education Program. Sylvia Moore, Memorial University of Newfoundland
Tracking Engagements With Caribou by Living Nunangat Pedagogies in Early Childhood Practice. Carol Rowan, Carleton University
Inuit Environmental Science for Healthy Inuit Futures. Alexa Scully, Lakehead University; Christopher Murray, Lakehead University
Knowledge Mobilization and Environmental Stewardship: A Place-Based Curriculum for Nunavik. Jackie Kidd, Arctic Eider Society
Environmental Stewardship in Nunavut: “Learning From Our Homegrown Research Projects, Rather Than Outsiders’ Research Projects.” Shirley Tagalik, Aqquarniavik Society; Timi Soucie, Water Quality Monitoring Program; Irene Rahm, University of Montreal; Vincent L’Hérault, ARCTICConnection; Marie-Hélène Truchon, ARCTICConnection
Discussant: Naullaq Arnaquq, University of Prince Edward Island

34.074. Faculty Development: Well-Being, Workplace Bullying, and Faculty Networks. SIG-Faculty Teaching, Evaluation, and Development; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 2:15-3:45pm
Chair: Leah P. Hollis, Morgan State University
Participants:
The SAS Project: Motivation and Well-Being in Adjunct Versus Tenure-Track Faculty. Nathan C. Hall, McGill University
Greener Grass on the Other Side of Promotion? Faculty Well-Being, Motivation, and Success Across Rank. Robert H. Stupnisky, University of North Dakota
African American Female Chief Diversity Officers’ Perspective on Political Skill and Faculty Relationships. Phyllis Stone, LIU College of Pharmacy
For the Health of It: An Analysis of Faculty Wellness and Workplace Bullying. Leah P. Hollis, Morgan State University

34.075. Engagement With Immigrant, ELL, and Refugee Families. SIG-Family, School, Community Partnerships; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 2:15-3:45pm
Chair: Kathy Renita Fox, University of North Carolina - Wilmington
Participants:
Family-Professional Partnerships Between Refugee Families and Their Children’s Teachers: Examining Facilitating and Impeding Factors. Shana J Haines, The University of Vermont; Cynthia C. Reyes, The University of Vermont; Heman Tamang Ghising, University of Vermont; Ashraf Alamatouri, The University of Vermont
Integrated Student Support and English Language Learners: A Multisite Case Study. Deoksoon Kim, Boston College; Mary Elizabeth
34.076. Genealogical Tours and Control Societies: Threads of Truth and Power in Educational Research. SIG-Foucault and Contemporary Theory in Education; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Maple West; 2:15-3:45pm

Chair: Xuan Thuy Nguyen, Carleton University

Participants:
- Cultivating Resilient Students? Revisiting Foucault’s Analysis of Subjectivity, Truth-Telling, and Care of the Self. Anki Bengtsson, Stockholm University
- Naked School Lunch: Neoliberal Education Policy as William S. Burroughs’s Control Society. David W. Kugerman, Minnesota State University - Moorhead
- Plasticity and Contagion: A Post- Qualitative Update to the Symbolic Interactionism. Taylor Webb, The University of British Columbia
- Embodying a Mindfulness Practice Within the Higher Education Classroom. Joshua M Cruz, Texas Tech University
- "Through Growth to Achievement": Education Policy, Personalized Learning, and the Control Society. Rachel Buchanan, University of Newcastle, Australia

Discussant: Victoria Dickman-Burnett, University of Cincinnati

34.077. Impacting Teachers Lives: The Place of Mindfulness and Contemplative Practices in Learning and Teaching. SIG-Holistic Education; Symposium Fairmont Royal York Hotel, Mezzanine Level, Tutor 8; 2:15-3:45pm

Chair: Narelle Suzanne Lemon, Swinburne University of Technology

Participants:
- Yoga Teachers — On and off the Mat: Transdisciplinary Perspectives. Jane Elizabeth Bone, Monash University
- Mindful Listening: Using Polyvocal Case Histories to Increase Authentic Pedagogical Engagement. Jennifer Elaine Killham, University of LaVerne
- Embodying a Mindfulness Practice Within the Higher Education Classroom. Narelle Suzanne Lemon, Swinburne University of Technology
- Mindfulness as a Path to Well-Being for Special Education Teachers. Niki Elliott, University of La Verne; Michelle L. Tichy, Rollins College

34.078. Expanding Traditions of Civic Education and Social Cohesion: International Perspectives. SIG-International Studies; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Room 809; 2:15-3:45pm

Chair: Jennifer H. James, University of Georgia

Participants:
- Reimaging and Internationalizing the Purpose of Civic Education: Deliberating Justice and Harmony. Li-Ching Ho, University of Wisconsin - Madison; Keith C. Barton, Indiana University
- Compassion and Benevolence in Democratic Deliberation. Keith C. Barton, Indiana University; Li-Ching Ho, University of Wisconsin - Madison
- Developing a Confucian Model for Student Diversity: A Harmony-Based Approach to Multiculturalism in Taiwan’s Schools. Lisa Yiu, University of Hong Kong
- Impeding or Enriching Education for Just Peace? Teachers’ Implemented Curricula in Mexico, Bangladesh, and Canada. Kathy Bickmore, OISE/University of Toronto; Ahmed Salehin Kaderi, McMaster University

Discussant: Jennifer H. James, University of Georgia

34.079. Interactive Stitch Sampler of Equitable Learning and Teaching

With E-Textiles in K–12 Education. SIG-Learning Environments; Structured Poster Session Metro Toronto Convention Centre, 800 Level, Room 801A; 2:15-3:45pm

Chairs: Gaythri Jayathithra, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania

Participants:
1. STEM-Rich Making With E-Textiles: Toward a Critical and Inclusive Making Culture. Edna Tan, University of North Carolina at Greensboro; Angela Calabrese Barton, Michigan State University; Sarah Keenan, Michigan State University
2. Participatory Pedagogy and Play in STEAM: E-Textiles and Gender Identity Formation. Andrea Marshall, Drexel University
3. Digital Youth Divas: Orienting E-Textiles in Individual Learning Pathways. Nichole Pinkard, Northwestern University; Caitlin Kennedy Martin, CK Martin Consulting; Sheena Erete, DePaul University
5. E-Textiles as a Vehicle for Shifting Teachers’ Private Conceptions About Student Ability and Race. Colby Tofel-Greul, Utah State University
7. Designing E-Textiles Together: Creating More Equitable Collaborative E-Textiles Projects for High School Classrooms. Breanne K. Latts, Utah State University; Debora Lui, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania
8. Making and Keeping the Promises Our Tools Make: Viewing E-Textiles Through the Lens of Ambient Belonging. Richard Davis, Stanford University; Christopher Proctor, Stanford University; Michelle Friend, University of Nebraska - Omaha; Paulo Blikstein, Stanford University
9. Wearable Textiles to Support STEM Learning and Attitudes. Bradley S. Barker, University of Nebraska - Lincoln; Wuen Nugent, University of Nebraska - Lincoln; Jennifer Keshwani, University of Nebraska - Lincoln; Carl Nelson, University of Nebraska - Lincoln; Dagen Valentine, University of Nebraska - Lincoln; Neil Grandgenett, University of Nebraska - Omaha
10. Stitching the Loop: An E-Textiles Curriculum for Exploring Computer Science. Deborah A. Fields, Utah State University; Yasmin B. Kafai, University of Pennsylvania; Mia Shaw, University of Pennsylvania; Debora Lui, University of Pennsylvania; Tomoko M. Nakajima, University of California - Los Angeles; Joanna Goode, University of Oregon; Jane S. Margolis, University of California - Los Angeles; Gaythri Jayathithra, University of Pennsylvania; Justice Toshiba Walker, University of Pennsylvania
11. Bringing Life-Related Embodied Learning With E-Textiles Into College Classrooms: Tensions With Classroom Rules and Academic Norms. Virginia Byrne, University of Maryland - College Park; Seokbin Kang; Leyla Norooz, University of Maryland - College Park; Jon Froehlich, University of Maryland - College Park; Tamara Lynnette Clegg, University of Maryland - College Park
12. A Context for Advancing Theory, Design, and Assessment in the Learning Sciences. Kyle A. Pepper, Indiana University - Bloomington; Anna Keane, Indiana University - Bloomington; Naomi Thompson, Indiana University - Bloomington; Sophia Bender, Indiana University - Bloomington
13. Can We Compare Teaching Behavior Across National Contexts? Rasch Modeling and Differential Item Functioning Approach. Ridwan Maulana, University of Groningen; Michelle Helms-Lorenz, University of Groningen; James Ko, The Education University of Hong Kong; Seeyeung Chun, Chungnam National University; Okhiwa Lee, Chungbuk National University; Yulia Irinidayanti, Universitas Negeri Jakarta; Thelma de Jager, Tshwane University of Technology; Thys Coetzee, Tshwane University of Technology; Reksia B. Koon, Curtin University; Shahzad Abid Hussain, The Islamia University of Bahawalpur, Pakistan

Discussant: Florence R. Sullivan, University of Massachusetts - Amherst

34.080. Affective Potentials in Informal, Media-Rich Learning Programs: New Directions in Theory and Design. SIG-Media, Culture, and Learning; Symposium Sheraton Centre Toronto Hotel, Mezzanine, York; 2:15-3:45pm

Chair: Ty Hollett, The Pennsylvania State University

Participants:
- Rhythms of Gaming and Cultural Development in an Urban, Media-Rich Youth Community Center. Bronwen E. Low, McGill University
- 2019 AERA Annual Meeting > Program Schedule > SATURDAY, APRIL 6, 2:15 PM

2019 AERA Annual Meeting > Program Schedule > SATURDAY, APRIL 6, 2:15 PM

2019 AERA Annual Meeting > Program Schedule > SATURDAY, APRIL 6, 2:15 PM
34.081. Investigating Course Modality, Motivation, Engagement, Self-Efficacy, and Self-Directed Learning. SIG-Online Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 606; 2:15-3:45pm
Chair: Hedieh Najafi, University of Toronto
Participants:
- Exploring the Influence of Integrating an Instructor in Online Video: An Eye Tracking Study. Jiahu Wang, Kent State University; Pasha Antonenko, University of Florida; Kara M. Dawson, University of Florida; Carole R. Beal, University of Florida; Andreas Keil, University of Florida; Matthew H. Scheps, University of Massachusetts - Boston
- Examining Undergraduates’ Choice of Course Modality: A Large-Sample, Multidiscipline Study. Kevin D O Neill, Simon Fraser University; Natalie Lopes, Simon Fraser University; Suzanne Reinhardt, Simon Fraser University; Kanthi Jayasundera; John Cale Nesbit, Simon Fraser University
- Evaluating the Self-Directed Learning Scale Measuring Graduate Student Online Learning Perceptions: A Rasch Analysis Approach. Jian Su, The University of Tennessee - Knoxville; Hongwei Yang, University of West Florida
- Exploring the Influences of Motivational Strategies on Engagement in Distance Higher Education. Sanghoon Park, University of South Florida; Heonchol Yun, Chonnam National University; Jung Lim, University of South Florida
- Online- and Video-Based Coaching During a Practicum: Effects on Students’ Self-Efficacy and Perceived Competence Support. Kira Elena Weber, Leuphana University - Lueneburg; Christopher Neil Prilep, Leuphana University - Lueneburg; Marc Kleinknecht, Leuphana University - Lueneburg
Discussant: Shiyun Jiang, Carnegie Mellon University

34.082. Decolonizing Interpretive Research: A Subaltern Methodology for Social Change. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 2:15-3:45pm
Chair: Antonia Darder, Loyola Marymount University
Participants:
- Centering the Subaltern Voice. Kortney Hernandez, California State University - Los Angeles
- Demythologizing Hegemonic Beliefs. Kenzo Emile Bergeron, Loyola Marymount University
- Naming the Politics of Coloniality. Emily Baustista, YouthBuild Charter School of California (YCSC)
- Epistemological Disruptions. Bibinaz Pirayesh, Loyola Marymount University
- Emancipatory Rereadings. Terrelle B Sales, Vanguard University of Southern California
Discussant: Joao Menelau Parasekeva, University of Massachusetts

34.083. The Danger of a Single Image? Methodological Explorations of Visual Research in Education. SIG-Qualitative Research; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 2:15-3:45pm
Chair: Tran Templeton, University of North Texas
Participants:
- Let Me Hear Your Body Talk: Image-Based Research With Very Young Children. Tran Templeton, University of North Texas
- Materializing Mercurial Relations: Youth Photographic Art-Making as Analysis. Amanda Smith, University of Hawaii - Manoa
- Video Collage as a Reflexive Tool in Visual Research. Wendy L. Luttrell, Graduate Center City University of New York
- (Re)Imagining Visual Research Beyond Photovoice: Methodological Explorations With a Young Photographer. Vivek Vellanki, Michigan State University
Discussant: Jasmine Ulmer, Wayne State University

34.084. Queering Access, Inclusion, and Equity in Higher Education. SIG-Queer Studies Cosponsored with Division J - Postsecondary Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 803A; 2:15-3:45pm
Chair: Kamen Strunk, Auburn University
Participants:
- Advancing Truth: Expanding Our Knowledge of LGBTQ+ Faculty. Allison Brock Lawrence, Indiana University; Kyle Thomas Fassett, Indiana University - Bloomington; Ryan T Merkle, Indiana University - Bloomington
- Apostles of Visibility: An Auto-Ethnographic Exploration of Gay Triumph and Tragedy. Benjamin Tyler Arinberg, Auburn University
- Examining Outness Levels of LGBTQ Collegiate Athletes Across Gender Identities. Rebecca Haslam, Saint Michael’s College; Jason C. Garvey, University of Vermont; Sarah DeWos, University of Vermont; Caroline Weaver, University of Vermont
- Nonfinancial Barriers of Queer and Trans Young Black Women Transitioning to Postsecondary Education. Lance Trevor McCready, University of Toronto; Tanitita Munroe, University of Toronto; Kim Penney, University of Toronto
- Perceptions of Marginality and Mattering of LGBTQTQIA Students at Community Colleges. James Mark Pouson, Saint Louis University; Carolyn O’Laughlin, Saint Louis University; Boyd Copeland
Discussant: Z Nicolazzo, The University of Arizona

34.085. Religion and Postsecondary Education. SIG-Religion and Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802A; 2:15-3:45pm
Chair: Sabrina D. MisriHiralall, Montclair State University
Participants:
- Chinese International College Students’ Conversion Experiences in a Chinese Christian Church in the United States. Lei Zhu, University at Buffalo - SUNY
- Faith-Learning Integration, Critical Thinking, and Worldview Development Among Students in Christian Higher Education. Young K. Kim, Azusa Pacific University
- Students’ Spiritual Integration Into Bible Colleges: A Grounded Theory Study. Brett Alan Blount, Federal Government; Lucinda Spaulding
- The Outrageous Idea of Christian Student Affairs: A Survey of Christian Chief Student Development Officers. Perry L. Glanzer, Baylor University; Theodore F Cockle, Baylor University
Discussant: Richard Kitchen, University of Wyoming

34.086. Physical Education and Activity Settings as Spaces for Social Justice. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203A; 2:15-3:45pm
Chair: Erin Elizabeth Centeio, University of Hawaii - Manoa
Participants:
- All Physical, No Education: LGBTQ Experiences of Physical Education. Dillon Landi, Towson University
- “Confident in My Skin”: Ethnic-Minority Female Physical Education Teachers’ Transformational Resistance for Social Change. Mara Simon, Springfield College; Laura Azzarito, Columbia University
- Creating Third Space Physical Culture for Recent Immigrant Girls: Instagram as a Space of Marginalization and Resistance. Ji hyeon Lee, Teachers College, Columbia University; Laura Azzarito, Columbia University
- LGBTQ Issues in Physical Education: An Analysis of Published Scholarship. Dillon Landi, Towson University; Sara Barnard Flory, University of South Florida; Carrie Safron, Teachers College, Columbia University
- Standing in the Gap: A Social Justice Ethnography of a Historically Black Physical Education Teacher Education Program. Langston Clark, The University of Texas at San Antonio
Discussant: Sara Barnard Flory, University of South Florida

34.087. Evidence for Practices to Improve School Climate and Safety. SIG-School Community, Climate, and Culture; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 2:15-3:45pm
Chair: Adam Voight, Cleveland State University
Participants:
School Climate Outcomes of Schools Implementing the VSTAG Threat Assessment Model: A Statewide Effectiveness Study. Jennifer L. Maeng, University of Virginia; Dewey G. Cornell, University of Virginia School Security Measures: Do they Influence the Type or Amount of Violent Crime? Ryan Kapa, The Ohio State University; Belinda Comber, The Ohio State University
The Relationship Between School Disciplinary Resolutions With School Climate and Attitudes Toward School. Francis Howard Lim Huang, University of Missouri; Yelanda Anyon, University of Denver

Discussant: Nadine Frederique, The National Institute of Justice

34.088. Science Teaching and Learning SIG Paper Session: Equitable Education. SIG-Science Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 2:15-3:45pm
Chair: Mike Borowczak, University of Wyoming
Participants:
Affirming Teaching and Learning Science Experiences for Racial and Ethnic Students in an Urban High School. Noemi Weight, University at Buffalo - SUNY; Jennifer Tripp, University at Buffalo - SUNY; Dr. Lorenda Chisolm, University at Buffalo - SUNY
Burmese Refugee Youth Enacting Critical Agency and Self-Authoring in an After-School STEM Program. Casey E. Wright, Purdue University; Mavren Rose Sta Ana Tuvilla, Purdue University; Shannon Mary Daniel, Vanderbilt University; Minjung Ryu, Purdue University
How Teaching Supports Equitable and Transformative Sense-Making in Science Classrooms. Melissa Braaten, University of Colorado - Boulder; Christa Haverly, Michigan State University; Christina V. Schwarz, Michigan State University
Inventing and Affect: Impact of an In-School Time Invention Project With a Targeted Measurement Suite. David W. Jackson, Boston College; Amy R Senerjian, Boston College
A Cross-Case Analysis of Visitor Engagement With Controversial Exhibitions: Toward Participatory Models of Science Communication. Erminia G. Pedretti, OISE/University of Toronto; Ana Maria Navas Iannini, University of Toronto; Daniel Atkinson, University of Toronto
"I Want to Be Inspired by a Deaf Person": Deaf Teens at Summer STEM Camp. Jessica Scott, Georgia State University; Maggie Renken, Georgia State University; Patrick James Enderle, Georgia State University; Scott Cohen, Georgia State University

34.089. Semiotics in Education: Paper Session. SIG-Semiotics in Education: Signs, Meanings and Multimodality; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 2:15-3:45pm
Participants:
Comparing Multimodally: Comparative Case Analysis of International and Domestic College Freshmen’s Story Lines in Multimodal Projects. J. Hannah Park, The University of Texas - San Antonio
Entrepreneurial Sign and Click-Worthy Teachers in the Digital Social World. Mel M Engman, University of Minnesota; Laura Lemanski, University of Minnesota - Twin Cities; Leah Shepard-Carey, University of Minnesota - Twin Cities
Multimodal Redesign of Social Futures Through Digital Storytelling: Rethinking English Learners’ Social Semiotic Repertoires. Rui Li, University of Wisconsin - Madison
The Role of Awareness in Experiential Learning: A Semiotic Analysis. John E. Henning, Monmouth University

34.090. Instruction, Interventions, and Collaboration: Improving Outcomes for Students With Emotional Disturbance. SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 2:15-3:45pm
Chair: Nancy Norman, Kwantlen Polytechnic University
Participants:
Trial Based Functional Analysis: Effectiveness and Implications for Implementation. Natalie Badgett, FirstSteps for Kids, Inc.; Ilene Schwartz, University of Washington - Seattle
A Systematic Review of Intervention Studies for Young Children With Emotional and Behavioral Disorder. Lindsay Zurawski, George Mason University; John William McKenna, University of Massachusetts - Lowell; Frederick J. Brigham, George Mason University; Murat Koc, George Mason University; Carlos Lavin, George Mason University; Robai Werunga, University of Massachusetts Lowell; Justin Garwood, University of Vermont
Inclusive Instruction for Students With Emotional Disturbance: A Survey Study. John William McKenna, University of Massachusetts - Lowell; Emily Bergman, University of Massachusetts Lowell; Xiaoxia A. Newton, University of North Carolina Charlotte
In-School Risk and Protective Factors for Females With Emotional and Behavioral Disorder: Findings From the National Longitudinal Transition Study 2. Abigail Novak, University of Florida; David John Peyton, University of Florida; Daniel V Poling, University of Florida; Rebecca Muller, Boston University
A Phenomenological Study Into How Teachers of Students With Emotional and Behavioral Disorder Understand and Experience Interagency Collaboration. Heidi R Cornell, Wichita State University
Discussant: Nancy Norman, Kwantlen Polytechnic University

34.091. Teacher Researcher: Achieving High Expectations in Disciplinary Literacies and Classroom Management. SIG-Teacher as Researcher Cosponsored with SIG-Action Research; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 605; 2:15-3:45pm
Chair: Alan D. Amitzis, The College of New Jersey
Participants:
Using Playful Participatory Research to Explore Playful Classroom Management in Early Childhood Classrooms. Megan Baker, Boston University; Gayle Hogan, International School of Billund; Ruth Baxter Hesseldal, International School of Billund
Bringing Science Education to Life Through Three-Dimensional Learning and Standard-Based Grading. Mayra L. Cordero, P.K. Yonge Developmental Research School
Teacher Research and Disciplinary Literacies in a Literature Classroom. Scott Storm, New York University
Discussants: Diane Yendol-Hoppey, University of North Florida; Nancy Fichtman Dana, University of Florida

34.092. Plural Ways of Seeing Young Children in Early Childhood Education and Care: A Visual Engagement With Voice(s). SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201D; 2:15-3:45pm
Chair: Michael A. Peters, Beijing Normal University
Participants:
Accessing and Valuing Plural Voices in Early Childhood Education and Care Through Engaging With Baradaran and Bakhtinian-Inspired Approaches to Video. Laura Tallant; Rebecca Digby
A Visual Engagement With the Competing Voices That Surround Children’s Experiences of Touch Screen Devices in the Cross-Cultural Context. Dandan Cao, The University of Waikato
Educational Possibilities of Virtual Reality in Early Childhood Education. Renz Novak; The University of Waikato
Discussant: Elizabeth Jayne White, RMIT

34.093. Moving Data Across Methods of Analysis: Collaborative Research on the Complexities of Literacy Activity. SIG-Writing and Literacies; Symposium
Sheraton Centre Toronto Hotel, Fourth Floor, Leaside; 2:15-3:45pm
Chair: Brice Nordquist, Syracuse University
Participants:
Experimenting With Data Representations: Collaborative Efforts to “Think Visually” With Data. Amy Stornaiolo, University of Pennsylvania
Interactive Analysis of Trajectories of Literate Activity and Literate Becoming in Four Data Sets. Paul A. Prior, University of Illinois
Following Embodied Practice Across Space-Time and Shared Data. Brice Nordquist, Syracuse University
The Elasticity of “Likeness”: Resonance Mapping of Objects in (Cyber) Space. Anna Smith, Illinois State University
Discussant: Patrick Berry, Syracuse University

34.094. Fairmont Royal York Roundtable Session Six; Roundtable Session

Division and SIG Roundtables
34.094-1. Online and Computer-Aided Assessment. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Chair: Shu-Kang Chen, ETS
Participants:
- A Paradox of High Access but Low Use of Information and Communication Technologies for Chinese Teachers. Xianlong Xu, East China Normal University
- Toward the Automated Measurement of Teacher Talk: Introducing a Comprehensive Framework for Teacher Discourse. Sean P. Kelly, University of Pittsburgh; Amanda J. Godley, University of Pittsburgh; Sarah Capello, University of Pittsburgh; Meghan Dale, University of Pittsburgh; Patrick Downey, California State University - Chico; Sidney K. D’Mello, University of Notre Dame

34.094-2. Teaching and Instruction: Child-Teacher Interactions, Explicit Instruction, and Subject Matter Innovations. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Chair: Jade Kim, University of Toronto
Participants:
- Finding, Compiling, and Using Secondary Biology Misconceptions: An Action Research Project. Travis T. Fuchs, The University of British Columbia; Mike Arsenault, Lakefield College School
- Transfer of Critical Thinking Skills Across Domains: Implicit or Explicit Instructional Approaches? Dawit Tibebe Tiruneh, East China Normal University; Xiaoqing Gu, East China Normal University
- Fostering Powerful Use of Technology Through Instructional Coaching in 50 Under-served Schools. Mahsa Bakhshiha, Digital Promise; Angela Hardy; Judi Fusco, Digital Promise
- Child-Teacher Dialogue as a Stimulus for Professional Learning: An International Study. Kyriaki Messiou, University of Southampton; Mel Ainscow, University of Manchester
- Do Technology Usage and Student Teacher Attachement Explain Student Self-Perception? A Multiple Linear Regression Approach. John K. Rugutt, Illinois State University

34.094-3. Using NAEP to Understand Student Course-Taking, Digital-Based Assessment Performance, and Assessment Construct Similarities. SIG-NAEP Studies; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Chair: Andrew Hudacs
Participants:
- Do NAEP Long-Term Trend Mathematics and Program for the International Assessment of Adult Competencies Numeracy Measure a Similar Construct? An Indirect Approach. Sakiko Ikoma, American Institutes for Research; William Tirre, National Center for Education Statistics; Xiaying Zheng, American Institutes for Research; Thomas Y. Sun, American Institutes for Research; Markus Broer, American Institutes for Research
- Examining the Relationship Between STEM Course-Taking in High School and Grade 12 NAEP Mathematics Scores. Burhan Ogut, American Institutes for Research; Derrick Yee, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research; Markus Broer, American Institutes for Research
- New Measures of Digital Technology Access and Familiarity and Their Relationship With NAEP Performance. Sami Kibimto, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research; Bitnara Jasmine Park, American Institutes for Research
- Understanding Reading Motivation and Reading Achievement Gaps: The Case of NAEP. Mengyi Li, American Institutes for Research; Zuchao Shen, American Institutes for Research; Xiaying Zheng, American Institutes for Research; Bitnara Jasmine Park, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research; Markus Broer, American Institutes for Research
Discussant: Jason Nicholas, Westat

34.094-4. Finer Details in Modeling Latent Interactions, Moderated Mediation, and Multicategory Indicators. SIG-Structural Equation Modeling; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Chair: Zhenqiu Laura Lu, University of Georgia
Participants:
- Comparisons of Reliability Estimates for Correcting Measurement Errors of the Exogenous Composites in Interaction Models. Yu-Yu Hsiao, University of New Mexico; Oimman Kwok, Texas A&M University - College Station; Hok Chio (Mark) Lai, University of Southern California
- Power Analysis for Moderated Mediation Models With Continuous Moderator Variable. Akhito Kamata, Southern Methodist University; Yuji Kuro, Southern Methodist University; Xonya Liang, University of Arkansas; Thu Le, Southern Methodist University
- Investigating Methods for Calculating Model-Based Reliability When Analyzing Categorical Data. Kelvin Terrell Pompey, University of South Carolina; Christine DiStefano, University of South Carolina
Discussant: Zhenqiu Laura Lu, University of Georgia

34.094-5. Partially Clustered Data and Sample Size Investigations With Various Types of Multilevel Models. SIG-Multilevel Modeling; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Participants:
- A Partially Nested Multilevel Model for Analysis of District Data Including Charter or Private Schools. Brian P. Shaw, The Ohio State University - Columbus; Ann A. O’Connell, The Ohio State University
- Small Sample Performance of Multilevel and Traditional Methods for Multivariate Group Comparisons With Incomplete Data. Keenan A. Pitch, The University of Texas at Austin; Tiffany Ann Whittaker, The University of Texas at Austin; Megha Joshi, The University of Texas at Austin; Byoungsun Park, Kidagative; Molly Elizabeth Cain, The University of Texas at Austin
- Unbiased Estimation of Multilevel Structural Equation Models in Small to Moderate Sample Sizes: A Limited Information Estimator. Benjamin Kelcey, University of Cincinnati; Kyle T. Cox, University of Cincinnati; Nantio Dong, University of North Carolina at Chapel Hill
Using Optimal Sample Allocation to Improve the Chance of Detecting Treatment Effects in Cluster-Randomized Trials. Zuchao Shen, University of Cincinnati; Benjamin Kelcey, University of Cincinnati

34.094-6. Analytical Approaches in Multimethod and Mixed-Methods Research. Division D - Measurement and Research Methodology; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Chair: Elizabeth G. Creamer, Virginia Polytechnic Institute and State University
Participants:
- Using Crossover Mixed Analyses to Explore Online Data: A Heuristic Example. Julie Anne Corrigan, University of Ottawa; Elena Forzani, Benton University; Anthony J. Onweugsuifu, Sam Houston State University
- Learning From Crossing Boundaries in Knowledge-Building Community: A Social Network Perspective for Learning. Guangji Yuan, SUNY - ALBANY; Jianwei Zhang, University at Albany - SUNY
- On Qualitizing. Anthony J. Onweugsuifu, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver
Combining Machine Learning and Qualitative Analysis to Study Public Discourse Around Opting Out of Testing. Amy Burkhardt, University of Colorado - Boulder; Terri S. Wilson, University of Colorado Boulder; Wagna S. Mommandi, University of Colorado - Boulder; Michelle S. Motes, University of Colorado - Boulder

34.094-7. Challenges of Assessment and Instruction for Students at Risk. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm
Chair: Catherine Gatewood-Keim, Austin Peay State University
Participants:
- Addressing Teachers’ Concerns About the Utility of Multiple Curriculum-Based Measures of Reading in Grades 3–8. Deni L. Basaraba, Bethel School District 52; Pooja Shireraj, American Board of Obstetrics and Gynecology
Exploring Assessment Policies and Practices for Students With a Migrant Background. Martin Brown, Dublin City University; Funda Nayar, Canakkale Karatink University; Herbert Altrock, Johannes Kepler University of Linz; Guri Nortvedt; Denise Burns, Dublin City University; Gerry P. McNamara, Dublin City University; Joe O’Hara, Dublin City University; Magdalena Felber; Christoph Helm, Johannes Kepler University of Linz; Eileen Wiese; Guri Skedsmo, University of Oslo; Barbara Herzig-Punzenberger; Silje Kristin Gopen; University of Oslo, Norway

Writing Instruction and Assessment for Struggling Learners. Jonathan Schuster, The University of Kansas; Russell E. Swinburne Romine; The University of Kansas; Amy Clark, The University of Kansas

34.094-8. Conducting Qualitative Research: Tools, Approaches, and Ways of (Re)Thinking Qualitative Research. Division D - Measurement and Research Methodology; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm

Participants: 
"And Then This Student With Autism Walks In": Plot Arc as Innovative Application of Narrative. Laura D. Sabella, University of South Florida
Journeying to New Contexts: The Potential of Journey Mapping in Educational Research. Kim Ducharme, CAST; Tracey E. Hall; Center for Applied Special Technology; Jenn Gravel, CAST; Kristin Robinson, Center for Applied Special Technology
Using Digital Video as a Research Tool: Ethical Issues Regarding the Distribution and Transformation of Visual Content. Rebecca Hughes, University of Toronto; Danica Vidotto, University of Toronto; Karyn A. Cooper, University of Toronto
Memoing-as-Method-and-Data: Teaching and Learning Post-Qualitative Methods in a Conventional Humanist Context. Joseph C. Rumenapp, Judson University; Valerie Cawley, Judson University; Natalie Hoyle Ross, Judson University; Rachel McMahon, Batavia Public Schools 101

34.094-9. Data Use Practices: Leadership Perspectives. SIG-Data-Driven Decision Making in Education; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm

Participants: 
Beyond Assessment: School Administrator Perspectives on Data for Decision Making. Molly Stewart, Indiana University - Bloomington; Colleen E. Chesnut, Indiana University - Bloomington
Data Interpretation by School Leaders: Attributes of Performance Disparities. John Settlage, University of Connecticut - Avery Point; Luis Suarez, University of Connecticut - Avery Point
From Grassroots to “Need to Know”: Distributed Leadership and Data Cultures in Florida's Community Colleges. Rebecca Brower, Florida State University; Christine Mokher, Florida State University; Bradley E. Cox, Florida State University; Tamara Bertrand Jones, Florida State University; Shouping Hu, Florida State University
Democratizing Data: Mapping for Policy Stakeholders. Elizabeth Thorne Wallington, Missouri Western State University

34.094-10. Holistic Teachers and Teaching: Strength and Contemplation in Practice. SIG-Holistic Education; Roundtable Session Fairmont Royal York Hotel, Convention Floor, Concert Hall; 2:15-3:45pm

Chair: Veronica W Merritt, Teachers College Columbia University
Participants: 
A Strengths-Based Training to Overcome Academic Procrastination. Lennart Visser, Driestar Christian University; Fred J. A. Korthagen, Utrecht University; Judith Schoonenboom, University of Vienna
Contemplative Mathematics Pedagogy: Report From a Pioneering Workshop. Patricia Morgan, University of New South Wales; Dor Abrahamson, University of California - Berkeley
Continuum of Care: Holistic In-School Teams in Ontario Elementary Schools. Tara Kunahe, York Region District School Board
With Experience: Pedagogical Moments Through Contemplative and Arts-Based Practices. Barbara A. Bickel, Southern Illinois University - Carbondale; Susan C. Walsh, Mount Saint Vincent University

34.095. MTCC Roundtable Session 11; Roundtable Session

34.095-1. Community-Based Inquiry as Critical, Caring, and Transformative. Division G - Social Context of Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm

Participants: 
Compton as a Character and Narrative: Exploring How Place Impacts Identity. Abigail Lopez, Teachers College, Columbia University
Equity Education and Asset-Based Community-Mapping: Teacher Candidates and Sixth Graders Learning Critically Together. James William Hutchinson, University of Toronto; Sabira Rizwan Manji, University of Toronto
The Transformative Potential of Full-Service Community Schools: Exploring Processes of Change in an Urban School. Maria G. Sanders, University of Maryland - Baltimore County; Claudia Lucia Galindo, University of Maryland - College Park

34.095-2. Complicating Educational Discourses on Asians and Asian Americans. Division G - Social Context of Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm

Chair: Nancy Valdez-Gainer, Austin Independent School District
Participants: 
"Tenemos que seguir nuestra cultura": Latinx Children as Critical Discourse Analysts. Melissa Adams, Blazer Elementary School
Exploring and Empowering Borders and the In-Between in a Public, Early Childhood Education, Summer School Program. Timothy A. Kinard, Texas State University; Jesse Strauss Gainer, Texas State University - San Marcos; Mary Esther Huerta, Texas State University - San Marcos
All Enemies, Foreign and Domestic: Latinxs and Latin America as a Threat in Citizenship Curriculum. Christopher L. Busey, University of Florida; Alvaro Corral, The College of Wooster; Erika Davis, University of Florida
Against the Deficit: How Latinx Students Resist the Devaluing of Their Language and Culture. Megan Coupe, Austin Independent School District
Toward the Political Consciousness of Future Elementary Bilingual Teachers. Luc A. Maldonado, Texas State University
Discussant: Gladys Rueda-Krause, College of William & Mary

34.095-4. Continued Efforts to Diversify the Health Professions: From Educational Pipelines to Professional Practice. Division I - Education in the Professions; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm

Chair: Bianca Proctor
Participants: 
The Impact of Efforts to Increase Racial and Ethnic Diversity in the Health Professions. Cyndy Snyder
High School Students of Color and Knowledge of Occupational Therapy as a Career Choice. Kristen Wilbur, University of Puget Sound
Toward a More Representative Health Care Workforce. Alison Essay
A Multi-sector Approach to Influence Responsive Policy Making and Eliminate Health Inequities. Swapna Reddy
Integrating a Health Disparities and Cross-Cultural Communication Curriculum. Kristen Will

34.095-5. The Role and Perceptions of Stakeholders in Implementation. Division I - Educational Policies and Politics; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm

Participants: 
University; Nashil Park, Seoul National University; Soohan Lee, Seoul National University
Reclaiming Expert Teacher Status Can the Chartered Teacher Policy Create a Renaissance in Teacher Status. Andy C. Gowsen, University of Bedfordshire; Neil Hopkins, University of Bedfordshire; Carol Lesley Thompson, University of Bedfordshire; Naureen Majid, Miss
School Principals as Qualified Informants of Educational Policies: The Chilean Case. Gonzalo Muñoz, Universidad Diego Portales; Jose Weinstein, Universidad Diego Portales; Maria del Rosario Rivero, Universidad Diego Portales
Teacher Ownership of Educational Reform: An Exploratory Social Network Study. Nou Rom, The Hebrew University of Jerusalem; Ori Eyal, Hebrew University

34.095-6. Understanding Assessment in Preservice Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Monica B. Gilna, New York University
Participants:
Dynamic Assessment of General Pedagogical Knowledge; Combination of Classroom Video Analysis and Social Network Analysis of Discourse. Ikuo Endo, Shizuoka University; Miho Kawasaki, Shizuoka University; Ritsuko Oshima, Shizuoka University; Jun Oshima, Shizuoka University
Evaluating the Impact of an Assessment Course on Preservice Teachers’ Classroom Assessment Literacy and Self-Efficacy. Lance Kruse, The University of Toledo; Toni A. Sondergeld, Drexel University; Whitney Impellizzeri, Drexel University; Claire Witherell, Drexel University
Exploring the Impact of Case Study Assessment Projects on Early Childhood Education Students’ Assessment Literacy. Leslie La Croix, George Mason University; Sehyun Yan, George Mason University; Erin Geiger, George Mason University; Julie K. Kidd, George Mason University
Preservice Teachers’ Use of Student Data: A Multiple-Case Study of Noyce Scholar Assessment Practices. Regina E. Toolin, The University of Vermont; Herman W. Meyers, Lighthouse Evaluation; Rath Farrell, Lighthouse Evaluation
Discussant: Yan Yang, The University of West Georgia

34.095-7. International Perspectives on School Choice and Market Reform. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Sue Winton, York University
Participants:
A New School Assignment System Meant to Strengthen School Choice in Chile: Reducing Inequality by Improving Access and Integration? Ngaire Noelle Honey, Pontificia Universidad Católica de Chile; Alejandro Carrasco, Pontificia Universidad Católica de Chile
Catholic School Effects on Achievement: New Insights From Machine Learning Techniques. Zahide Alaca, University of Toronto; Scott Davies, University of Toronto - OISE
Challenging Rational Choice Frameworks in Education: The Case of the New School Admission System in Chile. Juan Oyarzun, Pontificia Universidad Católica de Chile; Alejandro Carrasco, Pontificia Universidad Católica de Chile; Ngaire Noelle Honey, Pontificia Universidad Católica de Chile
School Competition in Hong Kong: A Battle of Lifting School Academic Performance? Ho Chun Sing, Maxwell, The Education University of Hong Kong; Lu Jiafeng, The Education University of Hong Kong

Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm

34.095-9. Experiments to Improve Mathematics Teaching and Learning in Pre-K to Grade 2 Classrooms. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Karen Colum, Minnesota State University - Mankato
Participants:
Number System Knowledge: An Instructional Treatment for Second-Grade Students. Jessica F. Shumway, Utah State University; Kaitlin Bundock, Utah State University
Integrated Cross-Curricular Instruction: Using Literacy-Based Approaches in a Mathematics Classroom. Jessica Stone, Western Washington University; Ann M. Bennett, Kent State University
Does a Learning Trajectory Facilitate Early Patterning Intervention? Andrea J. Bardo, University of Denver and the University of Illinois at Urbana-Champaign; Nurul YILMAZ, Middle East Technical University; Douglas H. Clements, University of Denver; Julie Sarama, University of Denver
Length Measurement in the Early Years: Teaching and Learning With Learning Trajectories. Julie Sarama, University of Denver; Douglas H. Clements, University of Denver; Candace Jawick, University of Denver; Jeffrey E. Barrett, Illinois State University; Craig Cullen, Illinois State University

34.095-10. Exploring Innovations: School, Classroom, and Teacher Perspectives. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Charity Embley, Texas Tech University
Participants:
Does Self-Reported Perceived Data Support Implementation Data in Preservice Teachers? Leah Herner-Pathney, The Ohio State University - Lima; Hea-Jin Lee, The Ohio State University - Lima
Examining Students Epistemic Agency When Implementing Culturally Relevant Practices in the Physics Classroom. Clausell Mathis, Florida State University; Mark Akubo, Florida State University; Sherry A. Southerland, Florida State University
Identity Texts: An Intervention to Democratize the Classroom. Rahat Zaidi, University of Calgary; Dania El Chaar, University of Calgary

34.095-11. The Politics of Charters, Choice, and Change: Implications for Inequality and Opportunity. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Participants:
Investigating the Intersections of Media Discourse, Race, and School Choice. DeMarcus A Jenkins, The University of Arizona
It Takes a City: Lessons From a Systems-Change Network. Lynne Sacks, Harvard University; Jessica Boyle, Stanford University
Power, Influence, and Policy in Arizona’s Education Market: “We’ve Got to Out-Charter the Charters.” Amanda U. Potterton, University of Kentucky
Beyond “Raising Aspirations”: The Complexities of Choice in Access to Higher Education. Sally Patfield, The University of Newcastle; Jennifer M. Gore, The University of Newcastle; Leanne Fray, The University of Newcastle

34.095-12. Ed Law SIG Roundtable: Restorative Justice. SIG-Law and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Participant:

34.096. MTCC Roundtable Session 12; Roundtable Session

34.096-1. Conceptualizing and Measuring Opportunity to Learn in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Hannah Morris Mathews, Boston University
Participants:
Opportunities to Enact Practice in Teacher Education: Taking an International Perspective. Kirsti Klett, University of Oslo; Karen M. Hammerness, American Museum of Natural History; Inga Staal Jense, University of Oslo
Special Education Candidates’ Opportunities to Learn Instructional and Collaborative Practice: An Examination of Professional Formation. Hannah Morris Mathews, Boston University; Wendy J. Rodgers, University of Nevada, Las Vegas
Understanding Affordances and Constraints of Using Core Practices to Prepare Science Teachers for Equity. Housun Kang, University of California - Irvine
34.096-2. Creative Multidisciplinary Instruction. Division K - Teaching
and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Christine Baron, Teachers College, Columbia University
Participants:
Id Rather Be Outside: Schoolyard Pedagogy Development for
Elementary Science Teachers. Kelly Feille, University of Oklahoma
Qualities of Effective Elementary Nature of Science Read-Along.
Jeanne L. Brunner, University of Massachusetts - Amherst
STEM Intersections With Identity, Purpose, and Advocacy: A
Framework for Critically Conscious STEM Education. Imelda Nava-
Landeros, University of California - Los Angeles; Jared N. Kawasaki,
University of California - Los Angeles; Jaime Park, University of
California - Los Angeles
The Shift to More Dialogic Discourse in a Classroom Transitioning to
Student-Centered Science Inquiry. Carol Ann, Butler Rees, Thompson
Rivers University
What Factors Are Associated With Implementing Successful Science
Investigations? Michael Chavez-Reilly, American Museum of Natural
History
34.096-3. Teacher Preparation Through Multiple Media. Division K -
Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Amy Rector-Aranda, Texas A&M University - College Station
Participants:
Assessing Technological Pedagogical and Content Knowledge
(TPACK): Using Teacher Candidate Reflections to Examine
TPACK Development. Huajin Wen, Moravian College; Valerie
Harlow Shinas, Lesley University
Designing Simulations for Eliciting Student Thinking: Is It Possible to
Design a Comprehensive Student Profile?
Michael S. M. M. N'Goran, University of Michigan - Ann Arbor; Timothy A. Boerst, University of Michigan
The Development of the Teacher Preparation Technology Inventory.
Caitlin Riegel, Niagara University
The Effect of Data-Driven Feedback and Coaching on the Self-Efficacy
of Preservice Teachers. Wes J. DeSantis, Ridgefield Public Schools;
Marcia A. Delcourt, Western Connecticut State University; Bruce M.
Shore, McGill University; Jacob C. Greenwood, Monroe Public Schools
Video Reflection: Application of 21st Century Skills in Teacher
Education. Elizabeth A. Truebull, Dominican University of California;
Jacquelyn Urban, Dominican University of California; Shadi Rashandel,
California State University - East Bay
34.096-4. Special Populations: Critical Issues of Forgotten Middle,
Refugee, and Migrant Youth. SIG-Adolescence and Youth
Development; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Haslille Pinson, Ben-Gurion University of the Negev
Participants:
The Power of Authorization: Immigrant Youth and the Fear of Their
Wickedness. Edgar Valles, University of Wisconsin - Madison
Praxis of Resilience and Resistance: “We Can STOP Donald Trump”
and Other Messages From Immigrant Children. Silvia Rodriguez
Vega, University of California - Los Angeles
Exploratory Factor Structure of a Holistic Instrument Assessing Need
Praxis of Resilience and Resistance: “We Can STOP Donald Trump”
Education. Marcia Delcourt, Western Connecticut State University; Bruce M.
Shore, McGill University; Jacob C. Greenwood, Monroe Public Schools
34.096-5. Research/Me-Search/We-Search. SIG-Critical Examination
of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Participants:
A Collaborative Self-Excavation Project: Me-Search Educational
Research Speaking Truth to Democratize Evidence. Miriam Elizabeth
Stroede, Tisch University; Sherry W. Powers, Eastern Kentucky
University; Tiffany Renee Wheeler, Transylvania University
Challenges in Disproportionality Research. Denise Katherine Whitford,
Purdue University; Kelly M. Carrero, Texas A&M University--
Commerce
Coloring Our Positionality: A Proposal for Identifying Black
Positionality in Qualitative Research. Aaron Jermaine Griffen, DSST
Public Schools
Does Race Differentiate Educational Expectations? Richard Dirmyer,
University at Buffalo - SUNY
34.096-6. Exploring Citizenship and Citizenship Education From
Diverse Perspectives. SIG-Democratic Citizenship in Education;
Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Kerry J. Kennedy, The Education University of Hong Kong
Participants:
Environmental Pedagogies and Global Citizenship Education:
Dis/Connections Between Eco-Pedagogy, Citizenizations, and
Globalizations. Greg William Misiaszek, Beijing Normal University
Global Issues Pedagogy Through HEADSUP: Participatory Research
With Secondary Teachers in England, Finland, and Sweden. Karen
Fusby, Manchester Metropolitan University; Louise Sund, Malardalens
University
Passive yet Patriotic Citizens: Chinese High School Students’
Perspectives on Good Citizens. Jia Jiang, University of California - Los
Angeles
Democratic Values in Vietnamese Secondary Schools: Perspectives of
Students, Teachers, and School Managers. Tinh Thi Thanh Le, Leiden
University; Wilfried Admiraal, Leiden University;Dineke Tijelaar,
Leiden University
Curriculum Reform and Democracy: A Paradox of Political Power and
Power “of the People.” Catherine A. Broom, The University of British
Columbia - Okanagan
34.096-7. Beliefs and Social Contexts. SIG-Sociology of Education;
Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Heather E. Price, Marian University
Participants:
Learning the Hard Way: Anti-Immigrant Sentiment and the Educational
Experiences of Immigrant Youth in Europe. Volha Chychka, University
of Michigan
Metropolitan K-12 School Diversity and Social Distance. Jonells
H. Braddock, University of Miami; Ashley Mikulysyk, University of
Portland; Adrienne Milner, University of Miami
Relational Analysis of Educational Belief Systems. David Diehl,
Vanderbilt University
Teachers’ Perceptions of Their Professional Autonomy: Conceptual and
Empirical Contributions to the Debate. Manju Salokangas, Trinity
College Dublin; Wieland Wermke, Uppsala University
34.096-8. Black Youth in Urban Contexts. SIG-Research Focus on Black
Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Naomi Mc W, University of Michigan - Ann Arbor
Participants:
Potential Avenue for Academic Success: Hope Predicts an
Achievement-Oriented Psychosocial Profile in African American
Adolescents. Dante D. Dixon, Wayne State University; David Stevens,
Berkeley Unified School District
Snitching and Switching Up: Finding, Keeping, and Testing Trust for
Black Boys. Pavithra Nagarajan, Teachers College, Columbia University
34.096-9. Exploring the Potential. SIG-Instructional Technology;
Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Robert L. Bangert-Drowns, University at Albany - SUNY
Participants:
Teachability of Metacognitive Skills: What Makes Students Use
Metacognitive Skills? Haseol Bae, Indiana University - Bloomington;
Kyoungbin Kwon, Indiana University - Bloomington
The Use of eBooks Among Emergent Readers: A Systematic Review.
Bridgeitt Epps, Old Dominion University; Tian Luo, Old Dominion
University
Using a Tablet-Based Note-Taking Application to Replace Traditional
Science Notebooks in an Elementary Classroom. Seonghok Park,
University of Hawaii - Manoa; Lori A. Fulton, University of Hawaii
- Manoa; Dan Hoffman, Teachers College, Columbia University; Jon
Yoshiko, University of Hawaii - Manoa
Using Robot-Mediated Activities to Promote Children’s Collaboration
in Culturally and Linguistically Diverse Educational Settings. Karla
Vilchez Neal, Northern Illinois University; Mengxi Zhou, Northern
Illinois University; Yan Chen, University of New Mexico; Laura Ruth Johnson, Northern Illinois University; Yanghee Kim, Northern Illinois University

34.096-10. Futures of Power and Resistance in Public Education. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Zachary A. Casey, Rhodes College
Participants:
A Definition of Schooling as We Know It: The Beginning of the End. Dominic Terkel Walker, Columbia University; Gail Buffalo, Teachers College, Columbia University; Abigail Lopez, The Opportunity Network
Killing Truth: Left Resistance and Neoliberalism in the Context of Chinese Higher Education. Ian Luijja Tian, University of Toronto
Reclaiming Public Schools: The Opt-Out Movement and Teacher Strikes. David W. Hursh, University of Rochester; The Chen, University of Rochester; Sarah Kathleen Megannis, University of Rochester
Peeling the Post-Truth: Lines of Action Within Education in Postcolonial Pakistan. Aneeka Cheema, University of Massachusetts-Dartmouth
Marx and Liberation Theology: Toward a Dialectical Approach to Moral Conscience and Liberation. Peter L. McLaren, Chapman University; Lila D. Monzo, Chapman University
Discussant: Ramon Emilio Fernandez, Pace University

34.096-11. Language Learning With Immigrant and Refugee Students. SIG-Second Language Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Katherine E Entigar, The Graduate Center of the City University of New York
Participants:
Culturally Relevant Texts for Refugee English Language Learners. Hyouniuk Cho, University of North Dakota; Tanya M. Christ, Oakland University
Identifying English Language Use and Communication Challenges Facing Entry-Level Workplace Immigrants in Canada. Living Cheng, Queens University; Gwan-Hyok Im, Queen's University - Kingston; Christine Doo, Mount Saint Vincent University; Scott Roy Douglas, University of British Columbia
Shaping the Lives of Immigrant Youth in North Carolina Through Sustained Community Engagement and Outreach. Lan Quach Kolano, University of North Carolina - Charlotte; Kathryn Wagner, University of North Carolina - Charlotte; Amilia Keomuangchan

34.096-12. Leadership and Depth of Implementation in Relation to Educational Change. SIG-Educational Change; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Mireille Hubers, University of Twente
Participants:
Developing a Depth of Implementation Measure for a Comprehensive Reform Model Focused on English Learners. Martha Irene Martinez, Sobeira Family Foundation/SEAL; Elvira Garcia Arnus, Loyola Marymount University; Anya Hurwitz, Sobeira Early Academic Language model (SEAL); Magaly Lavadenz, Loyola Marymount University; Laurie Olsen, Californians Together
Leading and Improving Schools in Times of Digitalization: Findings From an Exploratory Study in Germany. Pierre Tulowitzki, Ludwigshburg University of Education; Julia Gerick, University of Hamburg
Understanding Educational Change: Determinants for School Principals’ Acceptance of Innovations at Schools in Challenging Circumstances. Eunji Lee, DIPP | Leibniz Institute for Research and Information in Education; Susanne Boese, German Institute for International Educational Research; Marko Neumann, DIPP | Leibniz Institute for Research and Information in Education; Kai Maaz
What Sets Successful Higher Ed Change Leaders Apart? Dissertation Findings Featuring Competencies and Strategies Utilized. Dawn Aziz, Wayne State University; Monica W. Tracey, Wayne State University; Alisa Hutchinson, Wayne State University; Sara Elizabeth Kacin, Wayne State University

34.096-13. Democratizing Learning Environments Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Laura C. Hanford, University of New Mexico
Participants:
Caring and Controversial Issues in Teacher Education: A Self-Study on Teaching in Moments of Tension. Adrian D. Martin, New Jersey City University
Democratizing Evidence of Gains in an Urban Reading Clinic: A Collaborative Self-Study. Scot McNary, Towson University; Barbara P. Laster, Towson University
High-Impact Math Experiences of Teacher Candidates: A Collaborative Self-Study Journey. Mary Reid, OISE/University of Toronto; Steven Mark Reid, OISE/University of Toronto

34.097. Sheraton Roundtable Session Four; Roundtable Session

34.097-1. Classroom Contexts and Student Impacts. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Jovan Groen, University of Ottawa
Participants:
Separating Fact From Fiction on Student Performance in Higher Education: Do Class Size and Faculty Employment Status Matter? Amanda L. Nolen, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock; Whitney Thomasson, University of Arkansas at Little Rock
Successful Flipped Learning in Higher Education From the Perspective of Student Motivation. Moon-Heum Cho, Syracuse University; Seung Won Park, University of Hong Kong; Sang Eun Lee, Sungkyunkwan University
The Impact of Course Delivery Format on Developmental Education: Course Persistence, Completion, and Subsequent Success. Xuehan Zhou, University of California - Irvine; Di Xu, UCI; Florence Xiaotao Ran, Teachers College, Columbia University
The Longitudinal Impact of Electronic Feedback on Motivation and Achievement During a Large Lecture. Manuel Förster, Johannes Gutenberg University; Andreas Maur, Johannes Gutenberg University of Mainz

34.097-2. College and Class. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: MaryBeth Walpole, Renown University
Participants:
A Qualitative Analysis of Selective College Aspirations Among High-Performing, Low-Socioeconomic-Status Students. Brian Holzman, Rice University
Gaokao Reform and Rural Students’ Poor University Access: Schooling as Source of Cultural Capital? Xiaolong Li, Northwest Normal University; Ailei Xie, Guangzhou University
Social Class Differences in How High-Achieving Students Decide to Attend College. Yang Lor, University of California - Berkeley
Transition to Higher Education: Students and School Counselors’ Perspectives. Maria Veronica Santelices, Catholic University of Chile; Ximena Catalan, Catholic University of Chile; Magdalena Zarbi, Catholic University of Chile; Alicia Ibáñez

34.097-3. College Experiences, Regional Camps, and Income-Driven Repayment: The Role of Finances in Student Behavior. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Taharee A. Jackson, University of Maryland - College Park
Participants:
Exploring IDR: A Comparison of Financial Situations and Behaviors Between Those in Traditional Student Loan Repayment and Those in Income-Driven Repayment. Daniel A Collier, Western Michigan University
Exploring the Relationship Between Financial Knowledge and College Expectations. Hyejun Kim, The University of Michigan - Ann Arbor; Aimee Kim, University of Michigan - Ann Arbor
The Effects of Credit Rationing on Reenrollment Rates at the University of Cape Town, South Africa. Nicola Branson, The University of Cape Town; Vinai Ranchhoff, University of Michigan

34.097-4. College Experiences of Students of Color. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
**34.098.1. Lives, Legacies, and Communities.** SIG-Biographical and Documentary Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm

Chair: AnaLuisa Munoz-Garcia, Pontificia Universidad Catolica de Chile

Participants:
- 50 Years of Life in Classrooms: An Inquiry Into the Scholarly Contributions of Philip Jackson. Cheryl J. Craig, Texas A&M University - College Station; Maria A. Flores, Minho University, Portugal

**34.098.2. Cultural Tools for Social Inclusion: Designing Educational Interventions to Support the Development of Agency.** SIG-Cultural-Historical Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm

Chair: Elina Lampert-Shepel, Touro College

Participants:
- Cognitive Tools in Online Education. Michael Lindsey Hoover, McGill University; John Cripps Clark, Deakin University
- Designing for Imaginative in Educational Settings: Translocal Youth Radio Connecting Catalonia and Colorado. Donna Walker, University of Northern Colorado; Jose Luis Labozca, Autonomous University of Barcelona; Carolayn Andrea Marin, Univeritat Autònoma de Barcelona; Deborah Romero, University of Northern Colorado
- Domestic Minor Sex Trafficking in Schools: Literature Review Using a Cultural-Historical Activity Theory Lens. Elizabeth Jackson, The University of Kansas
- Expanding an Ethnic of Educating Within a Post-Truth Paradigm. Jake Malloy, University of Wisconsin - Madison
- Liberation and Redemption: The Impact of School Segregation in the United States and South Africa. David J. Roof, Ball State University; Michael Tukafo Ndemanu, Ball State University

Discussant: Christian George Gregory, Columbia University

**34.098.3. Critical Media Literacies: Transmedia, Gaming, and Videomaking.** SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm

Chair: Tracey Psycher, Western Washington University

Participants:
- The Secret Life of Adolescent Girls Playing Minecraft: Forbidden Practices and Cultural Norms. Sandra Samworth Abrams, Saint John's University; Sarah Prestridge, Griffith University; Linda Laidlaw, University of Alberta; Joanne O'Mara, Deakin University
- A Framework for Transmedia World-Building in Imaginative Fiction. Mindy Spearman, Clemson University; Nafees Mohammad Khan, Clemson University

Discussant: Tracey Psycher, Western Washington University

**34.098.4. Digital Composing: Navigating Collaboration, Performance, and Identity.** SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm

Chair: Jamila Lee-Johnson, University of Wisconsin - Madison

Participants:
- If I Knew Then What I Know Now: Predictors of Black Undergraduate Women Making Their Same College Choice Decision. Channel McLewis, University of California - Los Angeles; Damani Khary White-Lewis, University of California - Los Angeles
- Recruited, Admitted, Tracked, Denied: The Racist Lineage of Postsecondary Practices and Policies in "Post racial" America. Amy Elizabeth Stich, University of Georgia
- Unwelcome and Invisible in the Classroom: Racial Microaggressions Experienced by Students of Color in Higher Education. Hyejin Tina Yeo, University of Illinois at Urbana-Champaign; Shinwoo Choi; Stacy Harwood, University of Utah; Ruby Mendenhall, University of Illinois at Urbana-Champaign; Margaret Browne Hunt, University of Illinois at Urbana-Champaign
- Working Through the Notions of First-Generation Students, University Charter, Intersectionality, and Posthuman Subjects. Stephen Santa-Ramirez, Mary Lou Fulton Teachers College Arizona State University; Mirka E. Koro-Ljungberg, Arizona State University; Tim Wells, Arizona State University; Jorge Sandovalo, Arizona State University

**34.098.5. Intertextuality, Frame, and Footing: Exploring Linguistic Performance.** SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm

Chair: Nadia Behizadeh, Georgia State University

Participants:
- Frame and Footing as Pedagogical Tool: Interfunctional Scaffolding in Elementary Literacy Conferences. Laura A Taylor, Rhodes College
- "I Heart Emojis": Emoji Text Messaging as Linguistic Performance. Amy Johnson Lachuk, The University of Wisconsin - Madison
- Making (and Not Making) Connections With a "Mirror Text": Intertextuality With Refugee and Immigrant Youth. Jackie Ridley, The Ohio State University
- Pedagogical Ventriloquism: Posttraditional Discourse in the English Classroom. Robert Jean LeBlanc, University of Lethbridge

**34.099.1. Conceptualizations and Consequences of Accountability.** Division H - Research, Evaluation and Assessment in Schools; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:15-3:45pm

Posters:
2. The Odds of Not Graduating From High School: A Demographic Analysis. Roger Regan, Wake County Public School System; Anais Clair Rhea, Wake County Public School System; Meghan Scrimgeour, Wake County Public School System; Mulkeet Singh, Wake County Public School System
3. The Value a New Teacher Evaluation System Adds in Practice: Teacher Perceptions of System Effectiveness. Noelle Angeline Paufler, University of North Texas
4. Variability and Accountability in a High-Stakes Framework: What Are We Learning and at What Cost? Abby Carlson, AppleTree Institute For Education Innovation; Rebecca Kimport, AppleTree Early Learning Public Charter School; Leah Dowling, AppleTree Institute For Education Innovation; Chavaughn Brown, AppleTree Institute For Education Innovation
5. Student Poverty Indicators: Developing an Accountability Tracking System for Education Leaders. Katherine Raymond, North Carolina State University

**34.099. MTCC Poster Session Seven; Poster Session**
Metro Toronto Convention Centre, 700 Level, Room 716A; 4:10-6:10pm
Chairs: Nathan E. Bell, American Educational Research Association; Margaret J. Maika, University of Hawaii - Manoa; Kathy Ganske, Vanderbilt University; Arturo Olivarez, The University of Texas - El Paso; Jennifer K. Clayton; The George Washington University; Cleveland Hayes, Indiana University Indianapolis; Shelley Zion, Rowan University; Mirka E. Koro-Ljungberg, Arizona State University

### 35.010. Strategic Communications for the Public

**Good: Multimodal Paths Toward an Asset-Based Understanding of Public Schools.** AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104A; 4:10-6:10pm
Chair: Amy Stuart Wells, Teachers College, Columbia University
Participants: Abbey Keener, Teachers College, Columbia University; Diana Cardova-Cobo, Teachers College, Columbia University; Dianne Delima, Teachers College, Columbia University; Sittah Parks, Teachers College, Columbia University; Stanley Nelson, Firelight Media; Lisa Binns, Firelight Media

### 35.011. Bending Toward — or Away From — Racial Justice?

**An Interactive Case Study in Educational Ethics.** AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104D; 4:10-6:10pm
Chair: Meira Levinson, Harvard University
Participants: Meira Levinson, Harvard University; Jacob Fay, Bowdoin College; Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Darrus D Robinson, University of Michigan - Ann Arbor; Winston Charles Thompson, The Ohio State University; Janine de Novais, University of Delaware; Marget Ford, University of Newcastle; Daniella J. Forster, The University of Newcastle Australia; Kevin Lowe, Macquarie University; Teresa Rodriguez, Boston College Charter School; Clinton W. Smith, Harvard University; Tatiana Gerón, Harvard University

### 35.012. The 23rd Annual Conversation With Senior Scholars on Advancing Research and Professional Development Related to Black Education.** AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 105; 4:10-6:10pm
Chairs: Henry T. Frierson, University of Florida; Rich Milner, Vanderbilt University
Participants: Table 1 - Women of Color in Academe: The Difference Makers. Arnetha F. Ball, Stanford University; Olga M. Welch, Duquesne University

Table 2 - Men of Color in Academe: Roles That Must Be Undertaken and Sustained. James D. Anderson, University of Illinois at Urbana-Champaign; Kofi Lomotey, Western Carolina University; James D. Anderson, University of Illinois at Urbana-Champaign; Rich Milner, Vanderbilt University

Table 3 - Quantitative Research Does Shape Educational Policy and Practice: Are You In? Jomills H. Braddock, University of Miami; Peggy G. Carr, National Center for Education Statistics/IES, U.S. Department of Education; Olakunbo F Sashola, Johns Hopkins University

Table 4 - Addressing and Advancing the Role of Culture in Educational Research. Geneva Gay, University of Washington; Carol D. Lee, Northwestern University

Table 5 - The Crucial Role of a Multidisciplinary Perspective in Politics and Policy Decisions. Walter R. Allen, University of California - Los Angeles; Phillip J. Bowman, University of Michigan; William T. Trent, University of Illinois at Urbana-Champaign

Table 6 - Advancing Equity Through Academic Leadership While Dealing With Politics of Diversity, Inclusion, and New Culture Wars: Personal and Professional Challenges. Wanda J. Blanchett, Rutgers University; Carl A. Grant, University of Wisconsin - Madison; Howard C. Johnson, Syracuse University

Table 7 - Research and Policy Career Opportunities Beyond Academe: The Ronald D. Henderson Table. Eugene L. Anderson, Association of Public and Land-Grant Universities; Mary E. Dilworth, Independent Researcher; Raymond Hart, Council of the Great City Schools

Table 8 - Generating External Funding for Your Professional...
Advancement. Vivian L. Gaddis, University of Pennsylvania; Caesar R Jackson, North Carolina Central University; Na'ilah Suad Nasir, Spencer Foundation

Table 9 - Effective and Efficient Methods for Publishing, Margaret Beale Spencer, University of Chicago; Gloria J. Ladson-Billings, University of Wisconsin - Madison

Table 10 - Advancing as Graduate Students and/or Postdoctoral Fellows in Establishing Productive Professional Careers: The Edgar G. Epps Topical Table. James Earl Davis, Temple University; Constance Maria Ellison, Howard University; Carol Camp Yakey, Washington University in St. Louis

Table 11 - Developing Meaningful University–Public School Partnerships Coupled With Community Research. Jerome E. Morris, University of Missouri-St. Louis; Bernard Oliver, Valdosta State University; Charles J. Rankin, Kansas State University

Table 12 - Leveraging and Advancing Careers and Opportunities in Program Evaluation. Stafford Hood, University of Illinois at Urbana-Champaign; Rodney K. Hopson, University of Illinois at Urbana-Champaign; Ross Kay-Taylor, Ray Taylor and Associates

Table 13 - The Politics of Knowledge and Educational Research: The Consequences of Reality. Linda Darling-Hammond, Learning Policy Institute; William F. Tate, Washington University in St. Louis

Table 14 - The Importance of and Approaches to Conducting Community-Based Research. Vanessa Siddle-Walker, Emory University; Maisha T. Winn, University of California - Davis

Table 15 - Targeting Areas of Educational Concerns and Needs and Then Developing Effective Intervention Programs to Address Them. Lamont A. Flowers, Clemson University; James L. Moore, The Ohio State University

Table 16 - Avoiding Pitfalls While Developing and Managing Major Educational Research Programs. Jerlando F.L. Jackson, University of Wisconsin - Madison; Chance W. Lewis, University of North Carolina - Charlotte

Table 17 - Opportunities in International Educational Research and Development. Joyce E. King, Georgia State University; Gaëtane Jean-Marie, University of Northern Iowa; Victoria Showunmi, UCL Institute of Education, London

Table 18 - Advancing Academic Success Through Research and Program Development. Tyrone C. Howard, University of California - Los Angeles; Shuan R. Harper, University of Southern California; Ivory Toldson, QEM Network

AERA Sessions

Metro Toronto Convention Centre, 100 Level, Room 104C; 4:10-5:40pm
Chair: George Bohrnstedt, American Institutes for Research
Presenter: A Bayesian Look at Reliability. Charles Lewis, Fordham University

35.014. English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives — A Report From the National Academies of Science, Engineering, and Medicine. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104B; 4:10-6:10pm
Participants: Kathryn B. Chual, University of Missouri - Columbus; David J. Francis, University of Houston; Okhee Lee, New York University; Francesca Lopez, University of Arizona; Guillermo Solano-Flores, Stanford University
Commentator: Diane L. August, American Institutes for Research

35.015. Registries, Registered Reports, Research Reporting and Enhancing Education Research Transparency. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 4:10-6:10pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Greg Duncan, University of California - Irvine; Larry V. Hedges, Northwestern University; Margaret Levenstein, Inter-University Consortium for Political and Social Research; Rebecca Maynard, University of Pennsylvania; David Mellor, Center for Open Science

Committee Sessions

35.016. Division C Fireside Chat. Navigating Professional Life After a Ph.D.: Comparing Traditional and Nontraditional Career Pathsways. Graduate Student Council; Invited Speaker Session
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 4:10-5:40pm
Chair: Sara Elizabeth Basczewski, Pennsylvania State System of Higher Education
Participants: Michael K. Thomas, University of Illinois at Chicago; Danielle S. McNamara, Arizona State University; Nicole Anne Mancevice, University of California - Los Angeles; Bradley Quarles, American Institutes for Research; Lori Diane Hill, American Educational Research Association; Nonye Alozie, SRI International
Discussant: Rachel Miriam Vriend Croninger, The Pennsylvania State University

35.017. Division K Fireside Chat. The Risks, Rewards, and Imperative of Public Scholarship. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 4:10-5:40pm
Chairs: Wagona S. Mommandi, University of Colorado - Boulder; Lindsay Stewart, Louisiana State University
Participants: Marc Lamont Hill, Temple University; Eve Tuck, University of Toronto; Eve Louise Ewing, University of Chicago; Nelson Flores, University of Pennsylvania; Travis Bristol, University of California - Berkeley
Discussant: Katherine Schultz, University of Colorado Boulder

35.018. International Perspectives on Equity and Opportunities to Learn. International Relations Committee; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 716B; 4:10-6:10pm
Chair: Ann Walker Nielsen, Arizona State University
Participants: College-Educated NEETs (Not in Employment, Education, or Training): Exploring Disconnection From Education and Employment Through Program for the International Assessment of Adult Competencies and Education Longitudinal Study 2002 Data. Marisol Kevelson, Educational Testing Service; Gabrielle Marconi, Organisation for Economic Co-operation and Development; Catherine M. Millet, ETS; Nevena Zhelyazkova
“International Standards” and the Implications for Educational Equality in National School Reforms. Ninni Wahlstrom, Linnæus University
Promoting Inclusion and Equity in Latin America: Making Sense of the Challenges. Mel Ainscow, University of Manchester; Ignacio Calderon-Almendros, University of Malaga
The Role of “Opportunity to Learn” in the Geometry Curriculum: A Multilevel Comparison of Six Countries. Christian Bokhove, University of Southampton; Mioz Myazaky, Shinshu University; Allen Leung, Hong Kong Baptist University; Ida Mok, University of Hong Kong; Kotaro Komatsu, Shinshu University; Kimihito Chino, Shinshu University
Two Degrees of Freedom: Reality or a Hope? William H. Schmidt, Michigan State University

International Organization Sessions

Metro Toronto Convention Centre, 600 Level, Room 604; 4:10-6:10pm
Chair: Wilma Kuiper, Netherlands Institute for Curriculum Development (SLO) and Utrecht University
Participants: Comparative Analysis of Curriculum Development Strategies at System Level. Jan J. Van Den Akker, Curriculum Research & Consultancy
Reflection on 40 Years of Physics Curriculum Development in Dutch Classrooms. Maarten Pieters, SLO - The Netherlands Institute for Curriculum Development
Successful Curriculum Improvement in History Through Educative Curriculum Materials. Marian De Groot-Reuvekamp, Fontys University of Applied Science
Discussants: William R. Pennel, University of Colorado - Boulder; Mark Priestley, University of Stirling

35.020. Women in Academia: Alternative Narratives and Methodologies Creating Space for Diverse Gendered Perspectives. Canadian Society for the Study of Education - CSSE; Canadian Association for the Study of Women and Education
35.021. Division A Vice-Presidential Panel Session: Anti-Oppressive Leadership in a Time of Rising Nationalism: Implications for Research and Preparation. Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201D; 4:10-6:10pm
Chair: Monica Byrne-Jimenez, Indiana University - Bloomington
Participants: Jeffrey Ansollos, University of Toronto/OISE; Reva Joshee, University of Toronto/OISE; Desiree Fleure Sylvestre, University of Toronto
Presenters: Joseph J. Flesa, University of Toronto - OISE
Moderator: Ann E. Lopez, OISE/University of Toronto

35.022. How Institutional and Organizational Context Shapes Instructional Decision Making Across Multiple School Systems. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 4:10-6:10pm
Chair: James P. Spillane, Northwestern University
Participants: Organizational Routines as a Vehicle for Instructional Decision Making in School Systems. Loke-Sze Wong, Northwestern University; Rachel C. Feldman, American Educational Research Association; Christopher Harrison, Montana State University - Billings; Kristen L. Davidson, University of Colorado - Boulder; James P. Spillane, Northwestern University
Representations of Stakeholders in School District Policy Making. Caitlin Farrell, University of Colorado - Boulder; Annie Allen, University of Colorado - Boulder
Reason-Giving in Educational Decision Making: The Role of Research and Data. Alice Huguet, The RAND Corporation; Caitlin Farrell, University of Colorado - Boulder; Annie Allen, University of Colorado - Boulder; Debbie Kim, Northwestern University; Cynthia E. Coburn, Northwestern University School of Education and Social Policy Human Development and Social Policy
The Drawing Down of Ideas: Analyzing How Images of Teachers Become Embedded in Policy. Debbie Kim, Northwestern University; Cynthia E. Coburn, Northwestern University School of Education and Social Policy Human Development and Social Policy
Discussant: Elizabeth N. Farley-Knappe, University of Delaware

35.023. The Effects of Trump-era Immigration Policies on Four School Districts Across the United States. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201A; 4:10-6:10pm
Chairs: Julie Kim, Boston College; Melita Maria Morales, Boston College
Participants: Immigration Policy in the Midwest: The Effects on Muslim Students and Families. Julie Kim, Boston College; Melita Maria Morales, Boston College
Immigration Policy in the Northwest: Leveraging Partnerships in an Urban Network. Dafney Blanca Dabach, University of Washington Seattle
Immigration Policy in the Mid-Atlantic: A Strong Community Supports Latino/Hispanic Students and Families. Arianna Manuel Fragueroa, Rutgers University
Immigration Policy in the Rural South: New Destinations and Education Responses. Rebecca Jane Lowenthal, Boston College
Discussant: Erica Owyang Turner, University of Wisconsin - Madison

35.024. Our Stories, Our Voices: Testimonios and Critical Narratives for Justice. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 4:10-5:40pm
Chair: Nisha Toomey, University of Toronto
Participants: Buying Into Qualitative Research: Discipline and Resistance. Sebnem Cilestc, University of Louisiana at Lafayette; Thomas Greckhamer, Louisiana State University
Cognitigating Stuart Hall’s Familiar Stranger as Autobiographical Method. Warren E. Crilhow, York University; Gabriel Stephen Huddleston, Texas Christian University
Telling Our Own Story: Curricular Lessons From the #RedforEd Campaign. Benjamin Kearl, Purdue University Fort Wayne
Who Is Speaking in Testimonio Research? An Empirically Based Performative Rendering. Miryam Espinosa-Dulanto, University of Texas - Rio Grande Valley; Freya Calderon-Berumen, Penn State University Altoona; James C. Jupp, University of Texas Rio Grande Valley
Discussant: Laura M. Jewett, The University of Texas Rio Grande Valley

35.025. Our Truths... K-12 Teachers Perform Resiliency in the Face of Increasing Expectations. Division B - Curriculum Studies; Demonstration/Performance
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 4:10-6:10pm
Director: Joe Norris, Brock University
Participant: Our Truths... K-12 Teachers Perform Resiliency in the Face of Increasing Expectations. Joe Norris, Brock University

35.026. Sexual Violence and Intersectionality: VOICING Curriculum Understandings [#GetFreeWithDiv]. Division B - Curriculum Studies; Invited Speaker Session
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 4:10-6:10pm
Chair: Keffredyn D. Brown, The University of Texas at Austin
Participants: Boni Wozele, Loyola University Maryland; Ganiva Reyes, Miami University - Oxford
Discussants: Kirsten E. Edwards Williams, University of Oklahoma; Nichole A. Guillery, Kennesaw State University

35.027. Division C Tea Time With Leaders. Division C - Learning and Instruction; Invited Speaker Session
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 4:10-6:10pm
Chair: Sandra Graham, University of California - Los Angeles
Participants: Eric M. Anderman, The Ohio State University; Lynh H. Anderman, The Ohio State University; Alfredo J. Ariales, Arizona State University; Dorothy L. Espelage, University of Florida; Kris D. Gutiérrez, University of California - Berkeley; Karen R. Harris, Arizona State University; Cynthia Hudley, University of California - Santa Barbara; Awi Kaplan, Temple University; Richard E. Mayer, University of California - Santa Barbara; P. Karen Murphy, The Pennsylvania State University; Annemarie S. Palincsar, University of Michigan; Paul A. Schutz, The University of Texas - San Antonio; Galem M. Sinatra, University of Southern California; April Z. Taylor, California State University - Northridge; Kimberley Gomez, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles; Ernest D. Morrell, University of Notre Dame; Allan L. Wigfield, University of Maryland - College Park; Reinhard Pekrun, University of Munich

35.028. Failure in the Learning Process: How Learners Experience and Overcome Obstacles Through Resources and Supports. Division C - Learning and Instruction; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 4:10-6:10pm
Chairs: Debra Lui, University of Pennsylvania; David DeLima, University of California - Berkeley; Jean J. Ryo, University of California - Los Angeles; Yasmin B. Kafai, University of Pennsylvania
Participants: 1. Debugging Failure: Fifth- to 10th-Grade Students’ Journal
Reflections, Coding, and Artwork About Broken Code. David DeLuna, University of California - Berkeley; Maggie Dahn, University of California - Los Angeles; Noel D. Dynedy, Vanderbilt University; Dor Abrahamson, University of California - Berkeley; Francis Steen, University of California - Los Angeles; Virginia J Flood, University of California - Berkeley; Josh Taylor, 9 Dots.

2. Learning While Failing During Maker Activities. Adam V. Maltese, Indiana University; Amber Simpson, Binghamton University - SUNY; Alice C. Anderson, Minneapolis Institute of Art

3. Examining Learners' Failure Trajectories Across Their Computational Design Processes. Breanne K. Litts, Utah State University; Julie Lamarr, Utah State University; Chase Kyle Mortensen, Utah State University

4. The Role of Sociocultural Interactions on Persistence Through Failure in Making Contexts. Jean J. Ryoo, University of California - Los Angeles; Linda Kekelis, Technibridge

5. Exploring Teachers Instructional Choices for Producing Productive Struggle. Emma Anderson, Massachusetts Institute of Technology; Long Hsiao, Massachusetts Institute of Technology; Irene Lee, Santa Fe Institute

6. Perceiving Fractions Through Failure: Punishment, Feedback, and Reflection. Caroline Cassie-Marr Williams-Pierce, University at Albany - SUNY; Yan Tian, University at Albany - SUNY


8. Examining High School Students' Moments of Failure Using Construction Kits With Varying Degrees of Flexibility. Debra Lui, University of Pennsylvania; Gayithri Jayathirtha, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania

9. "Failure Is Good Too": Scaffolding for Success During Elementary Engineering Projects Across Settings. Veronica Cassone McGowan, University of Washington; Gina Tesoriero, University of Washington - Seattle; Kristen Bergman, University of Washington - Seattle; Philip L. Bell, University of Washington

10. Persevering Through Failures in Making E-Textiles: Contextual and Classroom Supports for Learning. Deborah A. FIELDS, Utah State University; Gayithri Jayathirtha, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania


12. Failing in Order to See: Failure in Other-Oriented Design and the Cultivation of Perspective-Taking. Gideon Dishon, Ben-Gurion University of the Negev; Yasmin B. Kafai, University of Pennsylvania

Discussant: Katerina Bieda, Clark University

35.029. Instructional Features of Online Learning Environments. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 4:10-6:10pm

Chair: Hedieh Najaif, University of Toronto

Participants:
- Three Types of Instructor Facilitation in Online Instruction. Kyungbin Kwon, Indiana University - Bloomington; Su Jin Park, Indiana University - Bloomington; Sukhyoung Shin, Texas Tech University; Chae Young Chang
- The Influence of Gamification Design on Students' Interaction in an Online Discussion Forum. Jianming Chong, Syracuse University; Jing Lea, Syracuse University; Lili Zhang, Syracuse University
- Discussion Prompts and Social Interaction: Social Network Perspective on Weekly Interaction in a MOOC. Yamiko Murai, Massachusetts Institute of Technology; Devayani Tirthali, Independent Researcher and Evaluator
- How Website Interfaces Mediate Student Interactions Online. Bethany Moreno, University of Pennsylvania
- The Use of Nonspeech Audio to Enhance Online Learning Experience. Yun Li, Texas A&M University - College Station; Sherman Finch, Texas A&M
- Gamification of Online Discussions: Examining Student Participation Patterns Involving Award Badges and Leaderboards. Paul Alexander, University of Toronto; Jim Hewitt, OISE/University of Toronto; Preeti Raman, University of Toronto

35.030. Motivation and Sociocultural Context: Examining Ethnic Identity and Persistence. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 4:10-6:10pm

Chair: W. David Wakefield, California State University - Northridge

Participants:
- In Their Own Voices: Students Describe How a College Preparatory Program Goes Beyond Academic Preparation. Jeffrey Huerta, AVID Center; Dennis Andrew Johnston, AVID Center
- School Context, Student Ethnic Identity, and Contributions for Failure in Urban Middle Schools. Manisha Kaur Chase, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles
- Standing Out While Fitting In at Historically Black Colleges and Universities: Implication for Black Students' STEM Identification and Performance. Erm Elliot, North Carolina State University; Caesar R. Jackson, North Carolina Central University; DeLeon Gray, North Carolina State University
- Stereotypic Experiences of Underrepresented Groups in STEM: Sources, Effects, and Coping Strategies. Delaram A. Totonchi, Old Dominion University; Amalia Krystal Lira, Michigan State University; Yuanyuan Yue, Old Dominion University; Lisa Linnenbrink-Garcia, Michigan State University; Tony Perez, Old Dominion University
- Structural Relations of Ethnic Identity and Academic/Career Outcomes Among Different Race Groups: Multigroup Analysis. Amalia Krystal Lira, Michigan State University; You-kyung Lee, Michigan State University; Lisa Linnenbrink-Garcia, Michigan State University; Tony Perez, Old Dominion University
- The Role of Citizen Science on African American Students’ STEM Achievement and Motivation. Suzanne E. Hiller, George Mason University; Aubrey Whitehead, George Mason University; Anastasia Kitsantas, George Mason University

Discussant: Victor B. Saenz, The University of Texas at Austin

35.031. Multimodal Data During Learning With Advanced Learning Technologies: What Does Evidence Reveal About Self-Regulated Learning? Division C - Learning and Instruction; ConSporesponsor With SIG-Studying and Self-Regulated Learning; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 4:10-6:10pm

Chairs: Roger Azevedo, University of Central Florida; Michelle Taub, University of Central Florida

Participants:
- Multimodal Data Analysis of Students’ Self-Regulated Learning Behaviors in Open-Ended Learning Environments. Gautam Biswas, Vanderbilt University; Ramkumar Rajendran, Vanderbilt University; Anabili Munshi, Vanderbilt University
- The Functional Roles of Cognition and Emotion in Predicting Clinical Reasoning Performance. Susanne P. Lajoie, McGill University; Shan Li, McGill University; Juan Zheng, McGill University
- Do Eye Movements Contribute to Accurate Metacognitive Judgments During Multimedia Learning? James Lester, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Roger Azevedo, University of Central Florida
- How Do Contextual Emotions Emerge for Self-Regulated Learning and Scientific Reasoning During Game-Based Learning? Michelle Taub, University of Central Florida; Robert Sawyer, North Carolina State University; James Lester, North Carolina State University; Roger Azevedo, University of Central Florida
- Understanding Self-Regulatory Processes Using Multimodal Trace Data During Human-Machine Interactions With an Intelligent Tutoring System. Roger Azevedo, University of Central Florida; Michelle Taub, University of Central Florida; Elizabeth Brooke Cloud, University of Central Florida; Megan Price, University of Central Florida

Discussant: Philip H. Winne, Simon Fraser University

35.032. Division D Business Meeting and Reception. Division D - Measurement and Research Methodology; Business Meeting Fairmont Royal York Hotel, Main Level, Imperial Room; 4:10-6:10pm

Chair: Audrey J. Leroux, Georgia State University

Participants: Hong Jiao, University of Maryland-College Park; Nataliya V. Ivanovskaya, The University of Alabama - Birmingham; Audra Skukauskaita, Academic Research Consulting; Andreas H. Oranje, Educational Testing Service; Stephanie Anne Shelton, The University of Alabama

Officer: Cindy M. Walker, Duquesne University

35.033. Executive Functioning in Childhood. Division E - Counseling and Human Development; Paper Session Metro Toronto Convention Centre, 700 Level, Room 715B; 4:10-5:40pm
Chair: Dominic F. Gullo, Drexel University
Participants:
Do Schools Promote Executive Functions? Differential Working Memory Growth Across the School Year and Summer Months. Jenna Elizabeth Finch, University of Nebraska - Lincoln
Executive Function Skills and Early School Success in Young Chinese Children From Low-Income Families. Chu-Keung Chan, Hong Kong Shue Yan University; J.J. Catuli, Rutgers University - Camden; Janette HERBERS, Villanova University; Xiao Zhang, The University of Hong Kong; Pak-Ho Wong, Hong Kong Shue Yan University; Man Wai Kung, Hong Kong Shue Yan University
Trajectories of Children’s Behavioral and Emotional Problems Over Elementary School Years: Heterogeneity and Risk Factors. Yoonkyung Oh, University of Texas - Health Science Center at Houston; George Farkas, University of California - Irvine; Marianne Hillemeier, The Pennsylvania State University; Paul L. Morgan, The Pennsylvania State University

35.034. Educational Leaders and Architects of Knowledge: Progressive Education at Home and Abroad. Division F - History and Historiography; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Kenora; 4:10-5:40pm
Chair: Delysia Edinboro, The University of Iowa
Participants:
“To Read Your Paper Is Education Itself”: The Political Education of Marcus Garvey’s Negro World. Amato Nocera, University of Wisconsin - Madison
The Academic Engineers, 1890–1920: Understanding a Cohort of Higher Education Reformers. Ethan W Ris, University of Nevada - Reno
Discussant: Jarvis Ray Givens, Harvard University

35.035. Bilingual and Language Teacher Education in a Post-Truth Era: Critical Perspectives From Brazil and the United States. Division G - Social Context of Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 712; 4:10-6:10pm
Chair: Cristian R. Aquino-Sterling, San Diego State University
Participants:
Multimodal Narratives in Brazilian Preservice Language Teacher Education: Criticality and Reflexivity as Counter-Post-Truth Discourses. Inês K. Miller, Pontificia Universidade Católica do Rio de Janeiro; Adriana N. Nóbrega, Pontificia Universidade Católica do Rio de Janeiro; Liliana C. Bustos
Constructing the Multilingual Subject in Post-Truth Brazilian Context. Antonieta Megale, Instituto Singularidades, Brazil
Multilanguage, Multitruth? Critical Literacies Meets Post-Truth in Language Education. Chris K. Bacon, Boston College
Dancing With Power: Advocacy Discourses in U.S. Bilingual (Teacher) Education as “Regimes of Post-Truth.” Cristian R. Aquino-Sterling, San Diego State University
Discussant: Belinda Bauts Flores, The University of Texas - San Antonio

35.036. Women of Color Feminisms, Epistemologies, and Knowledge Production as Historical and Contemporary Truth in Education. Division G - Social Context of Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 706; 4:10-5:40pm
Chair: Alma Itzel Flores, Loyola Marymount University
Participants:
Epistemologies From the Isthmus: U.S. Central American Women Challenging Homogeneity in Higher Education. Audrey D Paredes, University of California - Los Angeles
Ugandan Educational Aspirations and Home Making: Moving Beyond the Exceptional Immigrant Paradigm. Mary Senyonga, University of California - Los Angeles
Nuancing the First-Generation Student Label: Examining the Educational Experiences of Latina/Chicana Motherscholars and Daughterscholars. Cindy Raquel Escobedo, University of California - Los Angeles
Discussant: Stephanie Cariaga, California State University - Dominguez Hills

35.037. Conducting Studies of Teacher Mobility and Retention in Partnership With State and Local Education Agencies. Division H - Research, Evaluation and Assessment in Schools; Symposium Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 4:10-6:10pm
Chair: Jessica Bailey, Education Development Center, Inc.
Participants:
Regional Educational Laboratory Mid-Atlantic Investigation of Teacher Characteristics, Retention, and Mobility in the School District of Philadelphia. Steven Glazerman, Mathematica Policy Research, Inc.; Erinn Dillon, Education Sector
Teacher Retention, Mobility, Attraction, and Related Factors in Colorado, Missouri, Nebraska, and South Dakota. Stephen J. Meyer, RMC Research Corporation; Emma Venell Espel, RMC Research Corporation
Educator Retention in Alaska: A Research-Practice Partnership Approach. Ashley Pierson, Education Northwest; Manuel Vazquez, Education Northwest
Regional Educational Laboratory Southwest Study of Teacher Mobility in Texas Schools. Kate Sullivan, American Institutes for Research; Elizabeth Barkowski, American Institutes for Research; James J. Lindsay, American Institutes for Research; Valery Lazarev, Empirical Education Inc.; Thanh Thi Nguyen, Empirical Education Inc.; Denis Newman, Empirical Education Inc.; Li Lin, Empirical Education Inc
Regional Educational Laboratory Midwest Support for Minnesota Department of Education’s Teacher Supply and Demand Study. James J. Lindsay, American Institutes for Research; Yimmi Wan, American Institutes for Research; Steve E. Dibb, American Institutes for Research
Discussant: Karen L. Shaktman, Education Development Center, Inc.

35.038. Simulation and Technology. Division I - Education in the Professions; Paper Session Metro Toronto Convention Centre, 200 Level, Room 2011F; 4:10-5:40pm
Chair: Ramon Emilio Fernandez, Pace University
Participants:
A Qualitative Study of Epistemologies in a Simulation-Based Medical Education Context. Stella Ng, University of Toronto; Emilia Kangasjarvi, University of Toronto; Gianni Lorella; Lori Nemoy; Ryan Brydges, University of Toronto
Mobile App-Based Asynchronous Curriculum Intervention for Pediatric Residents in Neonatal Intensive Care: A Pilot Study. Juanita Lewis, University of California - Los Angeles; Meghana Karmarkar, University of California - Los Angeles; Alison Chu; Fabien Scalzo, University of California - Los Angeles; Anju Relan, University of California - Los Angeles
Neuroscientific Correlates of Learning to Diagnose Chest X-Rays: A Functional Near-Infrared Spectroscopy Study. Jerome I. Rotgans, Nanyang Technological University; Henk G. Schmidt, Erasmus University Rotterdam; Ying Yan Juliana Koh, Nanyang Technological University; Naomi Low-Beer, Nanyang Technological University; Preman Rajalingam, Nanyang Technological University; Lucy Victoria Rasby, Nanyang Technological University
The Use of Simulations to Improve Interprofessional Telemedicine Competencies in Health Care Education. Richard N. Van Eck, University of North Dakota School of Medicine and Health Sciences; Jon Allen, University of North Dakota School of Medicine and Health Sciences; Eric Johnson, University of North Dakota School of Medicine and Health Sciences
Discussant: Ryan Brydges, University of Toronto

35.039. Campus Climate and STEM Department Climate Must Be Simultaneously Addressed for Underrepresented Minority (URM) Students to Succeed in STEM. Division J - Postsecondary Education; Symposium Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 4:10-5:40pm
Chair: Taibbye Chavous, University of Michigan
Participants:
Addressing STEM Culture and Climate to Increase Diversity in STEM Disciplines. Kimberly Griffin, University of Maryland
STEM Climates for Students With Disabilities. Rachel Friedensohn, St Cloud State University
Historically Black Colleges and Universities, Black Women, and STEM Success. Caroline Harper, Howard University
Working Overtime to Graduate: An Examination of How Campus Climates Influence Black Students’ Pursuit of STEM Degrees. 
William Carson Byrd, University of Louisville
Discussant: Lorelle Espinoza, American Council on Education

35.040. It’s On You, MSU: Critically Addressing Sexual Violence at Michigan State University and Beyond. Division J - Postsecondary Education; Symposium 
Sheraton Centre Toronto Hotel, Second Floor, Churchill; 4:10-6:10pm
Chair: Sapna Naik, Michigan State University
Participant: Julie Libarkin, Michigan State University
Participants:
Governing, Organizational Culture, and Institutional Failure: The Case of Michigan State University. Brendan Cantwell, Michigan State University


“Give Me a Number”: The Role of Neoliberal Logics in Michigan State University’s Responses to Sexual Violence. Robert L. Hill, Michigan State University

Activism at Michigan State University: Collective Acts of Resistance Through Protest and Community Art. Christine Elizabeth Thelen, Michigan State University; Alyssa Hadley Dunn, Michigan State University; Tehreh Talei Venazant Chambers, Michigan State University; Jennifer Brown, Michigan State University; Laura Knapp, RTI International

Discussant: Julie Libarkin, Michigan State University

35.041. What Do We Know about College Internships? Insights From Researchers and Practitioners on Challenges, Opportunities, and Implications for Equity. Division J - Postsecondary Education; Symposium 
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 4:10-5:40pm
Chair: Scott Carlson
Participants:
Exploring the Relationship Between the Design of Internships and Student Outcomes. Matthew T. Hora, University of Wisconsin - Madison

Developing Employability Frameworks for Internship Evaluations at a Community College. Tim Alfj, Waukesha County Technical College

Studying the Relationship of Government Regulations and Internships in the United States and France. Patrick McHugh

Internship Course Credit: Challenges and Opportunities. Carrie Shandra, Stony Brook University - SUNY

Insights From Efforts to Promote Internships at the System Level. Nancy ONeill, University of Baltimore

Metro Toronto Convention Centre, 700 Level, Room 703; 4:10-6:10pm
Chairs: Kimberly Vachon, University of California - Santa Cruz; Kira J. Baker-Doyle, Arcadia University
Participants:
Preparing and Supporting Teachers for Equity and Racial Justice: Creating Collective, Co-Constructed, Intergenerational Spaces. Tanya Maloney, Montclair State University; Katherine Crawford-Garrett, University of New Mexico; Nini Hayes, Western Washington University; Kelly Sassi, North Dakota State University

Reimagining Teacher Identities: Activism, Criticality, and Resistance. Christian Alejandro Bracho, University of La Verne; Monica Lynn Clark, Temple University; Tracy Quan, University of Delaware; Michelle Hoda Wilkerson, University of California - Berkeley

Transforming Teacher Education by Integrating the Funds of Knowledge of Teachers of Color. Christine Quince, University of Michigan - Ann Arbor; Sherry Lynn Deckman, Lehman College, CUNY; Betina Hsieh, California State University - Long Beach; Oscar Navarro, California Polytechnic State University - San Luis Obispo

Confronting the Falsehoods of Teacher Education: Hacking Our Own Practice. Kristin Reimer, Monash University; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Kira J. Baker-Doyle, Arcadia University; Carey E. Andrezewski, Auburn University

Discussant: Yolanda Abel, Johns Hopkins University

35.043. Teachers of Color Push Back Against Power. Division K - Teaching and Teacher Education; Paper Session 
Metro Toronto Convention Centre, 700 Level, Room 710; 4:10-5:40pm
Chair: Erika Kitzmiller, Teachers College, Columbia University
Participants:
Exploring Racialized Parent--Mathematics Teacher Relationships Through the Eyes of Black Teachers. Toya Jones Frank, George Mason University; Asia Williams, George Mason University; Jenice Leilani View, George Mason University; Marvin Powell, George Mason University; Christina Lee, George Mason University

Where Are All of the Black Teachers: Narratives of Black Teachers in Public Education. Tara Kamilah Wade, Rochester City School District

The Incongruent Racial Grammar of Teacher Education: A Critical Race Theory Study of Black and Latina Preservice Teachers. Christopher L. Busey, University of Florida; Priscilla Bell, University of Florida

Upholding White Supremacy: When “Progressive” Educators Don’t Walk Their Talk. Raedell Canne, University of Washington - Seattle; Lin Wu, University of Washington - Seattle

The Diversity Trap? Black Male Teachers’ Negotiations of Leadership and Learning in London Public Schools. Derron Wallace, Brandeis University

Discussant: Camika Royal, Loyola University Maryland

35.044. Teacher Political Engagement in the Age of Janus and Trump. Division L - Educational Policies and Politics; Symposium 
Metro Toronto Convention Centre, 200 Level, Room 202D; 4:10-5:40pm
Chairs: Thurston Domina, University of North Carolina - Chapel Hill; Lisa De La Rue, University of San Francisco
Discussants: Katrina E. Bulkeley, Montclair State University; Morgan L. Donaldson, University of Connecticut - Storrs
Panelists: Nina Bascia, University of Toronto - OISE; Jack Schneider, University of Massachusetts Lowell; Rebecca Jacobsen, Michigan State University; Katharine Omenn Strunk, Michigan State University

35.045. The Blackboard and the Bottom Line: Why Schools Can’t Be Businesses - Revisiting Larry Cuban’s Book 15 Years Later. Division L - Educational Policies and Politics; Symposium 
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 4:10-6:10pm
Chair: Gary L. Anderson, New York University
Participants:


Technopolicy and School Reform: Privatization and the Governance of American Education. Patricia Burch, University of Southern California; Neha Migliani, University of Southern California


Discussant: Larry Cuban, Stanford University

SIG Sessions

35.046. Community Arts: Partnerships Across Perspectives. SIG-Arts and Learning; Paper Session 
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 4:10-5:40pm
Chair: Jade Kim, University of Toronto
Participants:
The Educational Impacts of School-Community Arts Partnerships: A Randomized Controlled Trial Evaluation of Houston’s Arts Access Initiative. Daniel Huy Bowen, Texas A&M University - College Station; Brian Kisida, University of Missouri

Immigrant and Refugee Youth, Community-Based Arts Practice, Belonging, and Inclusion in St. John’s, Newfoundland. Leah Lewis; Heather Skye McLeod, Memorial University; Xuemei Li, Memorial University of Newfoundland

Examining the Effects of Community-Based Art Education Among Students in Higher Education. Carolina Eve Blatt-Gross, The College of New Jersey Perspectives on Adult Learning in Community Choral Settings. Colleen
35.047. Unpacking Unflattening: Interdisciplinary and Multimodal Inquiry in Teaching and Research. SIG-Arts-Based Educational Research; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 4:10-5:40pm
Chair: Andrea Kantrowitz, SUNY - College at New Paltz
Participants:
Unflattening the Classroom: Collaborative Critical Thinking Through Student-Made Multimodal Narrative. Janine Uell
Unflattening Teacher Education. Emery Marc Petchauer, Michigan State University
Unflattening Student Teacher Preparation. Gail Buffalo, Teachers College, Columbia University
Ongoing Unflattening: Trio-Ethnographic Accounts of Pedagogical Imprints. Amanda O. Latz, Ball State University; Jessika O. Griffin, Indiana University - East; Ashleigh Bingham, Ball State University
Unflattening Research in Visual Arts Education. Connie Stewart, University of Northern Colorado
Dancing Unflattening. Steven McAlpine
Discussant: Maya R. Pindyck, Moore College of Art & Design

35.048. Bilingual Education Research SIG Mentoring Meeting. SIG-Bilingual Education Research; Invited Speaker Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 4:10-6:10pm
Chair: Kristen L. Pratt, Western Oregon University
Participants: Alexandra Babino, Texas A&M University - Commerce; Evelyn C Baca, Bucknell University; Mary Esther Huerta, Texas State University - San Marcos; Veronica E. Valdez, University of Utah; Sandra Quinones, Duquesne University; Claudia Rodriguez-Mojica, Santa Clara University; Mary Amanda Stewart, Texas Woman's University
Discussants: Kara Mitchell Viega, University of Nebraska - Lincoln; Patricia Martinez-Alvarez, Teachers College, Columbia University
Panelists: Maria E. Franquiz, University of Utah; Jeff MacSwan, University of Maryland - College Park; Aida Nevarez-La Torre, Fordham University; Wayne E. Wright, Purdue University; Korina Jocson, University of Massachusetts - Amherst

35.049. Bilingual Education Research SIG Mentoring Meeting: Breakout Room. SIG-Bilingual Education Research; Invited Speaker Session
Metro Toronto Convention Centre, 800 Level, Room 802A; 4:10-6:10pm
Chair: Kristen L. Pratt, Western Oregon University
Participants: Sandra Quinones, Duquesne University; Claudia Rodriguez-Mojica, Santa Clara University
Discussant: Mary Amanda Stewart, Texas Woman's University

Metro Toronto Convention Centre, 200 Level, Room 201C; 4:10-6:10pm
Chair: Howard R. Gordon, University of Nevada - Las Vegas
Participants:
Perceptions About Career and Technical Education: Are We on the Same Page? Oscar A. Aliaga, Vermont Agency of Education; Jay Ramsey, Vermont Agency of Education
Who Participates in High School Credit and College Credit Career and Technical Education Courses? Dan Li, Iowa Department of Education; Pradip Kotamraju, Iowa Department of Education, Div. of Community Colleges
School Track and Student Noncognitive Skill Development. Baeksan Yu, University of Pittsburgh; Sean P. Kelly, University of Pittsburgh
The Influence of Earning an Industry Certification on High School Graduation and Postsecondary Enrollment. Elizabeth J. Glennie, RTI International, Erich Lauff; Randolph Adrian Otten, RTI International

35.051. Exploring Pedagogies of Resistance: Auto-Ethnographies on Initiatives to Promote Activism. SIG-Critical Educators for Social Justice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 4:10-6:10pm
Chair: Denise Gray Yull, State University of New York
Participants:
Relationality as Resistance: Indigenous Pedagogies as Subverting Individualism and Neoliberalism. Kay Frances Holmes, Fort Lewis College
Resisting Americanism: The Tall Order of Fostering Transnational Identities and Activism. Lubna N. Chaudhry, Binghamton University - SUNY
Raising Critical Consciousness in a Whiteness Workshop Series: Possibilities and Limitations. Marguerite A. Wilson, Binghamton University - SUNY
It's Time to "Get Woke": Building a Community of Activists in a Social Justice Course. Denise Gray Yull, State University of New York
Co-Teaching Social Justice as a Graduate Student of Jamaican Descent: Tensions and Challenges. Dominic Dasy, Binghamton University - SUNY
Discussant: Dina C. Maramba, Claremont Graduate University

35.052. Parent Perspectives in the Education of Children of Color: Recentering the Family as Funds of Knowledge. SIG-Critical Perspectives on Early Childhood Education; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 4:10-5:40pm
Chair: Brian L. Wright, The University of Memphis
Participants:
Mothers on a Mission: Black Mothers Raising and Loving Brilliant Black Boys. Brian L. Wright, The University of Memphis; Donna Y. Ford, Vanderbilt University; Felicity A. Crawford, Boston University
Whose Truth in Educational Research? Authenticity Through Story. Larisa Callaway-Cole, California State University - Channel Islands; Elizabeth P. Quintero, California State University - Channel Islands

35.053. Democratic Citizenship Education Around the World: Learning From an International Perspective. SIG-Democratic Citizenship in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 4:10-5:40pm
Chair: Carole R. Collins Ayanlaja, Eastern Illinois University
Participants:
Cultivating Citizenship in Global Education: Opportunities and Challenges of a Competence-Based Curriculum for China. Tao Wang, East China Normal University; Audrey Helen Osler, University College of Southeast Norway; yunhuo Cui, East China Normal University
Expectations on Leadership of Democratic Education in Policy Documents. Eivind Larsen, University of Oslo; Ruth Jensen, University of Oslo
From Ideological Tensions to Pedagogical Solutions: Narratives of Israeli Arab-Palestinian Civics Teachers. Aviv Cohen, Hebrew University of Jerusalem
The Role of Mentoring and Dialogue in Democratic Education: The Case of Israeli Democratic Schools. Aram Ayalon, Central Connecticut State University
Teaching About Terrorism and Violent Extremism in the Classroom: Some Implications for Controversial Issues Pedagogy. Lee Jerome, Middlesex University; Alex Elwick, Middlesex University

Metro Toronto Convention Centre, 200 Level, Room 205B; 4:10-6:10pm
Chair: Catherine Kramarczuk Voulgarides, Touro College
Participants:
Alice’s Counternarrative of Dis/ability, Race, and Gender in Transition Education: Lessons Learned From the Past. Mercedes Adell Cannon, Indiana University - Indianapolis
Exploring the Inclusion of Disabled English Language Learners in the (New) Era of Anti-Immigration Propaganda. Valentina Migliarini, Alma Mater Studiorum University of Bologna; Chelsea Mixon, Syracuse University

“Like Nailing Jell-O to a Wall”: Constructing Disability and Giftedness. Rachel Elizabeth Fish, New York University; Evan Johnston, New York University

Dis/ability in Diversity Trainings: A Need to Revisit the Binary Approach. Leslie Nora Siegel, West Chester University of Pennsylvania

Same as It Ever Was: Mapping Inequity in One Urban School District. Julia M. White, Syracuse University; Christine Elaine Ashby, Syracuse University; Beth A. Ferri, Syracuse University; Meghan E Cosier, Chapman University

Discussant: Holly Pearson, Framingham State University

35.055. Community Resistance to the Forced Separation of Migrant Children. SIG-Family, School, Community Partnerships; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205C; 4:10-6:10pm
Chair: Angus Shiva Mungal, The University of Texas - El Paso
Participants:
Separation of Migrant Children From Their Families at the Border. Christian Corrales, The University of Texas - El Paso; Beverly Argus-Calvo, The University of Texas - El Paso
Community Advocacy: Local Service Organizations and Migrant Children. Angu Shiva Mungal, The University of Texas - El Paso; Orlando Alberto Garcia, El Paso Community College; Keri Moe, El Paso Community College
Unaccompanied Immigrant Children in the United States: Preparing for Their Education in an Age of Accountability. Orlando Alberto Garcia, El Paso Community College; Dr. Angela M Reyna, Ysleta Independent School District
Educational Interventions for Responding to the Presence and Needs of Undocumented Students. Jesus Cisneros, University of Texas at El Paso
Discussant: Adriana Villanueva, New York University

35.056. Improvement Science: Enabling Scholarly Practitioners to Learn in and Through Educational Practice. SIG-Graduate and Postdoctoral Education across the Disciplines; Workshop
Metro Toronto Convention Centre, 200 Level, Room 206A; 4:10-6:10pm
Chair: Jil Alexa Perry, University of Pittsburgh
Participants: Debby M. Zambo, Carnegie Project on the Education Doctorate; Robert Kelly Crow, Western Carolina University

35.057. Latinx College Students: Access, Transition, and Skill Development. SIG-Hispanic Research Issues; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 4:10-5:40pm
Participants:
Latinx Transfer Students’ Transition to a Four-Year Public Research-Intensive University. Bertin Solis, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara
College Student Engagement and Cognitive Skills Development Among Latin/o Transfer Students at More Selective Institutions. Liz A. Rennick, The University of Arizona; Young K. Kim, Azusa Pacific University
Ascending Toward New Heights: How One Program Builds Navigational Capital for Latinx Community College Students. Erin Doran, Iowa State University; Paul S Hengsteg, Iowa State University
Information-Seeking Behavior Among Latinx Transfer-Seeking Community College Students. Lisceth Brazil - Cruz, University of California - Davis; Siria Martinez, Woodland Community College

35.058. Latinx/a/o Research Issues SIG Business Meeting. SIG-Hispanic Research Issues; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206C; 4:10-6:10pm

35.059. Indigenizing Higher Education by Centering Indigenous Perspectives. SIG-Indigenous Peoples of the Americas; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 4:10-5:40pm
Chair: Heather Shotton, University of Oklahoma
Participants:
Unsettling University Missions: A Presentation of Contemporary Tribal-University Relationships. Theresa Jean Stewart-Ambo, University of California - San Diego
Indigenizing Access From a Wholistic Student Approach: Indigenous Student Affairs Units. Michelle E. Pidgeon, Simon Fraser University; Stephanie J. Waterman, University of Toronto
Giving Back as an Educational Outcome for Postsecondary Indigenous Students. Jameson David Lopez, University of Arizona
Navajo Students’ Decision-Making Factors That Influence Access and Persistence in Doctoral Education. Colin Ben, Arizona State University
Discussant: Boyd Lee Bradbury, Minnesota State University - Moorhead

35.060. Global Interactions and Reactions: Leveraging Language and Social Process Relationships to Cultivate Collaborative Scholarship and Increase Educational Opportunities. SIG-Language and Social Processes; Workshop
Metro Toronto Convention Centre, 700 Level, Room 705; 4:10-6:10pm
Chairs: Cassie J. Brownell, University of Toronto; Allison S. Wynhoff Olsen, Montana State University
Participants: Barbara M. Comber, University of South Australia; Adam LeFestein, Ben-Gurion University of the Negev; Jennifer Rossell, Brock University; Rakat Zhang, University of Calgary; Rob Simon, University of Toronto; Frederick D. Erickson, University of California - Los Angeles-Emeritus; Judith L. Green, University of California - Santa Barbara; Cynthia J. Lewis, University of California, Santa Cruz; Kate T. Anderson, Arizona State University; Amy Vetter, University of North Carolina - Greensboro; Annette Woods, Queensland University of Technology; Candace Ross Kuby, University of Missouri - Columbia; Carolyn Hunt, Illinois State University; Dana Walker, University of Northern Colorado; Deborah Bieler, University of Delaware; Diana J. Arya, University of California - Santa Barbara; Gregory J. Kelly, The Pennsylvania State University; Jessica Zacher Pandya, California State University - Long Beach; Lynn E. Cohen, Long Island University - C.W. Post Campus; Maria Jose Botelho, University of Massachusetts - Amherst; Melinda E. Martin-Beltran, University of Maryland - Columbia Park; Michiko Hikida, The Ohio State University - Columbus; Robert Petrone, Montana State University - Rosalind Horowitz, The University of Texas--San Antonio

35.061. Connections Between Professional Learning Community Leadership and School Improvement. SIG-Leadership for School Improvement; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715A; 4:10-6:10pm
Chair: Michael J. McIntosh, Virginia State University
Participants:
Distributed Leadership Practices in Support of Professional Learning Communities in One Middle School. Joonkl Schw, University of Illinois at Urbana-Champaign; Donald G. Hackmann, University of Illinois at Urbana-Champaign
What Role Does Distributed Leadership Play in Implementing Professional Learning Communities? Nick Goos, Blue Springs R-IV School District; Barbara Nell Martin, University of Central Missouri
Identifying Academically At-Risk Students Within a Suburban Public High School Professional Learning Community. Cheryl L. Burleigh, University of Phoenix
Principals’ Leadership Practices in Guiding Professional Learning Communities to Institutionalization. Yamina Boucharma, Laval University, Quebec; Daniel April, Laval University; Marc Basque, Université de Moncton, Campus d’Edmundston165, boulevard Hébert, Edmundston (N-B.); E3V 2S8
Discussant: Rebecca Ann Thessin, The George Washington University

35.062. From Leadership Candidate to School Leader: Preparation, Mentoring, Socialization, and Practice. SIG-Learning and Teaching in Educational Leadership; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 4:10-5:40pm
Chair: Julie A. Gray, University of West Florida
Participants:
Blending Personalized Tools and Multisensory Strategies to Empower K–20 Leaders and Teachers to Meet Demanding Instructional Challenges. Dan Novey, East Carolina University
School Leader Preparation Curriculum Redesign for Integration:
Metro Toronto Convention Centre, 800 Level, Room 803A; 4:10-5:40pm
Chair: Cheri Chan, University of Hong Kong
Participants:
Cooperating Teachers’ Perceptions of Their Work: A Description of Four Mentoring Profiles. Juanjo Mena, Universidad de Salamanca; Anthony Clarke, The University of British Columbia
Mentoring in the Midst of TeachHOUSTON: Examples From a National Science Foundation–Supported STEM Teacher Education Program. Cheryl J. Craig, Texas A&M University - College Station; Paige K. Evans, University of Houston; Donna Stokes, University of Houston; Leah McAllister-Shields; Gayle A. Curtis, Texas A&M University - College Station
Student-Teachers as Mentors: Developing Relational and Inclusive Pedagogies. Margaret M. Lo, University of Hong Kong
Institutional Dynamics Between University and School Informing Preservice Teacher Mentors’ Use of Educational Theory. Aylet Becher, Ben-Gurion University of the Negev
Virtual Mentoring in the Practicum: Teachers Learning Together in the Third Space. Cheri Chan, University of Hong Kong
Discussant: Lily Orland-Barak, University of Haifa

35.064. It’s About Time: Giving Serious Consideration to Race, Culture, and Equity in Motivation Scholarship. SIG-Motivation in Education; Invited Speaker Session
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 4:10-6:10pm
Chair: Erika Alisha Patall, University of Southern California
Participants: Janaal Matthews, Montclair State University; Jessica DeCuir-Giroux). Triangulating Theory, Practice, and Instruction. Daniel Reyes-Guerra, Florida Atlantic University; Melanie Ann Stefanovic, Florida Atlantic University
Socialization of Educational Leaders in an Era of Neoliberal Accountability. Patrick M. Jenlink, Stephen F. Austin State University
The Challenges in Teaching Western Conceptualization of Transformational Leadership to Eastern Educators. Margaret Solomon, La Sierra University
Discussant: Maja Miskovic, Concordia University

35.065. Engaging the Multiple Assets of Students and Families. SIG-Multicultural/Multietnic Education: Theory, Research and Practice; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 4:10-5:40pm
Chair: Hasan Aydin, Florida Gulf Coast University
Participants:
A Comparative Longitudinal Approach on Academic Self-Concept and Academic Achievement of Students From Multicultural Families. Danbi Choe, University of North Carolina - Chapel Hill
Culturally Intelligent (CQ) Teaching: Mixed-METHOD Study of Intercultural Capabilities in Urban Classrooms. Emily Grace Dahdah, Archdiocese of St. Paul and Minneapolis
"Do You Teach About Real Knowledge?" Parents’ and Teachers’ Ideas About Schools and Education. Hermina Gunnþórsdóttir, University of Akureyri
Multisite Funds of Identity of Newcomer Refugee Children. Eleni Oikonomidou, University of Nevada - Reno; Fares Karam, University of Nevada - Reno
Discussant: Theresa Y. Austin, University of Massachusetts - Amherst

Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 4:10-6:10pm
Chair: Sheila L. Macrine, University of Massachusetts - Dartmouth
Participants:
Confronting Neoliberal Fascism. Henry A. Giroux, McMaster University
The Alienation of Fact: The Positivist Legacy, Post-Truth, and Education. Kenneth J. Saltman, University of Massachusetts - Dartmouth
Paulo Freire and the Promise of Critical Pedagogy in a Post-Truth Era. Antonia Darder, Loyola Marymount University
Freire and Post-Truth. Donaldo Macedo, University of Massachusetts - Boston

35.067. Rethinking Ethnography in the Posthuman Turn. SIG-Qualitative Research; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 4:10-6:10pm
Chair: Maggie Maclure, Manchester Metropolitan University
Participants:
Toward a Speculative Ethnography. Maggie Maclure, Manchester Metropolitan University; David Rowell, Manchester Metropolitan University
The Politics of Ontological Engagement: Indigenous and Post-Qualitative Methodologies. Tekawehu Hoskins, University of Auckland; Alison Jones, University of Auckland
Posthuman Ecologies: The Future of Ethnographic Environ/mentality. Elizabeth De Freitas, Manchester Metropolitan University
Lifelong Ethnography as Decolonizing Practice With Artists Pedro Rafael González-Chavajay and Paula Nicho Cúmez. Keyssi Staikidis, Northern Illinois University
Rethinking Transnational, Multisited Ethnography With Matter: General Ecologies of Making in Place. Anna Catherine Hickey-Moody, RMIT University; Joanna Dennis, Manchester Metropolitan University
Discussant: Wanda Pillow, University of Utah

35.068. Translanguaging and Mathematics: Recognizing and Capitalizing on the Brilliance of Bilingual Children. SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 606; 4:10-6:10pm
Chair: Luz A. Maldonado, Texas State University
Participants:
Broadening What Counts as Math Talk in a Translanguaging Elementary Classroom. Gladys Rueda-Krause, College of William & Mary; Melissa Adams, Blazer Elementary School; Luz A. Maldonado, Texas State University
Translanguaging as a Practice of Power Within Middle School Mathematics Class. Erin Mackenzie, Roosevelt University
Leveraging Bilingualism in an After-School Mathematics Club: An Examination of Design and Interactions. Craig J. Willey, Indiana University - Indianapolis; Hector Morales, Northeastern Illinois University
In-Between Languages and In-Between Roles: Latinx Middle School Students Using Translanguaging to Enact Computer-Programming Teaching Identities. Sobbia Celadon-Pattichis, University of New Mexico; Carlos Alfonso Lopez-Leiva, University of New Mexico; Marios S. Pattichis, University of New Mexico
Discussant: Deborah K. Palmer, University of Colorado Boulder

35.069. High-Quality Induction Programs: Possibilities and Challenges. SIG-Research on Teacher Induction; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 4:10-6:10pm
Chair: Lora A. Bailey, Troy University - Troy
Participants:
Exploring Components of a Comprehensive Teacher Induction Program: An Analysis of Beginning Teacher Longitudinal Study. Bonita Lanaza Maready, Desoto County Schools; Qiang (Andy) Cheng, The University of Mississippi - DeSoto; Dennis Allen Bunch, The University of Mississippi
Democratizing Evidence Through Community-Based Teacher Induction in High-Poverty Schools. Rocio Garcia-Carrion, University of Lleida; Nerea Gutierrez, University of Deusto; Andrea Khalafouni, University of Deusto; Esther Boca Campos
Activation and Interaction of a Network of Resources by New Teachers. Shannon Lynne Navy, Kent State University; Ryan Nixon, Brigham Young University; Julie A. Luff, University of Georgia; Melissa Ann Jurkiewicz, Mercer University
Action Research as Induction Support: A Case Study of Teacher Residents’ Experiences With Inquiry. Danielle Sutherland, Temple University
Discussant: Jian Wang, Texas Tech University

35.070. Science Teaching and Learning SIG Paper Session: Literacy and Discourse. SIG-Science Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 4:10-5:40pm
35.071. Perspectives on Social Justice in Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 4:10-5:10pm
Chair: Christi Edge, Northern Michigan University
Participants:
Collaborative Self-Study by Teacher Educators of Color: Resistance Narratives in Times of Truth and Reconciliation. Mahatub Nazemi, Thompson Rivers University; Awnet Sivula, University of the Fraser Valley; Mele Kau'i Kelipua, Simon Fraser University; Wilma Clarke, Corine Meredith Brown, Rowan University; Jill A. Perry, Rowan University; Kara Ieva, Rowan University
Stepping Out of the Defensive Zone: Inquiring Into Our Meta-Cognitive Acts as Anti-Oppressive Teacher Educators. Ramona Maile Cafri, Brigham Young University; Erin Feinauer Whiting, Brigham Young University; Eric Ruiz Bybee, Brigham Young University
The Handmaid’s Tale: An International Self-Study About Gender and Caree. Amber Strong Makaiau, University of Hawaii - Manoa; Karen Ragoonaandeen, The University of British Columbia; Lu Leng, Jinan University; Charmaine Mangram, University of Hawaii - Manoa; Mitsuyo Toyoda, Tokyo Institute of Technology
Discussant: Laura C. Hanford, University of New Mexico

35.072. Exploring the Writing Development of and Writing Instructional Needs for Students With Autism Spectrum Disorder. SIG-Special Education Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206B; 4:10-5:40pm
Chair: Matthew Zajic, University of Virginia
Participants:
Distinct Engagement and Writing Profiles in High-Functioning Children With Autism Spectrum Disorder. Matthew Zajic, University of Virginia; Ryan Grimm, University of Virginia; Nancy McIntyre, University of North Carolina - Chapel Hill; James McCauley, University of California - Davis; Peter Mundy, University of California - Davis
The Effects of a Bio-Poem Writing Intervention on Middle School Students With Autism Spectrum Disorder. Kristie Asaro-Suddler, University at Albany - SUNY; Tammy Ellis-Robinson, University at Albany - SUNY; Sally Eackner
Exploring the Narrative Writing Skills of Young Adolescents With Autism Spectrum Disorder. Heather M. Brown, University of Alberta; Elizabeth Gaudet, University of Alberta; Rachael Smyth, The University of Western Ontario; Lauren Trafford; Chantal Labonte; Andrew Johnson; Janis Oram Cardy
Alleviating the Double Empathy Problem by Involving Autistic College Students in Writing and Autism Research. Kristen Gillespie-Lynch, College of Staten Island; Emily Hotez, Hunter College; Dennis Bublitz; Ariana Riccio, The Graduate Center, University of New York; Naomi Gaggi, College of Staten Island - CUNY; Danielle DeNigris

Discussant: Matthew Zajic, University of Virginia; Kavi Luca; Bella Kofner
Discussant: Steve Graham, Arizona State University, Editor Journal of Educational Psychology

35.073. Innovations in Survey Research Methodology. SIG-Survey Research in Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 4:10-5:40pm
Participants:
Multilevel Multiple-Group Latent Profile Analysis of Science Instruction: Cross-National Comparison of Korea and Japan. Hyun Jeong Park, Seoul National University; Yoonhee Son, Seoul National University; Yujung Hong; Junok Kim, University of California - Los Angeles
An Exploration of the Role of Likert Items in School-Based Survey Analysis. Liz Bergeron, New Tech Network; Max Dugan-Knight; Sohail Kamdar; Jen Vorse Wilka; Beth Boesch-Taylor, New Tech Network
Employing Differential Item Function Analysis in Survey Research. Justin Paulsen, Indiana University - Bloomington; Ryan T Merkle, Indiana University - Bloomington; Allison BrckaLorenz, Indiana University
A Comparison of Methods and Software for Analyzing Plausible Values: An Example With the Program for the International Assessment of Adult Competencies. Noah Padgett, Baylor University; Rachel L Renbarger, Baylor University; Tracey Nicole Sullak, Baylor University; Shan Jiang, Baylor University
Discussant: Mehmet “Dali” Ozturk, College of the Sequoias

35.074. Digital Literacies and Technology. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 4:10-5:40pm
Chair: Dirk Jenthaler, University of Mannheim
Participants:
Developments in Syntax-Based Prescoring and Autoscorings on Short Written Answers. Pablo Nicola Pirnay-Dummer, Martin-Luther-University Halle-Wittenberg; Kausali K. Wijekumar, Texas A&M University - College Station; Bonnie J. F. Meyer, The Pennsylvania State University
Is It True That Students Are Awful at Online Evaluation? Investigating “Better” and “Poorer” Evaluators. Elena Forzani, Boston University; Julie Anne Corrigan, University of Ottawa
Video Game-Based Instruction for Vocabulary Acquisition With English Language Learners: A Meta-Analysis. Christopher Glen Thompson, Texas A&M University - College Station; Sam Von Giller, Texas A&M University - College Station
Engaging in Game-Based Family Discussions to Promote Science Inquiry. Michelle Tiu, WestEd; Monoko Hayakawa, University of Minnesota - Twin Cities; Dennis Ramirez; Rosanne Loo, WestEd
Discussant: Yi-Hui Chang, University of Minnesota - Twin Cities

35.075. Writing Our Truths: Culturally Sustaining Writing as Disruptive Intervention in a Post-Truth Era. SIG-Writing and Literacies; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Kent; 4:10-5:40pm
Chair: Maria E. Franquiz, University of Utah
Participants:
Urban Black Youth’s Critical Collective Compositions as Method for Resisting Antiblack Textual Suppression. Justin Avery Coles, Fordham Graduate School of Education
“He Kicked Me Out”: Generating Space for Writing Refusal Among Urban Black Youth’s Critical Collective Compositions as Method for Resisting Antiblack Textual Suppression. Justin Avery Coles, Fordham Graduate School of Education
“We Have So Much Power in the World”: A Pedagogy of Critical Celebration for Girls of Color. Grace D. Player, University of Connecticut - Storrs
Discussant: Valerie Kinloch, University of Pittsburgh

35.076. Implementation of Protocols in Classroom Observation;
35.076-1. Implementation of Protocols in Classroom Observation. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Martens Roc, Alliance for Excellent Education
Participants:
- Daniel Gilbert Solorzano, University of California - Los Angeles
- Lynn Curry, Curry Corporation

35.076-2. Contesting Dominant Regimes of (Post-)Truth and Expertise Across Virtual and In-Person Terrains. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chairs: Laura Baecher, Hunter College - CUNY; Steven M. Ross, Johns Hopkins University
Participants:
- Arturo Cortez, University of California - Berkeley
- Alounso Antonio Gilzene, Michigan State University
- K. Jameson Brewer, University of North Georgia
- Miguel Sanchez, California State University - College Station
- Rebeca Burciaga, San José State University
- David Hung, University of Maryland - College Park

35.077. MTCC Roundtable Session 13; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chairs: Arturo Cortez, University of California - Berkeley; José Ramón Lizárraga, University of California - Berkeley
Participants:
- Engaged Scholarship in the Digital Age: Undergraduates Enacting Expertise Across Virtual and In-Person Terrains. José Ramón Lizárraga, University of California - Berkeley
- Seeing Space Anew in Neoliberal Times: Transformative Pedagogies and Everyday Learning in the City. Arturo Cortez, University of California - Berkeley
- All Politics Is Glocal: Reimagining Critical Democratic Community Through a Digital Civic Learning Collaborative. Nicole Mirra, Rutgers University
- The Spaces of Civic Identity Within Letters to the Next President. Antonia Garcia, Stanford University; Amber Maria Levinson, Stanford University; Emma Carene Gargroetzi, Stanford University
- Discusssant: Shirin Vossoughi, Northwestern University

35.077-2. Contesting Dominant Regimes of (Post-)Truth and Commonsense (Un)Knowing. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Participants:
- A Digital Ethnography of Teach For America: Analysis of the Truth For America Podcast. Julian Vasquez Heilig, California State University - Sacramento; T. Jameson Brewer, University of North Georgia; Amber Kim, University of Denver; Miguel Sanchez, California State University - Sacramento
- Constructing a Continuum of "Black Education Reform Movements." Alonzo Antonio Gilzene, Michigan State University; Briana Coleman, Michigan State University
- It Just Doesn’t Add Up: Counterframes and Deconstructing the "Common Sense" of School Closures. Esa Sved, California State University - Long Beach
- Educational Reforms, White Supremacy, and Systemic Distancing of Urban Schooling From Families and Communities. Anne E. Martin, Georgia State University; Kara M. Kavanagh, James Madison University; Teresa R. Fisher-Ari, Georgia State University

35.077-3. These Are the Breaks: Ruptures in Coloniality in Educational Leadership. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
- Visibilizing the Invisible: Cultivating Critical Practitioner Scholars in Educational Leadership. G. T. Reyes, California State University - East Bay
- They Take Deep Breaths: Reflections From Racial Justice–Oriented Teachers on Educational Leadership. Rebeca Burciaga, San José State University
- Becoming a Better Father and Husband: Migrant Father/Son Leadership Retreats as Sites of Reorganization. Pedro E. Nava, Mills College

35.077-4. Diversity, Equity, and Inclusion in the Professions. Division I - Education in the Professions; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Lynn Curry, Curry Corporation
Participants:
- Do We Have a Problem? Underrepresented Racial Minorities in Pharmacy. Antonio Bush, University of North Carolina - Chapel Hill
- Being There, Done That, Now What? Moving Beyond the Diversity Rhetoric. Kris De Velde, College of Charleston
- Building a Diverse Workforce: Diversity, Equity, and Inclusion in Undergraduate Medical Education. Jane Valentine, King's College London; Steven J. Thompson; Anne Christine McKeel, King's College London
- Disrupting Disruptions: Nurturing a Pedagogical Culture of Access and Inclusion in the Digital Age. Elspeth McCulloch

35.077-5. Understanding Education Politics and Policy Networks. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Emily Hodge, Montclair State University
Participants:
- Understanding Advocacy Coalitions in Individuals With Disabilities Education Act Reauthorization. Laura E. Bray, The Pennsylvania State University; Joshua Childs, The University of Texas at Austin; Thomas Norris; Carlos Alvis-Ruiz
- Testing State Attributes' Relationship With State Policy Networks of Curricular Resources. Serena Jean Sallon, Ball State University; Emily Hodge, Montclair State University; Susanna Latham Benko, Ball State University

35.077-6. Iteration, Integrity, and School Improvement. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Participants:
- Co-Constructing Improvement for Equity and Excellence: How an Adaptive Assistance Partner Supports Low-Performing Schools. Vicki Park, San Diego State University
- Improving Attendance Through Collective Learning Among Schools, Communities, and Families. Sarah Winchell Lenhoff, Wayne State University
- International Comparative Design-Based Innovation Networks: Tension Resolution as Design Challenge. Nancy Law, The University of Hong Kong; Cheow Lee Teo, Singapore National Institute of Education; Therese Laferriere, Laval University; Shamala Ravendaran, National Institute of Education - Nanyang Technological University; David Hung, National Institute of Education - Nanyang Technological University
- Taking Equity to Scale: Deeper Learning Networks and the Proliferation of Robust Learning Environments. Laura Elena Hernandez, Learning Policy Institute; Kathryn Bradley, Learning Policy Institute; Julie Adams, Learning Policy Institute; DeAnna Duncan Grand, Learning Policy Institute; Peter Ross, Learning Policy Institute; Martens Roe, Alliance for Excellent Education
- Discusssant: Stacey A. Rutledge, Florida State University

35.077-7. Ed Law SIG Roundtable: Meaning of Curriculum in Court. SIG-Law and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Participant:
35.077-8. Improving Mathematics Curriculum, Teaching, and Learning: Focus on Volume and Surface Area. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Fehmud Khanlari, University of Toronto
Participants:
Identifying Students’ Surface Area Misconceptions Through Formative Assessment Tasks. Eun Mi Kim, The University of Kansas; Leslie Naboros Olah, Educational Testing Service
Exploring Dynamic Measurement for Volume. Nicole Panorkou, Montclair State University
Analyzing Curricular Coverage of Volume Measurement: A Comparative Analysis. Dae S. Hong, University of Iowa; Kyong Mi Choi, University of Virginia; Jihyun Hwang, University of Iowa; Cristina Runnalls, California State Polytechnic University Pomona

35.078. MTCC Roundtable Session 14; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Issam Hajez Abi-el-Mona, Rowan University
Participants:
Black Adolescent Girls’ Literacy and Language Practices in an Online Out-of-School Street Literature Book Club. Delicia Tierra Greene, University at Albany - SUNY
Toward an Embodied Democracy for Minoritized Youth Citizens. Camela Davis, Georgia State University
Hip-Hop Feminism, Identity, and Education: Educational Challenges of the Strong, Classy, Carefree, and Ratchet Black Girls. Ashley Payne, Missouri State University

35.079-1. Community-Based Field Experiences That Build Preservice Teachers’ Critical Consciousness. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Issam Hajez Abi-el-Mona, Rowan University
Participants:
Collaborations in the Community: Innovative Early Field Experiences in Alternative Settings. Donna Budlatoz, Montana State University - Billings; Joe Hicks, Montana State University; Beth Kennedy
Community-Based Field Experiences in Teacher Education: Inquiry, Writing, and Reflection. Heidi L. Hallman, The University of Kansas; Melanie Nichole Burdick, Washburn University
Encounters in Diversity: Field Experiences Outside a K-12 School Setting. Jessica W DuBois, Ball State University; Karen Ford, Ball State University
Facilitating Community-Based Field Experiences: Experiences From Children’s Museums, a Museum School, and a Construction Site. Amy Burns, University of Calgary; Alison E Leonard, Clemson University, Linda Taylor, Ball State University; Erica R Hamilton, Grand Valley State University
The Community as a Teacher Educator: Preparing Critically Conscious Social Studies Teacher Candidates in Detroit. Kathleen Ashley Payne, Wayne State University
Popielarz, Wayne State University

35.079-2. Exploring Preservice Teacher Identity Development Through Poetry, Story, and Discourse. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Darnel Degand, University of California - Davis
Participants:
Eyes Opening: Exploring Preservice Teachers’ Professional Identity for Equity. Jennifer Tatere, University of Auckland; Sue Sutherland, Auckland University of Technology; Claudia Rozas Gomez, University of Auckland
Photovoice as Scaffolded Inquiry Into Becoming a Teacher: Remembering and Storytelling in Learning to Teach. Paul F. Conway, University of Limerick; Melissa Parker, University of Limerick; Carmel Hinchion, University of Limerick
Positivists Habits of Mind in TESOL. Teacher Preparation. Yohan Hwang, Koonyang University; Melissa Misha Calhmann-Taylor, University of Georgia

35.079-3. Field Experiences That Foster Culturally Relevant Educators. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Participants:
Developing Culturally Responsive Teaching Practices: A Case Study With Undergraduate Teacher Candidates. Sherrel B. Graves, Hunter College School of Education; Robin O L'ear, Hunter College
Preservice Teachers’ Critical Reflections on Rehearsing and Teaching Racial Dialogue Lessons. Jennifer Lyn VanDerHeide, Michigan State University; Donna Rich Kaplowitz, Michigan State University
Supporting Dialogue, Concept Development, and Confidence to Transcend Assessment-Driven Instruction. Trevor Thomas Stewart, Virginia Polytechnic Institute and State University; Jim Hill, Virginia Polytechnic Institute and State University

35.079-4. High Stakes, Suspect Scores: Teacher Quality and Performance Exams. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Lauren Gatti, University of Nebraska - Lincoln
Participants:
Considering Equity Within Teacher Certification Exam Policies: A Critical Policy Analysis for a Post-Truth Era. Joni Kolman, California State University, San Marcos; Deborah Greenblatt, Bronx Community College - CUNY
Examining the Consequential Validity of edTPA: Perspectives of Preservice Teachers. Nadia Behzadleh, Georgia State University; Adrian Neely, Georgia State University
Issues in the Top-Down Policy: The edTPA. Nai-Cheng Kuo, Augusta University
The Mismeasure of Educator Preparation: A Critique of Policy Narratives About Teacher Performance Assessment. David J. McGough, Northern Vermont University; Barri E. Tinkler, The University of Vermont; Claudine Prairie Bedell, Saint Michael’s College

35.079-5. Teacher Learning Through Writing and Experience. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Miguel N. Abad, University of California - Irvine
Participants:
Assessing Teacher Candidates’ Pedagogical Judgement: An Analysis of Clinically Based Instructional Assignments. Sonia E. Janis, University of Georgia; Mardi Schmeichel, University of Georgia; Joe McAmulty, University of Georgia - Athens
Representations of Practice: Writing and Teacher Learning. Lindsay M Stoeetzel, University of Wisconsin - Madison
Studying the Benefits for In-Service Teachers Within In Situ Teacher Education Methods Courses. Leyton Schnellert, The University of British Columbia; Donna Lynn Kozak, The University of British Columbia - Okanagan
Toward a Model of Teacher Noticing. Thorsten Scheiner, Australian Catholic University
Discussant: Hefer Benbenisty, Queens College - CUNY

35.079-6. Understanding Student Perspectives Regarding Stressful Experiences. SIG-Stress, Coping, and Resilience; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Dorothy E. Hines, University of Kansas
Participants:
Different Levels of Compassion to Self/Others: Predicting Undergraduates’ Emotional and Motivational Experiences During Group Work. John Jongho Park, The Pennsylvania State University; Nathan Hyungsook Cho, The University of Texas at Austin; Diane L. Schullert, The University of Texas at Austin
Examining Racial Microaggressions and Psychological Distress Among Undergraduate Students of Color. Ada Robinson-Perez, Binghamton University - SUNY; Miesha Marzell, Binghamton University - SUNY
Fostering Youth Voice: Resistance to Hurtful Labels, Prevalence of Ongoing Trauma, and Lack of Social Emotional Supports. Denicia Carlay, San Francisco State University
Stress Mind-Set Intervention With College Undergraduate Students. Molly R Sanders, University of Texas - Austin; Marie-Anne Suizzo, The University of Texas at Austin
"We Ain’t, Goin’ Nowhere, We Can’t Be Stopped Now": Exploring the Adaptive Coping Mechanisms Employed in the Public Education System by Racially Diverse Students. Dawn X Henderson, University...
35.078-7. Unions as Sites of Teacher Leadership and Organizing. SIG-Teachers Work/Teacher Unions; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Participants:
Silencing of Teachers. Eyvind Elstad, University of Oslo
Teacher Unions in the Public Sphere: The Battle Over Public Opinion. Sachiin Maharaj, University of Toronto
The Founding of Education International. Harry Smaller, York University
Union-Supported Teacher Leadership: Learning to Lead Through a Mentored Model of Gradual Release. Pamela Janie Osmond-Johnson, University of Regina

35.078-8. Using National Data Sets to Examine High School Practices, Outcomes, and Equity. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Nathan Napoleon Alexander, Morehouse College
Participants:
Examining the Effects of Informal STEM on the Mathematics Dispositions of Black Students. Jamma Young, University of Iowa
Redirecting the School-to-Prison Pipeline to the STEM PIPELINE: A Cross-Pipeline Analysis of Suspension and Math, Jason F Jakhar, Washington University in St. Louis; Odis Johnson, Washington University in St. Louis
A Systematic Review of Factors Related to High Schoolers’ Algebra Achievement According to the High School Longitudinal Study 2009 Results. Sheree Taisha Sharpe, University of New Hampshire; Dalton D Marsh, University of New Hampshire

35.078-9. Identity and Self-Efficacy in Research Training. SIG-Graduate and Postdoctoral Education across the Disciplines; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Participants:
Research Skills Self-Efficacy and Experimental Design Aptitude Among First Semester Bioscience Doctoral Students. Katherine Lachance; Ronald Heustis; Joseph Lapara; Madhvi Venkatesh, Harvard Medical School
How the Doctoral Curriculum Shapes the Researcher Identity of Early Career Faculty. Karri A. Holley, The University of Alabama
Role of Doctoral Training Environments in Scholarly Productivity: Moderation From Sense of Belonging and Research Self-Efficacy. Soejeong Jeong, Utah State University; Kaylee Liston; David F. Feldon, Utah State University

35.078-10. Leveraging Instructional, Content, and Mentoring Practices for Black Male Middle School Students in Informal STEM Programs at Historically Black Colleges and Universities. SIG-Research Focus on Black Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Wilbur Parker, Bowie State University
Participants:
Reimagining STEM Learning Spaces for Middle School Black Boys. Ramon Goings, Loyola University Maryland
Using Transactional Approaches to Enhanced STEM Learning and Engagement for African American Middle School Boys. Sean Coleman, Bowie State University
The Inner Workings of a STEM Professional Learning Community for Middle School Black Boys at a Historically Black College/University. Tamiku Bradley, Jackson State University; Kamal S Ali, Jackson State University
Guiding Black Male Students’ Interest in Engineering Through the Selection of Engaging Technology, Tools, and Activities. Junoke Olowakemi Ladegi-Osias, Morgan State University; LaDawn Partlow, Morgan State University
Discussant: Julius Davis, Bowie State University

35.078-11. Technology and Second Language Learning. SIG-Second Language Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Sonya Sharifjard, Pepperdine University
Participants:
A Meta-Analytic Review on the Effects of Technology-Enhanced Corrective Feedback on Second Language Writing. Hyewon Lee, University of Georgia - Athens; Robert Maribe Branch, University of Georgia
Mobile Application and Affective Engagement in College Spanish Learning. Daniel A Castaño, Kent State University at Stark; Moon-Heum Cho, Syracuse University
Promoting English Idiomatic Competence Among Chinese College Students via WeChat-Enhanced Instruction. Zhengjie Li, University of South Florida; John Loutas, University of South Florida; Ya Sun, College of Humanities & Sciences of Northeast Normal University; Ke Cheng, University of South Florida - Tampa; ZHIYAO YI, University of South Florida
Scaffolding English Learners’ Social Construction of Meaning in Online Multimodal Learning Experiences. Zhengjie Li, University of South Florida; Patrick Manning, University of South Florida; Imelda Bangun, University of South Florida
Understanding Adolescent English Learners’ Language Development in Technology-Enhanced Classrooms: A Mixed-Methods Analysis. Avar Carhill-Poza, University of Massachusetts - Boston; Jie Chen, University of Massachusetts - Boston

35.078-12. Research on Study Abroad Programs. SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Veronica W Merritt, Teachers College Columbia University
Participants:
A Mixed-Methods Investigation Into the Effects of Short-Term Study Abroad Program on Intercultural Competence. Meng Fan, University of Delaware; Ruixue Liu, University of Kentucky
Keeping Up With Globalization: A Comparative Analysis of Asian Students’ Motivations for Overseas Education. Shuning Liu, Ball State University; Thatcher Austin Sporo, University of Wisconsin - Madison
Peeling Back Layers of Excusivism: An Analysis of Study Abroad Advertising. Mary Gathogo, University of Illinois at Urbana-Champaign
Teacher Distribution Across Countries: A Comparative Study Between the United States and Four High-Performance Countries Using the Teaching and Learning International Survey 2013. Yan Liu, Central Connecticut State University; Ling Li, Southwest University

35.079. Sheraton Roundtable Session Five; Roundtable Session

35.079-1. Digital Media, Manipulation, and Critical Thinking. SIG-Media, Culture, and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Participants:
The Effects of an Advertising-Based Intervention on Critical Thinking and Media Literacy. Susie Stanley, Moraine Park Technical College; Lawson Chris, University of Wisconsin - Milwaukee
Perceived Credibility of YouTube Science News: The Role of Video Source, and User Attributes. Amir Michalovich, The University of British Columbia; Arnon Hershkovitz, Tel Aviv University
‘Tweet U: Understanding Student-Athlete Recruiting Through a Content Analysis of Tweeted College Football Offer Letters. Derek A. Houston, University of Oklahoma; Siduri J. Haslerig, The University of Oklahoma; Laura Bernhard, Stanford University
Media and Method: Media Literacy as a ‘True Multimodal Narrative. Christian Johannes Swertz, University of Vienna; Alessandro Barberi, University of Vienna

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Chair: R. Michael Sedas, Indiana University - Bloomington
Participants:
Organizational Readiness and Effectiveness of Professional Development in Out-of-School Time Programs. Annie McNamara, University of Pittsburgh; Thomas Akiva, University of Pittsburgh
Striving for Coherence: Conceptual Reinvention of Program Fidelity in a National After-School Program. Sarah Taylor Hug, University of Colorado - Boulder; Suzanne Eyerman, Fairhaven Research and Evaluation
“Do They Even Know That Librarians Exist?” How One City’s Youth Services Librarians Work, Learn, and Support Youth. Sharon Calvin, University of Pittsburgh; Peter Samuelson Wardrip, University of Wisconsin
“Not Just a Waste of Time”: Families Exploring STEM Activities in Their Homes. Kristie Gutierrez, Old Dominion University; Margaret R.
35.079-3. Designing Research With Organizational Theory. SIG-Organizational Theory; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Chair: Eleanor Anderson, Northwestern University
Participants:
Professional Learning Communities, Teacher Collective Efficacy, and Teaching Outcomes: A Replication. Scott C. Bauer, University of Colorado Denver; Robert Thelen, Littleton Public Schools
Shared Sense-Making Processes Within a National Reform Implementation: Principals’ Voices. Sherry Ganon-Shilon, Bar-Ilan University; Chen Schechter, Bar-Ilan University
Pedagogical Organizing Principles: Coherence in School Logics. Juan Gabriel Sanchez, Boston College

35.079-4. Organizational Theory at the Crossroads. SIG-Organizational Theory; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Chair: Eugene Gary Kowch, University of Calgary
Participants:
Critical Ethnography and the Institutional Logics Perspective for Organizational Analysis. Rodney S. Whiteman, University of Wisconsin - Milwaukee
Making the Theoretical Case for a New Organizational Feature: Organizational Bias. Andrea V Lockard, Clackamas Education Service District
Three-Brains Learning in Organizations: A Complex Adaptive Systems Understanding of Organizational Change. M. Jayne Fleener, North Carolina State University; Christina Bode Irvine, North Carolina State University
Linking Legitimacy and Efficiency: Insights From a Case of Educational Entrepreneurship. Hilla Tal, Ben-Gurion University of the Negev; Dorit Tubin, Ben-Gurion University of the Negev

35.079-5. Stories of Balance and Equity in Schooling. SIG-Narrative Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Chair: Jake Burdick, Purdue University
Participants:
Beating the System: The Stories of Three African American Males Who Overcome the School-to-Prison Nexus. Clarice Thomas, Georgia State University
Life, Work, Education, and Service: A Narrative Inquiry of the Experience of the Military Reservist. Adam Fullerton, University of Nebraska - Lincoln; Deryl Keith Hatch-Tocaimaza, University of Nebraska-Lincoln; Aaron Melzer, Delaware Valley University
Multicultural Education-in-Action: A Glimpse Into Administrator Narratives of Equity on a School Landscape. Elaine Chan, University of Nebraska - Lincoln; Candace M. Schlein, University of Missouri - Kansas City

35.079-6. Media, Bias, and New(s) Literacies. SIG-Media, Culture, and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Participants:
Gamifying Fake News: Playful Approaches to News Literacy Education for Middle School Students. Ioana Litrarut, Teachers College, Columbia University; Yoo Kyung Chang, Teachers College, Columbia University; Daniel Ahn, Teachers College, Columbia University; Mau Su, Teachers College, Columbia University; Weiying Zhu, Teachers College, Columbia University
Teaching Media Literacy During the 2016 Presidential Election: A Case Study of Two Elementary Teachers. Alice Miriam Sullivan, University of Texas - Austin
Reading, Writing, and Fake News: A Review of K-12 Digital Literacy on Social Media. Sarah Galvin, Michigan State University; Christine M. Greenhow, Michigan State University; Emiliia Askari, Michigan State University; Diana Brandon, Charleston Southern University
Media Literacy, Democracy, and the Challenge of Fake News. Lance E Mason, Indiana University - Kokomo; Daniel G Krutka, University of North Texas; Jeremy D. Stoddard, University of Wisconsin - Madison

35.080. Sheraton Roundtable Session Five; Roundtable Session
35.080-1. College-Going Cultures, Resources, and Support. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Elisabeth Avila Luevanos, Texas A&M University - College Station
Participants:
Higher Education by Happenstance: The Tenuous Postsecondary Access Points for Latino Men Striving for College. Tracy Arambula Ballysngih, University of Vermont; Eliaquim Gonell, University of Vermont
Peers as Brokers of College Resources and Support. Zoe Corwin, University of Southern California; Carlos A Galan, University of California - Riverside
Latina Students From College Preparatory Charter High School to First Year of College. Darnell G. Cole, University of Southern California; Shafiajg Ahmadi, University of Southern California; Alex Shiryn Atashi, University of Southern California

35.080-2. College Student Identity in Context. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Liane Indira Hypolite, University of Southern California
Participants:
Embodied Africentric Spiritual Identity Development of Black Female Students Attending Predominantly White Institutions. E Alexander, The Ohio State University
Exploring the Work of Silence in College Student Trauma. Tricia Shalka, University of Rochester
Identity Construction of Chinese International Students Within Higher Education: A Narrative Study. Aijuwan Cun, University at Buffalo - SUNY

35.080-3. Communicating What We Value: Institutional Responses to Increasing Diversity. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Liane Indira Hypolite, University of Southern California
Participants:
Application Materials, Admissions Processes, and Access to Postsecondary Education. Grace Ryu, University of Toronto; Traci Cook, OISE/University of Toronto; Rashmee Kamarad-Jani, University of Toronto; Ruth A. Childs, University of Toronto - OISE
Who Belongs in Ontario's Universities? Analyzing Power in Mission Statements and Strategic Mandate Agreements. Fatima Samji, University of Toronto
Linguistics as Lemonade: Summer Melt and the Readability of Admissions and Financial Aid Materials. Zachary W Taylor, The University of Texas at Austin; Catherine Hartman, The University of Texas at Austin
College Access and the Necessity for a Critical Multicultural Approach. Hoang Vu Tran, Florida Atlantic University

35.080-4. Critical Issues in Higher Education: Supporting Students With Disability, Mental Health Challenges, and Food Insecurity. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Gabriela Walker, National University
Participants:
The Compound Challenges of Material Hardship and Mental Health Conditions Among Community College Students. Katharine Broton, University of Iowa; Mitchell David Lingy, University of Iowa
Positive Aspects of Disability Among College Students. Jessica Sniatecki, College at Brockport - SUNY; Jennifer Ashton, College at Brockport - SUNY; Linda Shell, The College at Brockport, SUNY
Troubling the Waters: Toward a Foucauldian Analysis of Collegiate “Food Insecurity.” Nathan Allemem, Baylor University; Cara Ciburn Allen, Baylor University; Sarah Madsen, Baylor University
Not Just Hungry: The Community Cultural Wealth of Students Experiencing Food Insecurity. Cara Ciburn Allen, Baylor University
Division and SIG Posters

35.081. MTCC Poster Session Eight: Poster Session

35.081-1. Section 8 Poster Session 2. Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 4:10-5:40pm Posters:
1. Learning From Teachers’ Eyes: Expertise and Eye Movements. Yizhen Huang, University of Potsdam; Kevin F. Miller, University of Michigan - Ann Arbor; Kai S. Cortina, University of Michigan
2. Learning to Be a Multiliteracies Educator in China: Mapping English Teachers’ Tensions. Lin Sun, The University of Western Ontario
3. Lessons From Teachers’ Literacies: Implications for Professional Development. Nicole Weaver, Le Moyne College
4. MathLab: A Model of Professional Learning That Leads to a Change in Classroom Practice. Karen M. Trujillo, New Mexico State University; Wanda Bulger-Tamez, New Mexico State University
5. Mind the Gap! An Across-Educational-Level, Didactics-Oriented Professional Learning Community Smoothing Students’ Transition From Primary to Secondary Education. Mikee Goos, University College Leuven; Anne Decelle, University College Leuven; Adelheid Spillier, University College Leuven
6. Professional Development Exposure and Teachers’ Use of Instructional Technology: The Mediating Role of Teacher Beliefs. Margaret Bowman, The Ohio State University; Vanessa Wanchant Vongsukluk, The Ohio State University; Kai Xie, The Ohio State University
8. Professional Development Integrating In-Service and Prospective Teachers: Shared Resources From a Community of Practice. Christina Koehne, Texas State University - San Marcos; Katty Zied; Hiroko Warshauer; Cody Patterson
9. Profiles of Career Choice Motivation of German Preservice Teachers and Differences in Professional Characteristics. Laura Doerenbecher-Ulrich; Antje Biermann, Saarland University; Roland Brunken, Saarland University; Franziska Perels, Saarland University
10. Rural Connect: Assessing a Model of Regional Learning Communities. Natalie Wright, CIC Planning Group
11. Sustaining System-Level Improvement through Professional Learning and Development in New Zealand. Rosanne Mary Parsons, Education Review Office; Joanna Higgins, Victoria University of Wellington
12. Teacher Agency in Collaborative Professional Learning: A Comparative Case Study. Cassie Howard, Florida State University; Motoko Akiba, Florida State University; Ali Murata, University of Florida; Judith Fabrega, University of Florida

35.081-2. Early Childhood Poster Session 2. SIG-Early Education and Child Development; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 4:10-5:40pm Posters:
13. Adult Health and Early Education: Age 37 Impacts and Economic Benefits of the Child-Parent Center Intervention. Judy Temple, University of Minnesota - Twin Cities; Arthur J. Reynolds, University of Minnesota - Twin Cities; Nishank Varshney, University of Minnesota - Twin Cities; Suh-Rua Ou, University of Minnesota - Twin Cities; Nicole Smerillo, University of Minnesota - Twin Cities
14. Developmental Trajectory of Perspective-Taking in Elementary School Children. Billie Eilam, University of Haifa; Uri Alon
15. Dual Language Learners With Disabilities in Texas. Rodolfo Rodriguez, University of North Texas; Dina C. Castro, University of North Texas
16. Green Eggs and Ham: Preschoolers Learning About Germs as Causal Agents of Food Spoilage. Yukari Okamoto, University of California - Santa Barbara; Laura F. Remo, University of California - Santa Barbara; Terry Au, University of Hong Kong; Patrick Pieng, California State University - Sacramento
18. Understanding the Impact of Early Childhood Research: Changing the Narrative for Policy Makers. Bridget E. Thomas, George Mason University
19. Languages Used by Hispanic Parents for Reading With Children and Parental Involvement in Children’s Learning. Hector H. Rivera, Texas A&M University - College Station; Juteng Li, Texas A&M University - College Station; Bizhu He, Texas A&M University - College Station; Mayra Danielle Vargas, Texas A&M University - College Station
20. Mathematical Skills as a Predictor of Interest in Mathematics in the First Grade. Riska Mononen, University of Oslo; Anna Tapola, University of Helsinki; Annita Lopez-Pedersen, University of Oslo; Hedda Wahl, University of Oslo
21. Mothers’ Voices in Early Childhood Education: Resettled Refugee Women’s Experiences. Rebecca John, Old Dominion University
22. Preservice Teacher Learning About Doing Projects With Young Children. Amber L. Brown, University of Houston - Clear Lake; Preeti Jain, University of Houston - Clear Lake
23. Ngram Values From a Multilingual and Multicultural Hong Kong Preschool. Stephanie C. Sanders-Smith, University of Illinois at Urbana-Champaign; Lydia Chan, Yew Chung Education Foundation, Chor Hang Educational Research Institute
24. Variation in Receptive Language Developmental Trajectories: The Role of Maternal Immigration Status and Parental Support. Yue Jin, University of Massachusetts - Boston; Kyungmin Kim, University of Massachusetts - Boston; Monica Yudron, Harvard University
25. Unpacking the Work of Early Childhood Coaches: Who Are They and What Do They Need? Rachel E. Schachtler, University of Nebraska; Holly Hatton-Bowers, University of Nebraska - Lincoln; Lisa Knoche, University of Nebraska - Lincoln
27. “I Know How to Heal”: Preschoolers’ Subjective Experiences as Caregivers and Care Receivers. Kate McCormick, SUNY - College at Cortland

35.081-3. Science Teaching and Learning SIG Poster Session. SIG-Science Teaching and Learning; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 4:10-5:40pm Posters:
28. A Longitudinal Study of Changes in Secondary Science Teachers’ Conceptions of Teaching Science. Douglas B. Larkin, Montclair State University; Adria Janna Dwyer, Montclair State University; Liz Carletta, Montclair State University
29. A Typology of Student Dispositions in Science and Math. Virginia Walker Snodgrass Rangel, University of Houston; Victoria Doan, University of Houston; Alex J. Bowers, Teachers College, Columbia University; Luromne Vaval, Teachers College, Columbia University
30. Clean Energy Literacy and Leadership: Engaging Youth in or After School. Rosalinda Nava, Lawrence Hall of Science, University of California - Berkeley; Matthew A. Cannady, University of California - Berkeley; Valeria Benavides, University of California - Berkeley; Kevin Cuff, Lawrence Hall of Science, University of California - Berkeley; Rena Dorph, University of California - Berkeley
32. Exploring the Effects of Using Historical Stories During Genetics Instruction on Student Understanding of Nature of Science. Cody Tyler Williams, Western Michigan University; David Rudge, Western Michigan University
33. How Does the Integration of a Teacher’s Pedagogical Content Knowledge Components Affect Teaching and Students’ Performance? Su Gan, University of Central Florida; Andrea Gelfuso, University of Central Florida; Nicole R. Darnico, University of Central Florida
34. How to Improve the Perceived Relevance of Physics University Content Knowledge for Preservice Physics Teachers? David Buschlüter, University of Potsdam; Joost Massolt; Andreas Borowski, University of Potsdam
35. Increasing Preservice Teachers’ Self-Efficacy in Inquiry-Based Science Teaching Through a Camp-Based Methods Course. Ehsan Seung, Indiana State University; Soonye Park, North Carolina State University; Myung-Ah Lee, Indiana State University
36. Latina Students’ Experiences in Inclusive Science Curriculum: An Exploratory Study on Students’ Opportunities to Learn. Kristel Dupuya, University of California - Irvine; Hosun Kang, University of California - Irvine
37. Personally Relevant Critical Events as Catalysts for Cultivating Disciplinary Epistemologies Within Science Research Experiences for Teachers. Shannon Gooden Davidson, Florida State University; Lama Ziad Jaber, Florida State University; Sherry A. Sotherland, Florida State University
38. Preservice Science Teachers’ Conceptualizations of Culture. Kirby Whittington, Florida State University; Sherry A. Southelder, Florida State University; Miray Tekkumru-Kisa, Florida State University

39. Teachers Scaffold Students to Manage Uncertainty in Scientific Argumentation. Rattrapae Inging Tewatthayachinda, Arizona State University; Ying-Chih Chen, Arizona State University; Chin-Chung Tsai, National Taiwan Normal University

40. The Effects of Collaborative Action Research-Based Professional Development on the Teaching of Climate Science. Allan Feldman, University of South Florida; Molly Nation, Florida Gulf Coast University; Katie Laux, University of South Florida - Tampa


42. Using Cross-Cutting Concepts to Make Sense of Phenomena: Engaging Diverse Student Groups in Learning Science. Marcelle Goggins, New York University; Alison Marie Hasa, New York University; Scott Grapin, New York University; Lorena Llosa, New York University; Okhee Lee, New York University

Saturday, April 6, 6:35 pm

**Division Sessions**

**36.010. Division A Business Meeting.** Division A - Administration; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 202B; 6:35-8:35pm
Chair: Monica Byrne-Jimenez, Indiana University - Bloomington
Officers: Susan C. Faircloth, Colorado State University; Lolita A. Tabron, University of Denver; Dana Thompson Dorsey, University of Pittsburgh; Donna M Drury, Texas A&M University - College Station; Melanie Bertrand, Arizona State University; Kelly Ann Brown, Lamar University; Liz Hollingworth, University of Iowa

**36.011. Division B Curriculum Studies Business Meeting** [#GetFreeWithDivB], Division B - Curriculum Studies; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 6:35-8:35pm
Chairs: Vonzell Agosto, University of South Florida; Anthony L. Brown, The University of Texas at Austin
Participants: Julie Gorlewski, University at Buffalo - SUNY; Lisa Weems, Miami University; Reagan P. Mitchell, Colgate University; Valerie J. Shirley, The University of Arizona; Ligua L. López López, The University of Melbourne; Kevin Lawrence Henry, University of Arizona; Nichole A. Guillory, Kennesaw State University; Boni Wezlek, Loyola University Maryland; Gabriel Stephen Huddleston, Texas Christian University; M. Francyne Huckaby, Texas Christian University; Keffelyn D. Brown, The University of Texas at Austin; Walter S. Gershon, Kent State University
Officers: Theodorea Regina Berry, San José State University; Kirsten T. Edwards Williams, University of Oklahoma

**36.012. A Celebration of Success: AERA Division E Business Meeting.** Division E - Counseling and Human Development; Business Meeting
Metro Toronto Convention Centre, 800 Level, Room 801A; 6:35-8:05pm

**36.013. Division F Business Meeting.** Division F - History and Historiography; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 6:35-8:05pm

**36.014. Division I Business Meeting.** Division I - Education in the Professions; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203B; 6:35-8:05pm

**36.015. Division L Business Meeting and Awards Ceremony.** Division L - Educational Policies and Politics; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206D; 6:35-8:35pm
Officers: Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Genevieve Parker Siegel-Hanley, Virginia Commonwealth University; Rand Quinn, University of Pennsylvania; LaTara D. Osborne-Lampkin, Florida State University; Michael A. Gottfried, University of California - Santa Barbara; Sonya Douglas Horsford, Teachers College, Columbia University; Andrew McEachin, RAND Corporation; Judith Scott-Clayton, Teachers College, Columbia University; Emily Hodge, Montclair State University

**36.016. Accreditation, Assessment, and Program Evaluation in Educator Preparation SIG Business Meeting.** SIG-Accreditation, Assessment, and Program Evaluation in Education Preparation; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 6:35-8:05pm

**36.017. Advanced Technologies for Learning SIG Business Meeting.** SIG-Advanced Technologies for Learning; Business Meeting
Metro Toronto Convention Centre, 800 Level, Room 803A; 6:35-8:05pm

**36.018. Arts and Inquiry in the Visual and Performing Arts SIG Business Meeting and 20th Anniversary Celebration.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 6:35-8:35pm

**36.019. Bilingual Education Research SIG Business Meeting.** SIG-Bilingual Education Research; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205B; 6:35-8:35pm
Chair: Patricia Martínez-Avárez, Teachers College, Columbia University
Speakers: Xi Chen, University of Toronto - OISE; Redah Khader al Janaideh, University of Toronto
Officers: Veronica E. Valdez, University of Utah; Kara Mitchell Viesca, University of Nebraska - Lincoln; Mary Esther Huerta, Texas State University - San Marcos; Alexandra Babino, Texas A&M University - Commerce

**36.020. Chaos and Complexity Theories SIG Business Meeting.** SIG-Chaos and Complexity Theories; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 6:35-8:35pm
Chair: Eugene Gary Kowch, University of Calgary
Participant: Cheryl-Anne Nadine Poth, University of Alberta

**36.021. Confucianism, Taoism, Buddhism and Education Business Meeting.** SIG-Confucianism, Taoism, Buddhism and Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 202C; 6:35-8:05pm
Chair: Dengying Boyanton, Shenzhen Tianli Education
Participant: The Tao of Teaching and Learning; Jack Miller
Officers: Seungho Moon, Loyola University Chicago; Jie Yu, Rollins College; Hongmei Peng, The University of Tennessee

**36.022. Constructivist Theory, Research, and Practice SIG Business Meeting.** SIG-Constructivist Theory, Research, and Practice; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201C; 6:35-8:05pm
Chair: Tingting Xu, Stephen F. Austin State University
Participant: Clive M. Beck, OISE/University of Toronto

**36.023. Critical Examination of Race, Ethnicity, Class, and Gender in Education Business Meeting.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205D; 6:35-8:05pm
Chairs: Malik S. Henfield, University of San Francisco; Jemimah L Young, University of Iowa

**36.024. Cultural-Historical Research SIG Business Meeting.** SIG-Cultural-Historical Research; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Churchhill; 6:35-8:05pm
Chairs: Aria Razfar, University of Illinois at Chicago; Elina Lampert-Shpel, Touro College

**36.025. Democratic Citizenship in Education Business Meeting.** SIG-
Democratic Citizenship in Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201F; 6:35-8:05pm
Chair: Caroline R. Pryor, Southern Illinois University - Edwardsville

36.026. Early Education and Child Development SIG Business Meeting. SIG-Early Education and Child Development; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 701B; 6:35-8:35pm

36.027. Educational Change SIG Business Meeting. SIG-Educational Change; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 713B; 6:35-8:35pm
Chair: Kristin L. Kew, New Mexico State University
Officer: Na Mi Bang, University of Central Arkansas

36.028. Family School Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205C; 6:35-8:05pm
Officer: Chair:

36.029. Fiscal Issues, Policy and Education Finance SIG: Business Meeting. SIG-Fiscal Issues, Policy and Education Finance; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203C; 6:35-8:05pm
Chair: Lawrence O. Picus, University of Southern California

36.030. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting. SIG-Grassroots Community and Youth Organizing for Education Reform; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205A; 6:35-8:05pm
Chair: Esa Syeed, California State University - Long Beach
Officers: Mara Casey Tieken, Bates College; Sarah Reed Hobson, Community Allies; Claudia Diera, University of California - Los Angeles

36.031. Holistic Education Business Meeting and Invited Talk. SIG-Holistic Education; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Quebec; 6:35-8:05pm
Chair: Ida Oberman, Community School for Creative Education
Participant:
Intercultural Trauma Pedagogy Under the Lens of Waldorf: Critical Lessons for Research and Practice. Ida Oberman, Community School for Creative Education

36.032. Inclusion and Accommodation in Educational Assessment SIG Business Meeting. SIG-Inclusion and Accommodation in Educational Assessment; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201E; 6:35-8:35pm
Chair: Stephanie W. Cawtho, The University of Texas at Austin

36.033. Indigenous Peoples of the Americas SIG Business Meeting. SIG-Indigenous Peoples of the Americas; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 714B; 6:35-8:35pm

36.034. Instructional Technology SIG Business Meeting. SIG-Instructional Technology; Business Meeting
Metro Toronto Convention Centre, 600 Level, Room 604; 6:35-8:05pm

36.035. International Studies Business Meeting. SIG-International Studies; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206B; 6:35-8:35pm
Chair: Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY

36.036. Illich SIG: Invited Speaker David Cayley, Business Meeting, and Reception. SIG-Ivan Illich, Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 202D; 6:35-8:35pm
Chair: Daniel G. Grego, TransCenter for Youth, Inc.
Participant: David Cayley. David Cayley

36.037. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 704; 6:35-8:05pm
Participants: Christina M. Ponzio, Michigan State University; Amanda Delman, Indiana University - Bloomington
Officers: Kate T. Anderson, Arizona State University; Diana J. Arya, University of California - Santa Barbara; Michiko Hikida, The Ohio State University - Columbus

36.038. Large Scale Assessment SIG Business Meeting. SIG-Large Scale Assessment; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 706; 6:35-8:05pm
Chair: Megan E. Welsh, University of California - Davis

36.039. Law and Education SIG: Business Meeting. SIG-Law and Education; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 705; 6:35-8:05pm
Chair: Kevin Brady

Metro Toronto Convention Centre, 700 Level, Room 716B; 6:35-8:35pm
Chair: Rosa L. Rivera-McCutchen, Lehman College - CUNY
Speaker: Eve Tuck, University of Toronto
Participants: Leslie Ann Locke, University of Iowa; Bradley J. Porflio, Seattle University; LaSonja Roberts, Western Michigan University; Joshua Bornstein, Fairleigh Dickinson University; Megan Scribe, Ontario Institute for Studies in Education (OISE), University of Toronto; Marie Lang, Ontario Institute for Studies in Education (OISE), University of Toronto; Rebecca Beaune-Stuebing, Ontario Institute for Studies in Education (OISE), University of Toronto; Sandi Wenigwase, Ontario Institute for Studies in Education (OISE), University of Toronto

36.041. Learning and Teaching in Educational Leadership SIG Business Meeting. SIG-Learning and Teaching in Educational Leadership; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 709; 6:35-8:05pm
Officer: Daniel Reyes-Guerra, Florida Atlantic University

36.042. Literature SIG Business Meeting. SIG-Literature; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 6:35-8:05pm
Participant: A Historical and Contextual Look at Multicultural Literature. Maria Jose Botelho, University of Massachusetts - Amherst
Officers: Rachel Skrlac Lo, Villanova University; David Eric Low, California State University - Fresno

36.043. Longitudinal Studies Business Meeting. SIG-Longitudinal Studies; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 6:35-8:05pm
Chair: Felice J. Levine, American Educational Research Association

36.044. Media, Culture, and Learning SIG Business Meeting. SIG-Media, Culture, and Learning; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 6:35-8:05pm
Officers: Jeremiah Holden Kalir, University of Colorado - Denver; Sandra Schonroth Abrams, Saint John's University; Caroline Cassie-Marie Williams-Pierce, University at Albany - SUNY

36.045. Mixed Methods Research SIG Business Meeting. SIG-Mixed Methods Research; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 6:35-8:05pm

36.046. Moral Development and Education SIG Business Meeting. SIG-Moral Development and Education; Business Meeting
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 6:35-8:05pm

36.047. Motivation in Education SIG Business Meeting. SIG-Motivation in Education; Business Meeting

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36.048. Enlightening and Inspiring Legacy Lecture With Dr. Margaret Kovach and Business Meeting. SIG-Narrative Research; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 6:35-8:35pm
Chair: Jeong-Hee Kim, Texas Tech University
Speaker: Margaret Elizabeth Kovach, University of Saskatchewan
Officer: Jeong-Hee Kim, Texas Tech University; Jake Burdick, Purdue University; Stefanie E. Finnegar, Brigham Young University; Becky M. Atkinson, The University of Alabama - Tuscaloosa; Cathy A. Coulter, The University of Alaska - Anchorage

36.049. Freire and Education: Revolutionary Praxis of Love, Dignity, and Class Struggle. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 6:35-8:35pm
Participant: Freire and Education. Antonia Darder, Loyola Marymount University; Tricia M. Kress, Molloy College; Miguel Zavala, Chapman University; Sheila L. Macrine, University of Massachusetts - Dartmouth

36.050. Problem-Based Education SIG Business Meeting. SIG-Problem-Based Education; Business Meeting
Metro Toronto Convention Centre, 800 Level, Room 809; 6:35-8:05pm
Chair: Lisette Wijnia, HZ University of Applied Sciences - the Netherlands
Participant: Multimodality in Problem-Based Curricula: Scaling Up Interactional Ethnographic Research. Susan M Bridges, The University of Hong Kong
Officer: Kun Huang, University of Kentucky; Sara A. Abercrombie, Northern Arizona University

36.051. Psychometrics in Higher Education Assessment and Accreditation SIG Business Meeting. SIG-Psychometrics in Higher Education Assessment and Accreditation; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, New Burbswick; 6:35-8:05pm
Chair: Tamnie L. Cumming, The City University of New York-New York City College of Technology
Officer: M. David Miller, University of Florida; Jenny Bergeron, Harvard University

36.052. Queer Studies SIG Business Meeting. SIG-Queer Studies; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 714A; 6:35-8:05pm
Chair: Michael Bartone, Central Connecticut State University
Officer: Kamden Strunk, Auburn University; Melinda M. Mangin, Rutgers University; Stephanie Anne Shelton, The University of Alabama; André Castro Samayoa, Boston College; Z Nicolazzo, The University of Arizona; Juan Rios, Bradley University; Steven Thurston Oliver, Salem State University; Cindy Ann Kilgø, University of Alabama; Mario Itzel Suarez, Texas A&M University - College Station; Peter Scaramuzzo, Texas A&M University - College Station; Jason P. Murphy, Rutgers University

36.053. Research in Mathematics Education SIG Business Meeting. SIG-Research in Mathematics Education; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 701A; 6:35-8:35pm
Chair: Sarah Theule Luvisoni, Indiana University
Participants: Sandra M. Crespo, Michigan State University; Darrell Earnest, University of Massachusetts - Amherst; Daria Gerasmova, George Mason University; Katherine Lewis, University of Washington - Seattle; Kristy Lottker, Utah State University; Nicole Louie, University of Wisconsin - Madison; Lorraine Marie Maes, University of Nebraska - Lincoln; Niral Shah, Michigan State University; Judit N. Moschko, University of California - Santa Cruz

36.054. Research on Giftedness, Creativity, and Talent SIG Business Meeting. SIG-Research on Giftedness, Creativity and Talent; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 6:35-8:35pm
Officers: Carlton Jing Fong, Texas State University; Erika Alisha Patall, University of Southern California; Jennifer A. Schmidt, Michigan State University
43.013. PDC24: Survey Design and Validation. Professional Development and Training Committee; Professional Development Course
Metro Toronto Convention Centre, 600 Level, Room 602B; 8:00am to 12:00pm
Director: Katherine Picho, Howard University
Instructor: Emmanuel Sikala, U.S. Department of Education

AERA Related Activities

43.002. AERA–Society for Research in Child Development Early Career Fellows Convening and Networking Space: Invitation Only (Day 2). AERA Related Activities; Board Meeting
InterContinental Toronto Centre, Upper Lobby, Wellington; 8:00am to 6:00pm

43.003. Civil Rights and Education in the Post-Truth Era. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104CD; 8:00am-9:30am
Chair: Elizabeth H. DeBray, University of Georgia
Participants: Julie J. Park, University of Maryland - College Park; Daniel Losen, University of California - Los Angeles; Erica Frankenfeld, The Pennsylvania State University; Janelle T. Scott, University of California - Berkeley; Elise Boddie, Rutgers University - Newark

43.004. Some of your “Faves” Are Problematic: Disrupting Common Yet Problematic Narratives, Theories, and Practice in Education. AERA Presidential Session
Metro Toronto Convention Centre, 100 Level, Room 104B; 8:00am-9:30am
Chair: H. Sumy Ahm, University of California - Los Angeles; Constance Iloh, University of California - Irvine
Participants: Constance Iloh, University of California - Irvine; Ann M. Ishimaru, University of Washington; Nelson Flores, University of Pennsylvania

AERA Sessions

43.005. Middle School Student Learning and Middle Childhood Development—Connecting the Two (AERA-SRCD Early Career Symposium). AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 8:00-9:30am
Chair: Vivian L. Gadson, University of Pennsylvania
Participants: Dorothy L. Espelage, University of Florida; Melissa K. Holt, Boston University; Stephanie J. Rowley, University of Michigan; Katarina Salmela-Aro, University of Helsinki and ETH Collegium Zurich

Committee Sessions

43.006. Division A Fireside Chat. When Research Matters: Research Trends or Theoretical Frameworks/Concepts on Inequality and Increasing Educational Opportunities. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 8:00-9:30am
Chair: Donna M Drury, Texas A&M University - College Station
Participants: Cristobal Rodriguez, Howard University; Susan C. Faircloth, Colorado State University; Donna Y. Ford, Vanderbilt University; Lawrence Lowell Scott, Texas A&M University - San Antonio; Judy A. Alston, Ashland University; Jemimah L Young, University of Iowa
43.006. "When Alternative Facts Are Borned in a Colonial Womb": Native American and Indigenous Unbecoming Settler Histories. Division B - Curriculum Studies; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 8:00-9:30am
Chair: K. Wayne Yang, University of California - San Diego
Participants: Cementing Settler History Through Cartographies: How Preservice Teachers Read the Colonial City-Text. Brynn Smith, James Cook University - Australia
Mapping Drama and Theater Strategies for Teaching Indigenous Topics in British Columbia, Alberta, Ontario, and Québec, Canada. Alían Funk, McGill University; Mindy Roberta Carter, McGill University
Reconceptualizing Education Through Co-Curricular Making: Honoring Indigenous Connections to Land, Culture, and the Relational Self. Margaret A. Macintyre Latta, The University of British Columbia - Okanagan; Karen Ragoonaden, The University of British Columbia; Jan Hare, The University of British Columbia; Sabre Lynn Cherkewski, University of British Columbia; Terry Beaudry, Central Okanagan School District; Kevin Kaardal, Central Okanagan School District
The Truth, the Whole Truth, and Nothing but the Truth...in Native American History Curricula. Cynthia Benally, University of Utah
Discussant: Elizabeth McKinley, University of Melbourne

43.009. Curriculum, Life, Death: Theological Genuflection and Inflections. Division B - Curriculum Studies; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 8:00-9:30am
Chair: Breton A. Varga, University of South Florida - Tampa
Participants: Latin American Foundations of Education: From Postcolonialism to Coloniality of Power? raul olmo Fregoso Bailón, West Chester University of Pennsylvania
A Pedagogy for Life and Death. Jason Gould, DePaul University
The Arts as Confessional Touchstone for Artistic and Aesthetic Learning Experiences. Virginia Ann Wörley, Oklahoma State University
Reengaging Theology in a Post-Truth Era. Kevin J Burke, University of Georgia - Athens
Discussant: Molly Quinn, Augusta University

43.010. Connected Learning and Equitable Participation for Youth: Bridging the Home-School Participation Gap. Division C - Learning and Instruction; Structured Poster Session Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 8:00-9:30am
Chair: Erica Rosenfeld Halverson, University of Wisconsin - Madison
Discussant: Valerie Harwood, The University of Sydney

43.011. Designing and Supporting Innovative Learning Environments Across Contexts and Disciplines: International Perspectives. Division C - Learning and Instruction; Working Group Roundtable Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 8:00-9:30am
Chair: Judith L. Green, University of California - Santa Barbara
Participants: Designing and Supporting Invention Education Across the United States. Stephanie Renee Couch, Massachusetts Institute of Technology; Aandra Skiuksaikaitė, Academic Research Consulting
Designing Safe Learning Environments for Discovery, Empathy, Failure, and Ignoring Impact in Latin America. María Renard, Yukon Impact Research Lab, Chile; Carlos Osorio, Yukon Impact Research Lab, Chile
Learning Environments of Secondary School Teachers in a Cartography-Building Research in Spain. Paola Padilla Petry, University of Barcelona
Growing Into a Professional: Tracing Clinical Reasoning Across a Problem-Based Dental Curriculum in Hong Kong. Susan M Bridges, The University of Hong Kong; Michael Bothelo, The University of Hong Kong; Monaliza Maximo Chian, The University of Hong Kong
Transforming a General Chemistry Learning Environment: Guiding Instructors Toward Developing an Inquiry-Based Instructional Logic. Melinda Z. Kalainoff, United States Military Academy; Kathleen Guettlein, United States Military Academy

43.012. Pushing the Boundaries of Relational Reasoning in Research and Practice: Cross-National, Cross-Domain, and Cross-Age Explorations. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Second Floor, Churchill; 8:00-9:30am
Chair: Emily Grossnickle Peterson, American University
Participants: Development of Relational Reasoning Ability Among Chinese Elementary and Middle School Students. Hongyang Zhao, University of Maryland - College Park; Yuting Sun, University of Maryland - College Park
Exploring the Effectiveness of a Relational Reasoning Training on Middle School Students' Text Comprehension. Courtney Hattan, Illinois State University
Situated Relational Reasoning Training in an Eighth-Grade Physics Classroom. Irat Aharon, The Hebrew Reali School in Haifa; Billie Eilam, University of Haifa
Relational Reasoning Underlies Creativity: Evidence From a Text-Mining Investigation. Deniz Dumas, University of Denver; Peter Organisciak, University of Denver
Discussant: Patricia A. Alexander, University of Maryland - College Park

43.013. Scaffolding Self-Regulated Learning Across Different Contexts. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 8:00-9:30am
Chairs: Roger Azvedo, University of Central Florida; Jörg Zumbach, University of Salzburg
Participants: Adaptive Scaffolding With Pedagogical Agents During Self-Regulated Learning With an Intelligent Tutoring System. Roger Azvedo, University of Central Florida; Michelle Taub, University of Central Florida
Florida; Megan Price, University of Central Florida; Elizabeth Brooke Cloude, University of Central Florida

Metacognitive Scaffolding in Learning From Film. Jero Zambach, University of Salzburg; Ines Deibl, University of Salzburg; Viola Geiger, University of Salzburg; Timo Fleischer, University of Salzburg; Alexander Struhl, University of Salzburg

Adaptive Content and Process Scaffolding With Network-Based Tutors: Implications for Promoting Self-Regulated Learning. Eric G. Potrás, University of Utah; Laurel Udy, University of Utah; Lingyun Huang, McGill University; Susanne P. Lajoie, McGill University

Self-Regulated Learning and Preservice Teachers: Is Prompting Necessary? Daniel Charles Moos, Gustavus Adolphus College; Samantha Gibson, Gustavus Adolphus College

Discussant: Neil H. Schwartz, California State University - Chico

43.014. Science and Motivation Within Sociocultural Contexts.
Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 8:00-9:30am

Chair: Andrea L. Tyler, Tennessee State University

Participants:
Extending Frameworks to Measure Collaborative Group Productive Disciplinary Engagement in STEM Classrooms. Tony Kempler Rogat, Purdue University; Britte Haugan Cheng, Menlo Education Research; Cindy E. Hmelo-Silver, Indiana University; Temitope F. Adeoye, Purdue University; Andrea Sarah Gornoll, Indiana University - Bloomington; Anne Traynor, Purdue University; Patrik Lundh, SRI International

Motivational Experiences in Learning Gardens: Students’ Science Identity, Engagement, and Achievement From Sixth to Eighth Grade. Heather Anne Brule, Portland State University; Ellen Skinner, Portland State University; Dilafraz R. Williams, Portland State University; Sybil Kelley, Portland State University

Situated Meanings of Mastery in Inquiry and Traditional Science Classrooms From Students’ Perspectives. Tony Kempler Rogat, Purdue University; Karlyn R. Adams-Wiggins, Portland State University; Dongyao Tan, Purdue University; Temitope F. Adeoye, Purdue University

Socioculturalizing the Status Hierarchies: An Observational Coding Scheme for Marginal Identities in Inquiry Science Collaboration. Karlyn R. Adams-Wiggins, Portland State University; Julia Dancis, Portland State University; Michelle Myers, Portland State University; Emily Robey, Portland State University; Mariah Leatherman, Portland State University; Crystal Romero, Portland State University

Surveys for Evaluating Teachers’ Use, Beliefs, and Self-Efficacy With Classroom Argumentation in Secondary (Science) Classrooms. Michael Nussbaum, University of Nevada - Las Vegas; Michael Scott Van Winkle, University of Nevada - Las Vegas; Harsha Perera, University of Nevada - Las Vegas

Discussant: Bryan A. Brown, Stanford University

43.015. Game-Based Assessment: How Has the Field Matured Over the Past 10 Years? Division D - Measurement and Research Methodology; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801B; 8:00-9:30am

Chair: Yoon Jeon Kim, Massachusetts Institute of Technology

Participants:
1. Iteration of Evidence-Centered Game Design for 3-D Geometry Game Environment. Yoon Jeon Kim, Massachusetts Institute of Technology; Jose A Rupeza-Valencia; Louisa Roseheck, Massachusetts Institute of Technology; Eric D. Klopfer, Massachusetts Institute of Technology

2. Traditional Assessment for Nontraditional Pedagogies: Teachers Designed Reflective Practices That Augment Embedded Game-Based Assessments. Matthew Farber, University of Northern Colorado

3. Supporting Learning in Educational Games: Promises and Challenges. Valerie J. Shute, Florida State University; Yoon Jeon Kim, Massachusetts Institute of Technology; Daisy Wise Rutstein, SRI International; Jeremy Roschelle, Digital Promise Global; Vishesh Kumar, University of Wisconsin - Madison; Sutabhi Basu, SRI International; Marilou Lajoie, Teachers College, Columbia University

4. Challenges in Scaling Game-Based Assessment. Kristen E. Dicerbo, Pearson

5. Trends in Student Mastery and Math Content Knowledge Through Spatial-Temporal Game Play: A 12-Year Look. Andrew Coulson, MIND Research Institute; Maria Ofelia San Pedro, ACT, Inc.

6. Designing Constructorative Formative Assessment Games. Nathan Holbert, Teachers College, Columbia University; Matthew Berland, University of Wisconsin - Madison; Betsy DiSalvo, Georgia Institute of Technology; Daisy Wise Rutstein, SRI International; Jeremy Roschelle, Digital Promise Global; Vishesh Kumar, University of Wisconsin - Madison; Sutabhi Basu, SRI International; Marilou Lajoie, Teachers College, Columbia University

7. Game-Based Measures of Implicit Learning. Elizabeth Rowe, TERC; Jodi Ashell-Clarke, TERC; Ryan Shaun Baker, University of Pennsylvania

8. 10 Years After: Shifts and New Challenges in Game-Based Assessment. Malcolm Baser, Educational Testing Service; Tanner Jackson, Educational Testing Service

9. Understanding How Context of Game Play Affects Game-Based Assessments. Kevin Miklasz, BrainPOP

Discussant: Ryan Shaun Baker, University of Pennsylvania

Metro Toronto Convention Centre, 700 Level, Room 717A; 8:00-9:30am

Chair: Stanton E F Wortham, Boston College

Participants:
Educating for “Lives of Meaning and Purpose”: Emerging Opportunities for Catholic (and Secular) Higher Education. Patrick J. McQuillan, Boston College; Stanton E F Wortham, Boston College; Joseph Madres, Boston College

Educating the Whole Person: Are We Doing It and How Do We Know? Audrey A. Friedman, Boston College; Henry I. Braun, Boston College

The Quest for Meaning and Purpose in Education. Dennis L. Shirley, Boston College

City Connects: Supporting the Development of the Whole Child in Schools. Mary Elizabeth Walsh

The BC-LAMP Portfolio Project. Larry H. Ludlow, Boston College; Henry I. Braun, Boston College; Theresa O’Keefe, Boston College; Burton Howell, Boston College; Ella Anghel, Boston College; Olivia Szendey, Boston College

Discussant: Edmund T. Hamann, University of Nebraska - Lincoln

43.017. Drawing Boundaries and Networks in the Era of Segregation.
Division F - History and Historiography; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kent; 8:00-9:30am

Chair: Laura Janet Kaplan, The Graduate Center, City University of New York

Participants:
“The Country Club School”: A Sociohistorical Case Study of an Urban School Evolution. Lauren Coleman-Tempel, University of Kansas

The Durable Inequality of Redlining: The Lingering Association Between HOLC Neighborhood Ratings and School Segregation. Jeanne M. Powers, Arizona State University; Lydia Ross, Arizona State University

Network of Power: A Historical Analysis of an All-Black Segregated School District in Indianapolis, Indiana, 1900–1915. Milagros Seraus-Roache, Graduate Center - CUNY

Race and Ethnicity in School Integration and Desegregation. Dionne Dans, Indiana University

Discussant: Erika Kitzmiller, Teachers College, Columbia University

43.018. Changing the Dominant Narrative: A Call for Using Storytelling as Language and Literacy Theory, Research Methodology, and Practice.
Division G - Social Context of Education; Demonstration/Performance
Metro Toronto Convention Centre, 700 Level, Room 712; 8:00-9:30am

Chair: Marcelle M. Haddix, Syracuse University

Participants:

“Sipping Tea: Black Female Literacy Scholars Telling Stories to Redefine Our Roles in the Academy. Theda Gibbs-Grey, Ohio University; Bonnie Williams-Farrer, California State University - Fullerton

“For Loretta”: A Black Woman Literacy Scholar’s Journey to Prioritizing Self-Preservation. April D Baker-Bell, Michigan State University

Am I a Qualified Literacy Researcher and Educator? A Counterstory of a Professional Journey of One Asian Male Literacy Scholar in the United States. Bong Gee Jang, Syracuse University

Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 711; 8:00-9:30am

Chair: Elizabeth Birr Moje, University of Michigan

Metro Toronto Convention Centre, 700 Level, Room 706; 8:00-9:30am

**Chair:** Grace D. Player, University of Connecticut - Storrs

**Participants:**

Chismosas Against White Heteropatriarchy: Chisme/Gossip as a Literacy Pedagogy of Resistant Girlhood/Womanhood. Grace D. Player, University of Connecticut - Storrs; Monica Gonzalez Ybarra, University of Texas at El Paso

Looking Through Eyes of Love: Renaming and Reclaiming Black Looks, Black Love, and Black Literacies. Dwyanna Smith

Chicas Fuertes/Strong Girls: Latina Adolescent Girls and Their Mothers Writing, Resisting, and Becoming. Tracey Terece Flores, The University of Texas at Austin

Rasquachismo in Education: Corridos and Zine-Making as Rasquache Praxis. Sylvia Mendezca, Palomar College

Exploring the Testimonios of Latinx Undergraduates at a Predominantly White Institution. Adrianna Gonzalez, National-Louis University

**Discussant:** Yolanda Sealey Ruiz

43.021. **From Barriers to Learning to Barriers for Learning.** Division I - Education in the Professions; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 2011F; 8:00-9:30am

**Chair:** Johnny D. Jones, Mississippi Valley State University

**Participants:**

“Brunkers and Brave Heroes”: Dominant Subject Positions in Figured Worlds of Construction Engineering. Allison Gonsalves, McGill University; Eva Siffrer, Umeå Universitet; Anna Danielsson, Uppsala University; Maria Berg, Umeå Universitet

From Deficits to Assets: Reframing Discussions About Underrepresented Students of Color Across Engineering Subfields. Krystal L. Williams, The University of Alabama; Eugene Anderson, Association of Public and Land-Grant Universities

Productive Failure as an Instructional Approach to Promote Future Learning. Naomi Stienhoff, The Wilson Centre, University of Toronto; Nicole Woods; Maria Mylopoulos, SickKids Learning Institute

Overcoming Barriers in Traditional Higher Education Partnerships. Charity Embley, Texas Tech University; Melline K. Lesley, Texas Tech University; Joshua H. Barnett, National Institute for Excellence in Teaching; Tanee Hudgens, National Institute for Excellence in Teaching; Tala M Karkar Esperat, Texas Tech University

**Discussant:** Anne Reicherter, American Physical Therapy Association

43.022. **Critical Perspectives on Postsecondary Curricula.** Division J - Postsecondary Education; Paper Session

Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 8:00-9:30am

**Participants:**

Agency and Neoliberal Logics in Arts and Humanities Curriculum Change. Robert L. Hill, Michigan State University

Decolonizing Pedagogy for Human Rights in Higher Education. Danielle Marie Aldaawood, Arizona State University

Racially Minoritized Faculty Activating and Mobilizing Cultural Knowledge and Assets to Resist Racist Work Environments. Román Liera, University of Southern California

When Culturally Relevant Pedagogy Becomes Too Culturally Relevant: Examining the Community College Context. Tara Bahl, Guttman Community College - CUNY; Lori D. Ungemah, Guttman Community College @ CUNY; Molly V. Makris, Guttman Community College - CUNY

**Discussant:** Ah Ra Cho, The University of Arizona

43.023. **Division J Vice-Presidential Panel. We Cannot Be “Post-Truth”: Handling Public Speech Controversies on Campus.** Division J - Postsecondary Education; Invited Speaker Session

Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 8:00-9:30am

**Chair:** Michele S. Moses, University of Colorado - Boulder

Panelists: Sigal Raday Ben-Porath, University of Pennsylvania; Tiffany Benson Clayton, Auburn University; William G. Tierney, University of Southern California; Jeffrey C. Sun, University of Louisville

43.024. **Examining Institutional Strategies for Success Among Transfer Students.** Division J - Postsecondary Education; Paper Session

Sheraton Centre Toronto Hotel, Second Floor, Huron; 8:00-9:30am

**Chair:** Stephen J Hamell, University of Rochester

**Participants:**

Identifying Effective and Equitable Institutional Pairs in Postsecondary Transfer. Grant Blume, University of Washington; Elizabeth Apple-Meza, University of Washington; Debra D. Bragg, University of Washington - Seattle

Institutional Partnerships for Transfer Student Success: An Examination of Catalysts and Barriers to Collaboration. Theresa Ling Yeh, University of Washington; Lila Wietzstein, University of Washington

Supporting Faculty Principal Investigators of Undergraduate Research: Motivations and Realities at an R1 Institution. Coreen Davis, The University of Texas at Austin

Unsung Heroes: Identifying College Strategies for Improving Low-Income, First-Generation, and Underrepresented Students’ Degree Attainment. Sylvia Hurtado, University of California - Los Angeles; Katherine Soojin Cho, University of California - Los Angeles; Xochilt Lopez, University of California - Los Angeles; Josephine Winter, University of California - Los Angeles; Adriana Ruiz Alvarado, University of Redlands

**Discussant:** Lucy Anne LePeau, Indiana University - Bloomington

43.025. **Exploring Civic Engagement in Postsecondary Education: Multimodal Perspectives From Diverse Students’ Experiences.** Division J - Postsecondary Education; Symposium

Sheraton Centre Toronto Hotel, Second Floor, Kenora; 8:00-9:30am

**Chair:** Maura Shramko, The University of Arizona

**Participants:**

The Personal Is Political: Motivations for Diverse College Students’ Civic Engagement. Cathy Duarte Gastelum, The University of Arizona; Maura Shramko, The University of Arizona; Alexandria Sarissa Pech, University of Arizona; Andrea Romero, University of Arizona

Educational Uplift as Civic Engagement in Contested Terrain. Nydia C. Sánchez, The University of Texas at Austin

Educational Patterns and the Development of Political Participation Across the College Years. Erin Hilary Arruda, University of California - Los Angeles; Laura Wray-Lake, University of Rochester

Higher Education Contexts and Practices Promoting the Civic Capacity of Diverse Students. Cynthia Maribel Alcantar, Claremont University - Pitzer College

43.026. **Factors That Stagnate or Promote STEM Interest in College: A Longitudinal Perspective.** Division J - Postsecondary Education; Symposium

Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 8:00-9:30am

**Chair:** Elizabeth Park

**Participants:**

Gender Gaps in Math Performance, Perceived Mathematical Ability, and College STEM Education: The Role of Parental Occupation. Lina Maria Anaya Beltran, University of Arkansas; Frank P. Stafford, University of Michigan; Gema Zamarron, University of Arkansas

STEM Outreach Programs as a “Third Space” of Engagement: Potent Solutions to Stagnated STEM Interest. Joseph Kitchen, University of Southern California; Gerhard Sonnert, Harvard University; Philip M. Sadler; Harvard University

Does Developmental Math Help Community College Students Persist in STEM? Elizabeth Park, University of Southern California; Federick Ngo, University of Nevada - Las Vegas

Hands Off? Access and Embodied Cognition Among Black Students in Engineering. Sophia Glynese Rahming, Florida State University; Lara Perez-Felkner, Florida State University

**Discussant:** Xieli Wang, University of Wisconsin - Madison

43.027. **Math Teachers’ Learning in Action.** Division K - Teaching and...
43.030. Opening the Doors: Creating Welcoming Spaces for Immigrant and Refugee Youth. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 8:00-9:30am
Chair: Ana Carolina Fernandes de Bessa Antunes, University of Utah
Participants:
A Case Study of Canadian Teacher Education Practices to Support Refugee Integration. Barri E. Tinkler, The University of Vermont; Alan Scott Tinkler, The University of Vermont; Roswita Dreisler, University of Calgary
Believing Versus Teaching: Early Childhood Teachers and Their English Language Learner Students. Kerry C Rizzuto, Monmouth University
From a Newcomer to a Welcomer: Exploring the Experiences of Immigrant Early Childhood Teachers. Seung Eun McDevitt, St. John's University
Understanding Teachers’ Lived Experiences With Refugee Children From a Social Justice Stance. Elif Karshl Calamak, University of South Carolina; Sultan Klince, Arizona State University
Discussant: Kevin C. Roxas, Western Washington University

43.031. Real News for Today's Youth: Activist-Focused Education for Human Rights. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 714A; 8:00-9:30am
Chair: Beatrice S. Pinnemore, Indiana University of Pennsylvania
Presenters: Maria Hartzopoulou, Vassar College; Felisa L. Tibbitts, Teachers College of Columbia University; Jake Skrzypeck, Manchester Public Schools; Mireille Lomantagne, Canadian Museum of Human Rights
Discussant: Glenn Tatsuya Mitoma, University of Connecticut

43.032. Relationships of Policy and Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 8:00-9:30am
Chair: Patricia M Virella, Sarah Lawrence College
Participants:
Journey From Data Into Instruction: How Teacher Teams Engage in Data-Driven Inquiry. Johanna Barmore, WestEd
Teacher Evaluation and Professional Development: The Perceptions of Michigan Teachers and Administrators. Bethney Bergh, Northern Michigan University; Abby Cameron-Stanford, Northern Michigan University; Derek L. Anderson, Northern Michigan University
The Utilization of Leveled Question as Instructional Scaffolding on English Learners' Cognitive Academic English Proficiency. Yue Min, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alcicio, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station
Discussant: Yan Liu, Central Connecticut State University

43.033. Roles of Tools, Resources, and Routines for Supporting Teachers’ Professional Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 705; 8:00-9:30am
Chair: Andrew T. Kemp, Augusta University
Participants:
Critical Improvisation: Challenging the Past to Imagine Futures in Teacher Learning for Rehumanizing Mathematics Education. Ashley Danielle Sroggins, University of Colorado - Boulder
Investigating Contextual and Personal Factors Related to Teachers’ Motivation and Emotions for Implementing Whole-School Reform Efforts. Jeannine E. Turner, Florida State University; Alysia D. Roehrig, Florida State University; Fei Xing, Florida State University; Eric Christensen, Florida State University
Offering Modest Supports to Extend Professional Development Outcomes and Enhance Elementary Science Teaching of Next Generation Science Standards. Cathy Ringstaff, WestEd; Judith H. Sandholts, University of California - Irvine; Laura Gluck, WestEd
Sense-Making About Evidence of the Classroom Utility of Research-Based Tools: Learning Progressions as an Example. Alicia C. Alonso, Michigan State University; Julie Christensen, Michigan State University; Michelle Marie Wooten, Michigan State University
Discussant: Melissa Braaten, University of Colorado - Boulder

43.034. Understanding Practices and Impacts of Teacher Induction Programs. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715B; 8:00-9:30am
Chair: Maria A. Flores, Minho University, Portugal
Participants:
Classroom Drama for Literacy Engagement and Social Justice: Explorations: New Teachers’ First Attempts in Diverse Classrooms. Sergio L. Sanchez, University of California - Davis; Steven Z. Athanases,
University of California - Davis
Developing Subject-Specific Teaching Beliefs: The Mediating Role of Teachers’ Domain-Specific Epistemic Beliefs. Hendrik Lohse-Bossenz, University of Education - Heidelberg; Tim Billion-Kramer, University of Education - Heidelberg; Fabian Grünig, University of Education - Heidelberg

Studying Practice and Student Learning: Teacher Perceptions of an Induction Program. Jennifer L. Snow, Boise State University; Sherry Dismuke, Boise State University; Carrie Semmelroth, Boise State University; Lori Ann Sanchez, Northwest Nazarene University; Mark W. Neill, Idaho State University; Jonathan Lord, College of Southern Idaho; Wendy P. Ruchi, Idaho State University

“‘To Get to ‘This Open Thing’: Dialogue and Multimodalities in Teacher Induction. Trevor Thomas Stewart, Virginia Polytechnic Institute and State University; Robert A. Feito, Teachers College, Columbia University; Dawan Coombs, Brigham Young University; Todd S. Hawley, Kent State University

Discussant: Jian Wang, Texas Tech University

43.035. What Is to Be Done with Curriculum and Educational Foundations’ Critical Knowledge? New Qualitative Research on Conscientizing Preserve and In-Service Teachers. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 200 Level, Room 710; 8:00-9:30am

Chairs: James C. Japp, University of Texas Rio Grande Valley; Ann Mogush Mason, University of Minnesota - Twin Cities

Participants:
- Exploring White Teachers’ Beliefs About Race and Police Violence. Adam Alvarez, Rowan University; Rich Milner, Vanderbilt University
- Toward a Curriculum Theory-Based Antiracist Professional Development for White Practicing Teachers. Shannon McManimon, SUNY - College at New Paltz; Zachary A. Casey, Rhodes College
- Deconstructing Identities of Place in the Cracker State: Using Critical Southern Studies in Teacher Education. Westry A. Whittaker, The University of North Georgia; Sheri Carmel Hardee, University of North Georgia
- Cultivating Sacred Spaces: A Racial Affinity Group Approach to Support Critical Educators of Color. Farina Patricia Pour-Khorshid, University of San Francisco
- “More Meaningful to Do It Than Reading It”: Rehearsing Praxis Among Mexican American/Latina Preserve Teachers. Blanca Caldas, University of Minnesota - Twin Cities
- Documenting the Contextualized Preparation and Professional Development of Critically Conscious Latina Teachers Through Critical Inquiry and the Healing Practices of Community. Amanda Morales, University of Nebraska - Lincoln

Discussant: Theodorea Regina Berry, San José State University

43.036. Citizenship, the Public, and Education in the 21st Century. Division L - Educational Policies and Politics; Paper Session Metro Toronto Convention Centre, 200 Level, Room 202D; 8:00-9:30am

Chair: Samuel E. Conver, Temple University

Participants:
- A Path Toward Citizenship: The Effects of Early College High Schools on Criminal Convictions and Voting. Douglas L. Lauen, University of North Carolina - Chapel Hill; Sarah Crittenden Fuller, University of North Carolina - Chapel Hill; Tom Swiderski, University of North Carolina - Chapel Hill; Faith Uluo, RAND Corporation
- Leveraging Political Spectacle to Understand the Opt-Out Narrative in State Politics. Michael Szolowicz, California State University - Bakersfield
- Skeptical Democrats? The Long-Run Effects of Education for All Policies on Political Attitudes and Behavior. Emmerich Daries, Harvard University

Discussant: Kenneth J. Saltman, University of Massachusetts - Dartmouth

43.037. Measuring Outcomes of Teacher Candidates and Novice Teachers: Knowledge, Practice, and Dispositions. SIG - Accreditation, Assessment, and Program Evaluation in Education Preparation; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 8:00-9:30am

Chair: Emma Vonell Espel, RMC Research Corporation

Participants:
- Does the edTPA Assess Preservice Teachers’ Pedagogical Content Knowledge (PCK)? The Relationship Between the edTPA and PCK. Matt Reynolds, North Carolina State University; Soohee Park, North Carolina State University; Sarah Cannon, North Carolina State University
- Developing Preservice Teacher Equity-Based Dispositions: Narratives of Connecting With Evidence by Practitioners, Researchers, and Evaluators. Susan A. Tucker, Evaluation and Development Associates LLC; A. Dee Williams, California State University - Los Angeles
- Measuring Effective Teaching: Council for Accreditation and Education Preparation Indicator 4.2. Maika J. Yeigh, Portland State University; Amanda T. Sugimoto, Portland State University; Sheldon Loman; Leslie Peterson, Portland State University
- School Administrator Perceptions of Teacher Effectiveness and Ability to Impact Student Learning. Sarah J Kaka, Ohio Wesleyan University; Jennifer Alayne Tygret, University of Colorado - Colorado Springs
- Evaluation of Undergraduate Qualification Improvement Program Through Dual Mode System in West Nusa Tenggara, Indonesia. Abdul Fattah, Mataram State Islamic University Indonesia; Abyadul Fitriyah, University of Nahdlatul Wathan Mataram NTB

Discussant: Matthew Ronfeldt, University of Michigan

43.038. Participatory Action Research: Empowering Student Voices Through the Lens of Critical Pedagogy. SIG-Action Research; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 8:00-9:30am

Chair: Dana E. Wright, Connecticut College

Participants:
- Inscriptive Poetry: Actualizing Student Voice Through Prosaic Reinvention. Tondi D. Callaghan, University of Calgary; Zac Wierzbicki, University of Calgary; Simona Singh, University of Calgary
- Allowing the Outside-In: Facilitating Critical Literacies in a Youth Participatory Action Research Project. Aimee Elizabeth Hendrix Soto, The University of Texas at Austin
- Empowering Students Placed at Risk: Giving a Voice to Those Who Go Unheard. Xiaoxia A. Newton, University of North Carolina Charlotte; Shanna Rose Thompson, University of Massachusetts - Lowell; Leah Ferullo; Bangsi Oh; Jill Hendrickson Lohmeyer, University of Massachusetts - Lowell
- Remaking Investigative Inquiry: Hip-Hop Spoken Word Therapy and Youth Participatory Action Research. Ian Levy, Manhattan College; Amy Cook, University of Massachusetts - Boston; Christopher Emdin, Teachers College, Columbia University
- Primary School Children as Co-Researchers: Reaching Those Seen as“Hard to Reach.” Kyriaki Messiou, University of Southampton

Discussant: Julia Nell Ballenger, Texas A&M University - Commerce

43.039. Beneficial or Detrimental: Critical Perspectives on Technology and Student Cognitve, Behavioral, and Academic Performance. SIG-Adolescence and Youth Development; Paper Session Metro Toronto Convention Centre, 200 Level, Room 201C; 8:00-9:30am

Chair: Eric Toshalis, Jobs for the Future

Participants:
- Students’ Cognitive and Physical Lesson Avoidance in the Context of Problematic Computer Game Usage. Arvind Nagel, University of Teacher Education St.Gallen; Horst Biedermann, Saint Gallen University of Teacher Education
- The Relationship Between the Use of Smartphone and Self-Directed Learning in Adolescents. Unkyung No, Seoul Education Research & Information Institute; Mri Yoon, Korea University; Sehee Hong, Korea University
- Modeling the Relationship Between Media Multitasking and Academic Performance Among Chinese Adolescents. Jiutong Luo, The University of Hong Kong; Meng Sun, The University of Hong Kong; Hui Li, Macauqire University
- Can Technology Promote College Access for Youths From Diverse Backgrounds? Sunha Kim, University at Buffalo - SUNY

43.040. Research as Meaning-Making: Developing a Lens for Understanding the Impact of Aesthetic Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 8:00-9:30am

Chair: Amanda Nicole Gulla, Lehman College - CUNY

Participants:
- Digital Media Production in a Blended Graduate Teacher Education
Course: Citizen Documentary for Social Change. Karyn A. Cooper, University of Toronto

Reencountering Aesthetic Education. Holly C. Fairbank, The Maxine Greene Institute

Secondary Education-/Maxine Greene High School for Imaginative Inquiry. Steven Monroe, The Maxine Greene High School for Imaginative Inquiry; Amanda Nicole Galla, Lehman College - CUNY

On Making On Being Greene. alison Louise mann, University of Toronto

Mobilizing Evidence to Create Wide-Awake Citizens. Heidi Upton, St.John's University

43.041. Dis/Orientations: Mapping Whiteness in Educational Spaces. SIG: Arts-Based Educational Research; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 8:00-9:30am
Chair: Victoria G Restler, Rhode Island College
Participants:
Reencountering Whiteness in One School's Body. Maya R. Pindyck, Moore College of Art & Design
Physical, Visual, and Sensory: Mapping Whiteness With Art Educators. Victoria G Restler, Rhode Island College; Jessica Hamlin, New York University; Vivianne Njoku, SHIFT
Mapping Visual and Linguistic Intersections of Whiteness With Latinx Youth. Sarah Hesson, Rhode Island College
Mapping Racism: Images, Art, and Race Pedagogy. Asilia K Franklin-Phupply, University of Oregon
Discussant: Tristian Gleason, Moravian College

43.042. Reexamining Teacher Efficacy and Politicized Curriculums Through Postcolonial and Decolonizing Lenses. SIG: Caribbean and African Studies in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201E; 8:00-9:30am
Chair: Joyanne Beverly De Four-Babb, University of Belize/UWI Open Campus
Participants:
Literacy Research in Postcolonial Spaces: A Look at Gambians’ Digital Political Protest Through Decolonizing Methodologies. Madli Full, Rowan University
Using Cultural Relativism and Universal Human Rights to Define Early Childhood Teacher Quality in Belize. Erin Casey, Louisiana State University; Cynthia Fontcuberta DiCarlo, Louisiana State University
Post-Truth Education: A Postcolonial Examination of Ghana’s Senior High School History Curriculum. Ransford Pinto, University of Missouri - Columbia; Dena Lane-Bonds, University of Missouri - Columbia; Rocky Philip Christensen, University of Missouri - Columbia
Culture, Curriculum, and Context: The Role of School Leaders as “Outsiders” in a “Postcolonial” Belize. Dr. Lorenda Chisolm, University at Buffalo - SUNY; Noemi Waight, University at Buffalo - SUNY
Reference List for the Symposium. Erin Casey, Louisiana State University; Madli Full, Rowan University; Ransford Pinto, University of Missouri - Columbia; Dr. Lorenda Chisolm, University at Buffalo - SUNY
Discussant: Andrew Anthony Hunte, The University of Trinidad and Tobago

Metro Toronto Convention Centre, 200 Level, Room 201B; 8:00-9:30am
Discussant: Nini Hayes, Western Washington University

43.044. Considering Guns, Jail, Arrest, Cops, and Robbers Play in Early Childhood and Care Centers. SIG: Critical Perspectives on Early Childhood Education; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 8:00-9:30am
Chair: Allison Sterling Henward, The Pennsylvania State University
Participants:
Understanding Children’s Jail Play in South Korea: Tracing Young Korean Children’s Intra-Actions Through Jail Play. Pool Ilp Dong
The Understanding of Children’s Cops and Robbers Play. Shin Ae Han, University of Georgia - Athens

Gun Play, Funds of Knowledge, and Children’s Rights. Sonya Gaches, The University of Otago
Discussant: Michelle Perez, New Mexico State University

43.045. Back to the Future: Cultural Historical Psychology and Activity Theory in Present Research and Practice. SIG: Cultural-Historical Research; Invited Speaker Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall C; 8:00-9:30am
Chairs: Elna Lampert-Shepel, Touro College; Aria Razfar, University of Illinois at Chicago
Participants: Michael Cole, University of California - San Diego; Fernando Luis Gonzalez-Rey, Universidad de Brasilia; Elena Krantzova, Moscow City University; Elina Lampert-Shepel, Touro College; Pedro R. Portes, University of Georgia; Therese Laferriere, Laval University; Natalie Gajdamaschko, Simon Fraser University; Aria Razfar, University of Illinois at Chicago; Vladimir Umrikhin, Moscow State University; Boris Bratus, Moscow State University; Yurii V. Karpov, Touro College

43.046. Early Childhood Assessments. SIG: Early Childhood and Child Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 8:00-9:30am
Chair: Kathryn P. Chapman, Arizona State University
Participants:
Chinese Character Acquisition Assessment for Second Language Learners in Hong Kong Kindergartens. Stephanie W. Y. Chan, The University of Hong Kong; Wai Ming Cheung, The University of Hong Kong; Yanli Huang, University of Hong Kong; Joseph Wai Ip Lam, The University of Hong Kong; Chin-Hsi Lin, The University of Hong Kong
Comparing the Potential Utility of Kindergarten Entry Assessments for Providing Evidence of English Learners’ Knowledge and Skills. Debra J. Ackerman, Educational Testing Service (ETS)
Early Childhood Professional Well-Being: A Construct Predictive of Job Satisfaction and Turnover in Childcare. Mary Benson McMullen, Indiana University; Melissa S. C. Lee, Indiana University - Bloomington; Kate McCormick, SUNY - College at Cortland; Jean Choi, Indiana University - Bloomington
Measuring Early Math Attitudes and Beliefs: Psychometric Analysis of an Early Math Scale. Qiao Lin, University of Illinois at Chicago; Kathleen Sheridan, University of Illinois at Chicago; Xiaoli Wen, National-Louis University
Neglected Validities: Critical Gaps in Early Childhood Assessments. Katie Barghaus, University of Pennsylvania; John Fantuzzo, University of Pennsylvania; Katharine B. Biek, University of Pennsylvania; Dominic F Gallo, Drexel University; Amanda S Huber, Boston University
Developing an Instrument (PreSEP) to Explore Scientific and Engineering Practices in Preschoolers’ Play. Alison Riley Miller, Bowdoin College; Lauren Saenz; Martha Eshoo, Bowdoin College
Children’s Center

43.047. Leveraging Research to Advance Educational Justice in Latin America. SIG: Educational Change; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205B; 8:00-9:30am
Chair: Santiago Rincon-Gallardo, Michael Fullan Enterprises
Participants:
Distributed Leadership in Chilean Schools: Promoting Collaboration, Shifting Power Relations. Luis Ahumada, Pontificia Universidad Católica de Valparaíso; Álvaro González, Pontificia Universidad Católica de Valparaíso; Mauricio Pino-Vancovice, Pontificia Universidad Católica de Valparaíso; Oscar Maureira
Leveraging Research to Advance Countercultural Pedagogical Work in Mexico and Colombia. Santiago Rincon-Gallardo, Michael Fullan Enterprises
Outstanding Teachers: Voices From Low-Income Schools in Argentina. Ezqueil Gomez Caride, Pontificia Universidad Católica de Argentina
Digital and Pedagogical Innovation in Uruguay. Andres Peri, ANEP National Administration of Public Education
School-Community Relationships and Convivencia in Mexico. Cristina Perales Franco, Instituto Nacional de Evaluación Educativa México

43.048. Family and Community Engagement as the Work of Teacher Preparation. SIG: Family, School, Community Partnerships; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00-9:30am
Participants:
A Critical Community Partnership’s Call to Action: Learn “With” Us, Not “About” Us. Tony Velazco, Matthew R. Miller, Chicago Public Schools; Robert E. Lee, University of Central Missouri; April L. Mustian, Illinois State University

“This Was the First Time Anybody Had Ever Invited Me”: The Power of School/Family Engagement. Sarah Newcomer, Washington State University - Tri-Cities; Steven Morrison, Washington State University; Gisela Ernst-Slavik, Washington State University - Vancouver; Judith A. Morrison, Washington State University; Lindsay K Lightner, Washington State University; Yuliya Ardasheva, Washington State University - Tri-Cities; Kira Joy Carbonneau, Washington State University - Pullman

Differences in Attitude Change About Parent Involvement Across Four Universities. Lauren Nathans, Penn State Worthington Scranton; Amber L. Brown, University of Houston - Clear Lake

Family- and Community-Engaged Teaching: A Systems Approach to Preservice Teacher Preparation. Jacqueline BakerSennett; Marilyn Terese Chu, Western Washington University; John Norman Korsmo, Western Washington University; Bruce E. Larson, Western Washington University; A Longoria, Western Washington University; Veronica Nelly Vélez, Western Washington University

Measuring Student Teachers’ Self-Efficacy Beliefs About Parent-Teacher Conference Communication: Scale Construction and Validation. Karen De Coninck, Ghent University; Joan M.T. Walker, Pace University; Benjamin H. Dotger, Syracuse University; Ruben Vanderlinde, Ghent University

Discussant: Judy Paulick, University of Virginia

43.049. Contemplative Pedagogies and Profound Transformation of Teaching, Learning, and Being. SIG-Holistic Education; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation S; 8:00-9:30am

Chair: Keith William Brown, 21st Century Learning Communities, LLC

Participants:
Mindfulness, Meditation, and the Cultivation of Empathy: Exploring the Underlying Mechanism. Jing Lin, University of Maryland - College Park; Ayah Pokhari; Roshan Parikh

Pedagogical Infusion of the Contemplative: Simon Fraser University’s Contemplative Inquiry Master’s of Education Program in Canada. Muga Miyakawa, Menlo Mangat; Hesston Bai, Simon Fraser University

Action Research on the Application of Meditation in Business Ethics Education. Dr. Tom E. Culham, The University of British Columbia; Neha Neha Shihvare

Cultivating a Heart Space: The Role of Eros in Facilitating Campus Group Mediation. Keith Anthony Brown, Governors State University; John Miller, University of Toronto

The Way of the Classroom: Aikido as Transformative, Embodied Pedagogy for Self-Cultivation. Michael Alan Gordon, Simon Fraser University

Discussant: John Miller, University of Toronto

43.050. New Research Methods for Large-Scale Assessments. SIG-Large-Scale Assessment; Paper Session

Metro Toronto Convention Centre, 800 Level, Room 802B; 8:00-9:30am

Chair: Shiyian Jiang, Carnegie Mellon University

Participants:
Studying Achievement Gap Using a Large-Scale Assessment: A Quantile Regression Approach. Hugh H. Dunn, University of Hawaii; Malletc Singh, Wake County Public School System

Identifying Predictors of Students’ Skipping Behavior on NAEP Mathematics Assessments: A Random Forest Approach. Shenghai Dai, Washington State University - Pullman

Bias Risks Related to Nonparticipation: Evidence From a Longitudinal Large-Scale Survey in Germany (PIAS Plus). Sabine Meinck, Jena: Hamburg: Joerg Henrik Heine, Technische Universität München; Julia Mang, Technische Universität München; Gabriel Ngy, Leibniz Institute for Science and Mathematics Education

A Comparison of Flexible Propensity Score Methods for Hierarchical Data With Complex Sampling. Mark Vincent Brow, University of Illinois at Chicago

A Utopian Need: Artificial Intelligence Systems to Evaluate Open-Ended Questions. Bengi Birgili, MEF University

Discussant: Guangming Ling, ETS

43.051. Democratizing Education Through Transformative Leadership to Meet the Needs of Minoritized Students. SIG-Leadership for Social Justice; Symposium

Metro Toronto Convention Centre, 200 Level, Room 206B; 8:00-9:30am

Chair: Lyle Donald Hamm, University of New Brunswick

Participants:
Identifying Equity-Oriented Transformative Leaders. Carolyn M. Shields, Wayne State University


Transformative Training to Develop the Intercultural Competence of School Principals. Andreeza Gélinas-Proulx, Université de Québec en Outaouais

Troubling the Heart-to-Heart: Exploring the Barriers to Social Justice Leadership. Erica B. Edwards, Wayne State University

The Caterpillar Becomes a Butterfly: New Leaders Apply the Teaching of Transformative Leadership Theory to Lead Equitable Change. Kristina Astrid Heshol, University of Denver

43.052. Politics in the Foreground and Background of Learning: Analyses of Power and Learning Across Settings. SIG-Learning Sciences; Symposium

Metro Toronto Convention Centre, 800 Level, Room 802A; 8:00-9:30am

Chair: Tanner Vea, The Pennsylvania State University

Participants:
Politicization as Identity Transformation. Joe Carnow, University of Manitoba; Sianed DuPuy, University of Toronto; Amil Davis, University of Toronto; Lila Asher, University of Toronto

Toward a Political Economy of Educational Apps. Roberto de Roock, Nanyang Technological University - National Institute of Education

Letters to the Next President: Youth Civic Engagement and Writing Practices in an Online Network. Amber Maria Levinson, Stanford University; Antero Garcia, Stanford University; Emma Careen Gargreetsi, Stanford University

Teachers Making Sense of Algorithms and Their Politics: Design Reflections From a Professional Development Institute. Sepher Vakil, Northwestern University; Jason Harron, The University of Texas at Austin; Gareth Gingell, The University of Texas at Austin; Tatiane Russo-Tait, The University of Texas at Austin


Discussant: Thomas M. Philip, University of California - Berkeley

43.053. Materiality Meets Multimodality: The Forgotten Role of Material Objects in Digital Literacies. SIG-Media, Culture, and Learning Co-sponsored with SIG-Writing and Literacies; Symposium

Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 8:00-9:30am

Chair: David Eric Low, California State University - Fresno

Participants:
Materi ally Mediated Classroom Practices: The Multimodal Actors Behind iPad Video Composition. Andrea Fodor, Stony Brook University - SUNY

The Image as Material, Digital Artifact in Children’s Digital Videos. Jessica Zacher Pundya, California State University - Long Beach

Transmediation in Children’s Virtual Reality Gaming. Kathy Ann Milla, Australian Catholic University

Transforming Communication Across Modes and Media: One Child’s Experience in a Middle Eastern Early Learning Context. Lesley Friend, Australian Catholic University

“This Is My iPad!” Reconfiguring Dialogic Reading in Parent-Child Interactions With iPad E-Books. Barbara Maria Vokatis, Oneonta - SUNY

Material and Social Dimensions of Text Production: Collaboration Between iPads, Texts, and Young Literacy Learners. Aspa Baroutissi, Griffith University; Annette Woods, Queensland University of Technology

Discussant: Kevin M. Leander, Vanderbilt University

43.054. Centering Students’ Identities in Varied Institutional Contexts. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 203C; 8:00-9:30am

Chair: Alicia Garcia, University of California - Davis

Participants:
Exploring Factors That Influence Sense of Belonging for Foster Youth. Royel M. Johnson, The Pennsylvania State University; Terrell Lamont Strayhorn, LeMoyne-Owen College; Bridget Antonya Parler, The Pennsylvania State University

Further Contextualizing Racial Identity: Multiracial Students at Hispanic-Serving Institutions. Nikki Cristobal, University of
SIG-Music Education; Paper Session  
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 8:00-9:30am  
Chair: Bradley J. Portillo, Seattle University  
Participants:  
Post–Every Student Succeeds Act Perspectives on Music Teacher  
Evaluation Policy and Practice. James R. Austin, University of  
Colorado; Jocelyn W. Arnes, University of Colorado - Boulder; Kate  
Bertelli-Wilinski, University of Colorado - Boulder; Seth Andrew Taft,  
University of Colorado - Boulder  
A Critical Analysis of Candidates’ Writing on the edTPA Portfolio.  
Cynthia L. Wagoner, East Carolina University, Jay Juchniwicz, East  
Carolina University  
Student Perspectives on Implementation of edTPA in Year 1: A  
Dialectic Analysis. Stephanie Cronenberg, Rutgers University  
A G-Theory Approach to Evaluating Reliability and Validity of Scores  
From Music-Related Assessments. Marat Kilinc, University of Iowa;  
Walter Peter Vispoel, University of Iowa; Mingjin Zhang, The University of  
Iowa  
Student Self-Assessment: Connecticut Music Teachers’ Use and  
Perceptions. David Epstein, Not currently Affiliated; Maria Boeke  
Mongillo, Central Connecticut State University  
An Examination of Elementary General Music Teaching Practices for  
Concordance With the Reggio Emilia Approach. H. Ellie Fuller, Drake  
University  
Discussant: Kelly Parkes, Teachers College, Columbia University  

43.056. Critical Narrative Perspectives. SIG-Narrative Research; Paper  
Session  
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom  
South; 8:00-9:30am  
Chair: Ann E. Lopez, OISE/University of Toronto  
Participants:  
Author and Students Connect to Speak Truth about the Emmett Till  
Case Through Distance Learning. Danielle Louise DeFauw, University  
of Michigan - Dearborn  
In the Ruins of Story? Toward an Aporetic Narrative Inquiry. Jake  
Burdick, Purdue University  
Teacher Education for Social Justice Across Sociocultural and  
Sociopolitical Contexts: An Autobiographical Narrative Study. Margaret M. Lo,  
University of Hong Kong  
The Consideration of Truth and Fact in Narrative Analysis. Jeananne  
Nichols, University of Illinois at Urbana-Champaign  
Discussant: Lucy E. Bailey, Oklahoma State University  

43.057. Afterschool Programs and Their Quality in Different Countries  
Around the World. SIG-Out-of-School Time; Symposium  
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A;  
8:00-9:30am  
Chairs: Marianne Schuepbach, Freie Universität Berlin; Ludwig Stecher  
Participants:  
The Quality of After-School Programs in Japan. Fuyuko Kanefuji, Bunkyo  
University  
Activities: A Quality Aspect of Extended Education in All-Day Schools  
in Switzerland. Marianne Schuepbach, Freie Universität Berlin  
From Quality to Outcomes: A Study of U.S. System-Building Work to  
Support STEM in After-School. Gil G. Noam, Harvard University;  
Rebecca Browne; Patricia Allen, 21st Century Learning Communities, LLC  
Teachers’ Professionalism in Educare. Anna-Lena Ljusberg, Stockholm  
University  
Teachers as Drivers of High-Quality Extracurricular Activities: What  
Kinds of Teachers Are Engaged in Extracurricular Activities Across  
Different Countries? Stephan Kiellöf, DIPF | Leibniz Institute for  
Research and Information in Education; Ludwig Stecher  
Discussant: Anna Klefert  

43.058. Re-Visioning Education Research for the Post-Truth Era. SIG-  
Paulo Freire, Critical Pedagogy, and Emancipation; Invited Speaker  
Session  
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom  
North; 8:00-9:30am  
Chair: Suzanne SooHoo, Chapman University  
Participants:  
A Critical Scholar’s Journey in China: A Brief Freirean Analysis of  
Insider-Outsider Tensions. Greg William Misiak, Beijing Normal  
University  
Eco-Fascism in Teacher Professional Learning: Interrogating Constructs  
of Teacher Learning Networks and Teacher Leadership. Geraldine  
Mooney Simnie, University of Limerick  
Entrenched Neoliberal Design at U.S. Community Colleges in the Post-  
Truth Era. Joachim Dorsch; Ana Lucia Cruz, Saint Louis Community  
College  
Pedagogies of Resistance and Freedom: Co-Constructing Critical  
Consciousness in Alternative Schools. Raquel Y Saenz Ortiz, Boston  
Public Schools  
Teacher Perspectives of Power and Purpose: The Oklahoma Teacher  
Walkout of 2018. Jackie Mania-Singer, Oklahoma State University;  
Jessica Noonan, Oklahoma State University  
The Integration of Immigrant and Refugee Students in Brazilian  
Public School: “The Teachers’ Perceptions. Kelly Russo Souza, State  
University of Rio de Janeiro; Leila Mendes, University of Rio de Janeiro,  
Brasil  
The Nomad-Learner: Where Deleuze and Freire Meet. Soudhe Oladi,  
University of Toronto  
Dialogue as a Pedagogy for Peace Education. Gulistan Gursel-Bilgin  
Discussant: Bindu Chawla, Touro College  

43.059. The Philosophy of Listening in Intercultural Perspective. SIG-  
Philosophical Studies in Education; Symposium  
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 8:00-9:30am  
Chair: A.G. Rud, Washington State University  
Participants:  
Inward Transcendence and Teacher Education in East/West  
Perspective. Hua Zhang, Hangzhou Normal University  
Zhuangzi on Fasting the Mind and Listening Recklessly. Leonard J.  
Waks, Temple University  
Slow Down and Listen: The Naturalness of Listening in Education.  
Shaofei Han, Louisiana State University  
Receptive Listening for Communicative Action. Guoping Zhao,  
Oklahoma State University  
Listening Toward Integrity in the Digital Age. Xuyang Qian, Hangzhou  
Normal University  
Discussant: A.G. Rud, Washington State University  

43.060. Will the Truth Set Us Free? Queer, Trans, and Youth of Color  
Challenging Essentialism. SIG-Queer Studies; Symposium  
Metro Toronto Convention Centre, 800 Level, Room 803A; 8:00-  
9:30am  
Chair: Z Nicolazzo, The University of Arizona  
Participants:  
Methodology That Invites Liminality in Research With Gender-  
Nonconforming Youth. LJ Slovin, The University of British Columbia  
Policy as Pedagogy: Defining and Confining Trans Life in Schools.  
Harper Keenan, Stanford University  
Decolonial Pedagogies With Youth: Queer and Trans Identities in  
Immigrant Communities. Mauro Sifuentes, University of San Francisco  
Advocacy as Pedagogy: What Happens When We Lie? Kyle M. Halle-  
Erby, University of California - Los Angeles  
Accounting for the Lives of Homeless Queer and Trans Youth: Moving  
and Reading Alongside Methodology. Sam Stegler, University of  
British Columbia  

43.061. Applications of Rasch Models in Educational Assessments.  
SIG-Rasch Measurement; Paper Session  
Fairmont Royal York Hotel, Mezzanine Level, Tutor 8; 8:00-9:30am  
Chair: Lisa J. Lynn, Chicago Public Schools  
Participants:  
Examining an Observation Instrument for Mathematics Intervention  
Instruction. Angela Rae Crawford, Boise State University; Yuzhu  
Zheng, Boise State University; Evelyn Johnson, Boise State University;  
Laura Moynan, Boise State University  
Examining Measurement Invariance With Multilevel Behavioral
43.062. Serving the Post-Truth Era: Black Youth’s Pursuit of Educational Quality in Detroit. SIG-Research Focus on Black Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 8:00-9:30am
Chair: L. Trenton S. Marsh, University of Michigan - Ann Arbor
Participants:
“If School Was Like This, Violence Would Be Ended by Now”: Black Youth Leadership and Pedagogies of Love in a Summer Mathematics Program. Carolyn Hetrick, University of Michigan
Seeking Educational Opportunity in Metro Detroit Suburbs: Black Youths’ Perspectives on School Choice and Education (In)Equality Across the City-Suburb Divide. Dana G. Nickson, University of Michigan - Ann Arbor
The "Educational State”: Black Youth Activist’s Meaning-Making of Educational Inequity in Detroit. Naomi Mae W., University of Michigan - Ann Arbor
Discussant: L. Trenton S. Marsh, University of Michigan - Ann Arbor

43.063. Crossing the Chalk Line: Perspectives on Sports Culture and K–12 Education. SIG-Research Focus on Education and Sport; Symposium
Metro Toronto Convention Centre, 600 Level, Room 604; 8:00-9:30am
Chairs: Ian Renga, Western State Colorado University; Christopher Benedetti, Plymouth State University
Participants:
Developing a Classroom Playbook: The X’s and O’s of Collaborative Learning. Megan Buning, Augusta University
Sports Values and the Challenge of Seeing Teaching as Beautiful. Ian Renga, Western State Colorado University
Student-Athlete Identity Formation and the Relationship Between Athletic and Academic Subcultures. De’André Shepard, University of Michigan - Flint
Race, Affect, and Running: A Decolonial Reflection on School Athletics. Michael C. Domínguez, San Diego State University
Beyond the Dumb Jock: The Multifaceted Lives of Adolescent Athletes in Young Adult Fiction. Mark A. Lewis, Loyola University Maryland; Luke Rodesiler, Purdue University Fort Wayne

43.064. Exploring Diversity and Synergy Across Research Programs Within Early Algebra. SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 606; 8:00-9:30am
Chairs: Janet Dawn Kim Walkoe, University of Maryland; Mariana Levin, Western Michigan University
Participants:
A Learning Trajectory in Kindergarten and First-Grade Students’ Thinking About Variable With Indeterminate Quantities. Barbara M. Brizuela, Tufts University; Ana Clara Ventura, Universidad Nacional del Comahue/CONICET; Maria Blanton, TERC; Angela Gardiner, Tahoe Environmental Research Center; Katharine B. Sawrey, Tufts University; Ashley Newman-Owens, Tufts University
Developing a Comprehensive Approach to Early Algebra. Eric J. Knuth, The University of Texas at Austin; Ana C. Stephens, University of Wisconsin - Madison; Maria Blanton, TERC; Angela Gardiner, Tahoe Environmental Research Center; Despina A. Stylianou, City College of New York - CUNY; Rena Strand, Merrimack College
Identifying Seeds of Algebraic Thinking in Children’s Thinking. Janet Dawn Kim Walkoe, University of Maryland; Mariana Levin, Western Michigan University
Discussant: Daniel I. Chaizon, University of Maryland

43.065. College Reading Consortium. SIG-Research in Reading and Literacy; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 8:00-9:30am
Chair: Francine C. Falk-Ross, Pace University

43.066. Unpacking Research Use: Empirical Evidence About Practices and Conditions. SIG-Research Use; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 8:00-9:30am
Chair: Julie A. Gray, University of West Florida
Participants:
A (Mis)Match? Evaluating the Preferences of Characteristics of Research Products Among Research Users and Producers. Katherine Tilley, University of Delaware; Rui Wang, University of Delaware; Horatio Blackman, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware; Henry May, University of Delaware
Examining How School Social Relationships Impact on Teachers’ Use of Research: A Regression Analysis of English Primary School Teachers. Chris Brown, University of Portsmouth; Delli Zhang, University of London
Podcasting as a Dissemination Method for a Research-Practice Partnership. David Bryant Naff, Virginia Commonwealth University
Schools’ Capacity to Critically Evaluate Research: A Multilevel Perspective. Henry May, University of Delaware; Horatio Blackman, University of Delaware; Rui Wang, University of Delaware; Katherine Tilley, University of Delaware; Debbie Micklos, University of Delaware
Understanding How Teachers Interpret and Use Research in Their Practice. Monica Wei Ling Ong, National Institute of Education - Nanyang Technological University
Discussant: Kristen L. Davidson, University of Colorado - Boulder

43.067. (Re)Theorizing Translanguaging From Non-Angeo Contexts/Perspectives. SIG-Second Language Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205C; 8:00-9:30am
Chair: Zhongfeng Tian, Boston College
Participants:
Translanguaging: A Survey of China and New Zealand. Zhongfeng Tian, Boston College; Corinna A. Seals, Victoria University of Wellington
The Translanguaging of Gaming Literacies: A Study of Second-Language Gamers and Gaming Spaces. Raúl Alberto Mora, Universidad Pontificia Bolivariana; Walter Castaño, Universidad Pontificia Bolivariana; Julián Londóno-Mazo, Universidad Pontificia Bolivariana; Sebastián Ramírez, Universidad Pontificia Bolivariana
Decolonizing Language Hierarchies and Identities: Legitimating the Hidden Translanguaging Practices of Malawian Teachers. Sunny Man Chu Lau, Bishop’s University
(Re)Theorizing Translanguaging Beyond Scaffolding: Analyzing Content and Language Integrated Learning Pedagogical Practices in a Science Class in Hong Kong. Yanning (Amy) WU, University of Hong Kong; Angel Mei Yi Lin, Simon Fraser University; Wenli Tsou, National Cheng Kung University
Discussants: Angel Mei Yi Lin, Simon Fraser University; Sunny Man Chu Lau, Bishop’s University; Raúl Alberto Mora, Universidad Pontificia Bolivariana; Zhongfeng Tian, Boston College

43.068. Fostering Relational Pedagogy: Self-Study as Transformative Praxis. SIG-Self-Study of Teacher Education Practices; Symposium
Metro Toronto Convention Centre, 600 Level, Room 603; 8:00-9:30am
Chair: Elyn R. Lyle, Yorkville University
Participants:
Engaging Self-Study to Untangle Issues of Identity. Elyn R. Lyle, Yorkville University
A Self-Study of Culturally Relevant Pedagogy in a Higher Education Institution in the United Arab Emirates. Sepideh Mahani, Yorkville University
43.069. Interventions and Evidence: Perceptions and Practices in Special Education. SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 8:00-9:30am
Chair: Barbara R. Schirmer, Walden University
Participants:
Improving Intervention Implementation Using Data-Based Individualization: A Mixed Research Study. Allison L. Bruhn, The University of Iowa; Duhita Mahatmya, The University of Iowa; Ashley Rila, University of Iowa; Sara Estrapala, University of Iowa; Kari Vogelgesang, The University of Iowa
Comparing e-CBM for Deaf and Hard of Hearing Students to Academic Progress and Standardized Achievement. Michelle Lynn Hepper, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University; Susan Rose, University of Minnesota; Leo Jian Liao; Simon Hooper
Tier 2 Interventions for Students at Risk for Math Difficulties: A Meta-Analysis. Asha K. Jitendra, University of California - Riverside; Ahmed Alghamdi, University of Minnesota - Twin Cities; Rebecca R. Edmonds, University of Minnesota - Twin Cities; Nicole McKevitt, University of Minnesota - Twin Cities; Rachel Roeslein; John Mouanoutou
Perceptions of Middle School Teachers About Response to Intervention for Struggling Readers. Abigail A. Allen, Clemson University; Cathy Newman Thomas, Texas State University; Erica S. Lembke, University of Missouri; Stephen Ciuolo, Texas State University - San Marcos
Open Science in Special Education. Bryan G. Cook, University of Virginia; William J. Irionn, University of Virginia; John Will's Lloyd, University of Virginia
Discussant: Barbara R. Schirmer, Walden University

43.070. Self-Directed Learning and Metacognition. SIG-Studying and Self-Regulated Learning Cosponsored with SIG-Motivation in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201D; 8:00-9:30am
Chair: Dale H. Schunk, University of North Carolina - Greensboro
Participants:
Metacognitive Judgments: Repeated Exercise and Feedback Improve Metacognitive Judgment Accuracy and Test Performance. Marion Händel, Friedrich-Alexander University Erlangen-Nuremberg; Bettina Harder, Markus Dresel, Augsburg University
RoboCoger: Using Mobile Technology to Assess and Increase Student Writing Metacognition, Motivation, and Performance. Sharon Zumbrunn, Virginia Commonwealth University; Michael Broda, Virginia Commonwealth University; Eric Eklholm, Virginia Commonwealth University; Tyler Cabell Luther, Virginia Commonwealth University
Running Out of Hope: Negative Achievement Emotions Lead to Poorer Text Comprehension and Greater Underconfidence. Anja Prinz, University of Freiburg; Janina Riedel, University of Freiburg; Joerg Wittwer, University of Freiburg
Self-Regulation of Time: The Importance of Time Estimation Accuracy. Anna C Brady, The Ohio State University; Christopher A. Wolters, The Ohio State University; Shirley L. Yu, The Ohio State University
The Intertemporal Impact of Self-Regulation: Analyzing Timing Profiles. Dirk Tempelaar, Maastricht University; Bart Rienties; Quan Nguyen, The Open University
Discussant: Taylor Wayne Ace, Texas State University

43.071. Survey Research: Analyzing Items. SIG-Survey Research in Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 8:00-9:30am
Participants:
A Method for Detecting Invalid Responses. Melissa Gordon Wolf, University of California - Santa Barbara; Albert Anthony Clairmont, University of California- Santa Barbara; Andrew Maul, University of California - Santa Barbara; Michael James Furlong, University of California - Santa Barbara
Invalid Response and Institutional Trust. Albert Anthony Clairmont, University of California- Santa Barbara; Melissa Gordon Wolf, University of California - Santa Barbara; Andrew Maul, University of California - Santa Barbara
Discussant: Ipak Ozer, Kent State University

43.074. Aspects of Teacher’s Work and Learning in Canadian Schools. SIG-Teachers Work/Teacher Unions; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 8:00-9:30am
Chair: Rupert Clive Collister, OISE/University of Toronto
Participants:
- Equity, Assessment, and Agency in Teachers’ Work: Alternative Secondary Schools in Toronto, Ontario. Sharon Alexander, University of Toronto; Arlo Kemppi, University of Toronto, Ontario Institute for Studies in Education
- Making It Work: The Educational Labor of Teachers of Adult English Language Learners. Sherry D Breshears, Simon Fraser University
- “Real School” and the Changing Realities of Toronto’s Alternative High Schools. Nina Basca, University of Toronto - OISE
- Renaissance Delayed: Supporting Beginning Teacher Librarians in British Columbia, Canada. Anne Catherine Hales, British Columbia Teachers’ Federation; Andree Elizabeth Gacoin, British Columbia Teachers’ Federation; Larry Kuehn, British Columbia Teachers’ Federation; Michal Rozworski, British Columbia Teachers’ Federation; Leisbet Beaudry, British Columbia Teacher-Librarians’ Association
Discussant: Denisha Jones, Trinity Washington University

43.075. Technology Influences on Teachers’ Identity and Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203B; 8:00-9:30am
Chair: C. Candace Chou, University of Saint Thomas
Participants:
- Information and Communication Technology Agents of Change: Exploring the Teaching Practice of Academics at a University. Thiruvelavan Vandyar, University of Pretoria; Innocent Baguma, Uganda Management Institute
- Preservice Science Teachers’ Knowledge and Professional Identity for Game-Based Learning. Mamta Shah, Drexel University; Aroutis Nathaniel Foster, Drexel University
- Investigating Language Teachers’ Multimodal Reflection via Video Case Approaches. Ai-Chu Elisha Ding, Ball State University; Krista D. Glazeskis, Indiana University; Faridah Pawan, Indiana University
- Teacher Identity and Crossing the Professional-Personal Divide on Twitter. Jeffrey Paul Carpenter, Elon University; Royce Kimmons, Brigham Young University
- Teachers’ Knowledge of the Contemporary Learner: A Study in an Australian High School. Jill Frances Colton, University of South Australia
Discussant: Kui Xie, The Ohio State University

43.076. Learning Vocabulary in a Second Language: Exploring Challenges and Opportunities Across Levels of Development and Proficiency. SIG-Vocabulary; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 8:00-9:30am
Chair: Joshua Fahey Lawrence, University of Oslo
Participants:
- Identifying Leverage Points Beyond Cognates for Spanish-English Bilingual Adolescents: Effects of an Academic Vocabulary and Morphology Intervention. Amy C. Crosson, The Pennsylvania State University; Margaret G. McKeown, University of Pittsburgh; Pui-Wa Lei, The Pennsylvania State University; Xinyue Li, The Pennsylvania State University; Kelly P. Robbins; Kathleen J. Brown, University of Utah
- Vocabulary Development of Young Uyghur Children: Exploring Trajectories of Receptive and Expressive Vocabulary. Si Chen, Harvard University; Joshua Fahey Lawrence, University of Oslo; Jing Zhou, East China Normal University; Lanbin Min, Xinjiang Normal University; Catherine E. Snow, Harvard University

43.077. Critical Inquiry on Education Beyond U.S. Borders. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
- “I believe in the Finnish Teacher!” Foreclosing Critique Within the “Finnish Model” of Education. Maija-Liisa Lanas, University of Oulu; Eva Bendix Petersen, Roskilde University; Johanna Sitomianemi-Sam, University of Oulu
- “We See the School as a Framework”: Community Ownership of Education and Local Development in the Central African Republic. Elena VanderDussen Toukan, University of Toronto

Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Patrick S De Walt, California State University - Fresno
Participants:
- Whose Truths? Exploring Post–No Child Left Behind Student Worldviews in a Capsstone History–Social Science Course. Patrick S De Walt, California State University - Fresno; Nan Barker, California State University - Fresno
- Intersectionality and Truth-Telling: Mapping Self-Reflectivity Among Veteran and Recent Ethnic Studies High School Teachers. Nancy López, University of New Mexico; Michelle J Drummond, Albuquerque Public Schools; Magda Delia, The University of New Mexico
- Effects of Multimodal Testimonio Curriculum Preservice Teacher Lab on Educationally Vulnerable High School Latina Students. Emily Castillo, University of New Mexico; Mia Sosa-Provencio, The University of New Mexico
- The Radical Utilization of Ethnic Studies to Promote Healing and Wellness. Shiv Raj Desa, University of New Mexico; Andrea Abeita, University of New Mexico
Discussant: Luis Fernando Macias, California State University - Fresno

43.077-3. Voice and Identity Formation in Youth-Centered Collaborative Inquiry. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
- Constructing Future Selves in School-Based Radio Fénix. Deborah L Becker, Aims Community College; Dana Walker, University of Northern Colorado; Deborah Romero, University of Northern Colorado; Catherine Howell, Valley High School
- Multimodal Approach to ENL’s Oral Language With Literacy and Dialogue. Maureen Schwartz, Lawrence Union School District; Lynn E. Cohen, Long Island University - C.W. Post Campus
- Positionality From Start to Finish: Lessons From Chicago About Youth-Centered Policy Inquiry. Kate L. Phillippo, Loyola University Chicago

Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Karen Villegas, University of California - Berkeley
Participants:
- Affective Borders and the Reconstruction of Whiteness. Blanca G Gamez, University of California - Berkeley
- Racializing Borderland: Reimagining the Linguistic Repertoires
of Dual Language Learners. Karen Villegas, University of California - Berkeley
From Metaphorical to Physical: How Early Literacy Assessments Fortify Borders. Bryce Larkin Cheeless Becker, University of California - Berkeley
Discussant: Elizabeth Mendeza, University of California - Irvine

43.077-5. Innovative Approaches, Division I - Education in the Professions; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Serkan Toy, Johns Hopkins University
Participants:
Analysis of Bloom's Taxonomy in Education and Engineering Education: Discourse Analysis Concept Mapping, Courtney K Wilson, Texas Tech University; Heather Greenhalgh-Spencer, Texas Tech University
Evaluating the Quality of Student-Generated Questions in an Undergraduate Medical Program That Uses Team-Based Learning. Premraj Rajagandham, Nanyang Technological University; Ying Yan Juliana Koh, Nanyang Technological University; Jerome I. Rotgans, Nanyang Technological University; Douglas Paul Gagnon; Naomi Low-Beer, Nanyang Technological University
Historians' Epistemic Practices: Interviewing Academic Experts. Mikko Kannulainen, University of Turku; Marijana Puurtinen; Clark A. Chinn, Rutgers University
Capturing Data Collector Quality Through Field-Based Structured Observation: Toward Standardized, Evidence-Based Core Competencies. Lindsay Brown, New York University; Erick Ngoga, International Rescue Committee; Ha Yeon Kim, New York University; John Lawrence Aber, New York University Steinhardt

43.077-6. Teacher Effectiveness and Teacher Accountability, Division I - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
Not All Quartiles Are Equal: Evaluating Nonlinear Relationships Between Measures of Teacher Effectiveness. Margarita Pivovarova, Arizona State University; Audrey Amrein-Beardsley, Arizona State University
The Effects of Subgroup-Specific Accountability on Teacher Job Assignments, Turnover, and Attrition. Matthew Shirrell, The George Washington University
"I Have Read Some Articles on the Subject": Selective Truths in the Education Debate. Margareta Serder, Malmö University; Christian Jan Lundahl, Örebro University
Using Student Test Scores to Evaluate Teachers: One State's Value-Added Model on Trial. Audrey Amrein-Beardsley, Arizona State University; Tray Geiger, Arizona State University
Value-Added Measurement in Legal Contexts: Subject Positions, Rights, and Responsibilities. Rachael Gabriel, University of Connecticut; Tray Geiger, Arizona State University
Discussant: Sharon L. Nichols, The University of Texas - San Antonio

43.077-7. Educational Finance, Resources, and the Challenges of Equity, Division I - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Weijia Wang, University of Washington - Seattle
Participants:
A Stratified Analysis of School Resource Inequality and Its Correlates. Nell Williams, University of Pennsylvania; Kenneth Shores
Credit Constrained? How the Cost of Capital Affects District Resources and Student Achievement. J. Cameron Anglum, University of Pennsylvania
Organizational Capacity for Implementing Standards-Based Reform: Resource Availability, Adequacy, and Alignment. Laura Coward Engin, Westat
School Funding and State-Level Racial Inequality of Educational Achievement. Emily Rauscher, Brown University

43.077-8. Bilingualism and Special Education: Issues of Dual-Identified Students, SIG-Bilingual Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Alena G Esposito, Clark University
Participants:
Dual Language Learners and Their In/Existence in the Special Education Referral Research Base. Sarah Lopez Alvarado, Arizona State University
“Only Here for the Experience?” Successes and Challenges to Inclusive Education for Bilingual Newcomer Students. Rabia Hós, University of Rhode Island, Mark Barbá Pacheco, University of Florida
Response to Intervention in a Dual-Language Setting. Vanessa Santiago Schwarz, University of Colorado - Boulder
Efficacy in Teachers of Dual-Identified Students in Urban Schools. Anne Hafnor, California State University - Los Angeles; Hassan Dornayi, Pasadena Unified School District
Professional Development Needs of In-Service Teachers of English Learners (ELs) and ELs With Special Needs. Anne E. Campbell, Fairfield University

43.077-9. The Quest for Educational Equity for Bi/Multilingual Students, SIG-Bilingual Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Sheri Carmel Hardee, University of North Georgia
Participants:
Dual-Language Programs: An Exploration of Students’ Academic Achievement, Bilingual Proficiencies, and School Identification. Janna Brutt-Griffler, SUNY - Buffalo; Bumye Jang, University at Buffalo - SUNY
Misidentification: How Language Proficiency Exams Missed Out on One Child's Bilingualism. Sandra Lucia Osorio, Illinois State University
What Goes Beyond Language? Exploring Integration in Dual Language Programs. Jongseon Joy Ee, Loyola Marymount University
Culturally Relevant Pedagogy: Does It Address the Language Needs of Emergent Bilinguals? Abigail Akossa Amoako Kayser, University of Virginia
In Pursuit of Social Justice: Testimonios of Dual-Language Immersion Teachers. Maria Estela Zarate, California State University - Fullerton; Rosamaria Murillo, La Habra City School District

43.077-10. Social Justice Leadership, Leaders, and Disrupting Power, SIG-Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Melinda Lemke, University at Buffalo - SUNY
Participants:
Social Justice Focus in Educational Leadership Program at a HBC. Jasmine Williams, Fayetteville State University; Richard Price, Prairie View A&M University; La Keisha Nicole Henson-Vaughn, Prairie View A&M University; Derek Irvin, Prairie View A&M University; Joshua Demond Hughes, Prairie View A&M University; Lynne D Shipley, Smith Hale Middle School; Xandelyn B. Wright, Houston Community College
Tone-Setters-in-Chief: The Vital Role of Principals in the Recruitment, Support, and Retention of Social Justice Teacher-Activists. Taharee A. Jackson, University of Maryland - College Park
A Classroom Community Effort: Co-Planning Ecology While Collectively Disrupting Power Hierarchies. Kathleen Schenkel, Michigan State University
Value-Free or Value-Laden? Critical Discourse Analysis of Doctoral Literature Reviews. Andrea M. Honigsfeld, Molloy College; Allison Rada; Molloy College
Can I Breathe Here? The Impacts of College Activism on Black Students. Gadise Regassa, University of California - Los Angeles

43.077-11. Intersectional Approaches to Addressing the Needs of Latinx Students, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
An Intersectional Multicultural Approach to Advising and Counseling Transborder Mexican American Men in the Community College. Vanessa Falcon, San Diego State University
Intersecting Race, Class, and Gender: How First-Generation Black and Latina Doctoral Students Experience Academia. Jenelle Nila, Claremont Graduate University; Monica Perkins, Claremont Graduate University
Perceptions of College Affordability in Alternative Schools: A Focus on Gang-Associated Latino Youth. Kristian Venegas, University of La Verne; Adrian H. Huerta, University of Southern California

43.077-12. Exploring the Perspectives of Parents, Teachers, and Schools Implementing Social and Emotional Learning, SIG-Social and Emotional Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Dorothy E. Hines, University of Kansas
Participants:
The Multiple Dimensions of Parental Involvement in China and Its Links to Children’s Social Emotional Development. Yuan Du, Beijing Academy of Educational Sciences; Mao Yaping, Beijing Normal University

43.078. MTCC Roundtable Session 16: Roundtable Session

43.078-1. Identity, Self-Making, and Commitment Across Teaching Contexts. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Amanda Wall, Georgia Southern University
Participants:
Accountability Reforms, Social Justice, and “Bad Cat Food”: One Literacy Teacher’s First Year. Susan Tily, The University of Texas at Austin; Charlotte Land, The University of Texas at Austin; Jessica Cira Rubin, The University of Texas at Austin; Erica Steinize, The University of Texas at Austin
Black (Ssam) I Am: Preservice EFL Teachers’ Imagined Teacher Identities in South Korea. Laura M Kennedy, Michigan State University
Tensions in Teacher Professional Identity and Talk About Teaching in Informal Learning Environments. Aliza Segal, Ben-Gurion University of the Negev; Dana Veder-Weiss, Ben-Gurion University of the Negev; Rotem Fichtenberg, Ben-Gurion University of the Negev
A Systematic Review of Empirical Evidence on Teachers’ Organizational Commitment 1996–2015. Ishak Berkovich, The Open University of Israel; Ronit Bogler, The Open University of Israel

43.078-2. If Anybody Asks You Who I Am: Black and Indigenous Teacher Identities. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Christina Hamilton, Husted-Tillotson University
Participants:
Black Narcissus: The Role and Lived Experience of the Suburban Othermother. Kel A. Hughes, University of Michigan - Dearborn
Historically Black Colleges and Universities Teacher Education Programs Impact on Black Educators’ Experiences and Identities. Leta Hooper, Coppin State University
Implications of Teacher Identity for Inclusion of Indigenous Perspectives in K–12 Teaching and Curriculum. Mark Sinke, University of Toronto; Daniela Bascuñán, OISE/University of Toronto; Shawna Carroll, University of Toronto; Jean-Paul Restoule, University of Victoria

43.078-3. Understanding Supervision for Preservice Teachers in Diverse Field Experiences. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Christine Montecillo Leider, Boston University
Participants:
Collaboration and Cultural Pairing Facilitate Mentoring Between Cooperating Teachers and Community College Students During Fieldwork. Rebecca Garte, Borough of Manhattan Community College; Cara Kronen, Borough of Manhattan Community College - CUNY
Stepping It Up: Reframing Latinx Teacher Candidates Clinical Field Experiences. Sandra I. Musantti, The University of Texas Rio Grande Valley; Alma D. Rodriguez, The University of Texas Rio Grande Valley; Patricia Alvarez HC Hatton, University of Texas Rio Grande Valley
Voices From the Field: Challenges of Supervisors in Clinical Field Experiences. Monique C Alexander, Slippery Rock University of Pennsylvania
“What Doesn’t Kill You, Makes You Stronger!” Alternative Certification Programs: Interns Perspectives About Mentorship. Rosalinda Larios, California State University - Los Angeles; Andrea C. Zettin, California State University - Los Angeles; Leila Ansari Ricci, California State University - Los Angeles

43.078-4. Research on School Choice: Choosing and Recruiting. SIG-Charters & School Choice; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Aaron Jermaine Griffen, DSST Public Schools
Participants:
Virtual Schools’ Recruiting Practices and Reality: A Cultural Studies Analysis of Virtual School Commercials. Dennis Beck, University of Arkansas at Fayetteville; Christine Zachary Goering, University of Arkansas; Seth David French, University of Arkansas; Johnny B. Allred, University of Arkansas
A Comparison of Parental Empowerment, Involvement, and Satisfaction in Public, Charter, Catholic, and Christian Schools. Daniel Hamlin, University of Oklahoma; Albert Cheng, University of Arkansas at Fayetteville
A Longitudinal Study of Families’ Use of a Public School Choice Lottery System. Rui Yang, American Institutes for Research; Megan Austin, American Institutes for Research; Kirk Walters, American Institutes for Research
Discussant: David T. Marshall, Auburn University

43.078-5. Educational Justice in Higher Education. SIG-Critical Educators for Social Justice; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Unar Keoni Umangay, First Nations Technical Institute
Participants:
Developing Allies for Latinx Students: Process, Content, and Reflection. Paul S Hengesteg, Iowa State University; Erin Doran, Iowa State University
While Women and White Supremacy in Teaching: Ending Hero and Victim Identities. Joy Edvold, University of California - Berkeley
Whose “American” Story? Two Self-Studies of Critically Unsettling Civic Identities in University Classrooms. Mark Helmsing, George Mason University; Sarah B. Shear, The Pennsylvania State University - Altoona

43.078-6. Collaborating With Students and Parents: Improving Engagement and Self-Efficacy. SIG-Teacher as Researcher; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Sonya Sharriffard, Pepperdine University
Participants:
Conversations in Action Research: Impacts on Teacher/Student Identity and Practice. Debora Broderick, Chester County Intermediate Unit; Andy Danilchik, University of Pennsylvania
Developing Pragmatic Competence to Increase Formal Communication. Lisa Rose Johnson, Rowan University
Shifting Identities, Shifting Power: Parents and Teachers Collaborate. Martha Mégouza, Skytown Preschool
The Impact of Sensory Manipulatives on Student Mindfulness. Brandon Robinson, Eagle Butte High School; Elaine Radney, Gonzaga University
Discussant: Eric Claravall, California State University - Sacramento

43.078-7. Inclusive Education. SIG-International Studies; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Sonya Sharriffard, Pepperdine University
Participants:
Dispositions and Practices of Effective Teachers: Meeting the Needs of At-Risk Minority Students in China. Xiaojuan Xu, Strong & Associates Educational Consulting, LLC; Leslie W. Grant, College of William & Mary; James H. Stronge, College of William and Mary
Inclusion and Exclusion: Textual Analyses of Preferential Admissions Policies in Higher Education of China. DongMe Li
Multilevel Analysis of Factors Associated With Leaving Children Behind in China. Yasuo Miyazaki, Virginia Polytechnic Institute and State University; Chenguang Du, Virginia Polytechnic Institute and State University; Joanna Papadopoulos, Virginia Polytechnic Institute and State University; Ahmed Aljayed, Virginia Polytechnic Institute and State University
Social Inequalities in School Choice in Germany: The Role of Status, Revealed, and Realized Preferences. Nicky Zunker, German Institute for International Educational Research; Marko Neumann, DIPF
Leibniz Institute for Research and Information in Education; Kai Maaz

43.078-8. Innovative Supervision Practices for Leaders. SIG-Supervision and Instructional Leadership; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am Chair: Aaron Jermaine Griffen, DSST Public Schools
Participants:
A Study of Teacher Growth, Supervision, and Evaluation in Alberta: Principal Perspectives. Carmen P. Momboisqure, University of Lethbridge; Pam Adams, University of Lethbridge; Jim Brandon, University of Calgary; Dennis G Parsons, University of Calgary
Innovative Leadership Within a Learning Community: Digital Principal...
Professional Development. William L. Sterrett, University of North Carolina - Wilmington; Jayson W. Richardson, University of Kentucky
School-Based Support for Teachers’ Use of Twitter to Learn: What Does It Look Like? Talia Clare Nechohmün, Oak Knoll School
Discussant: Tanira Oliveras-Ortiz, The University of Texas - Tyler

43.078-9. Latinx Educators: Teachers and Faculty. SIG-Hispanic Research Issues; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Participants:
CRIT Walkers in Classrooms: Latino Teachers Giving Kids the Education They Deserve. Cleveland Hayes, Indiana University of the Arts; Christian Alejandro Bracho, University of La Verne
Expanding the Latina/o Pipeline: An Examination of Factors Associated With Securing a Faculty Position. Marciña G. Cuellar, University of California - Davis
Latina Critical Pedagogical Activism: Testimonials of Latina Junior Faculty Members. Claudia García-Louis, The University of Texas San Antonio; Susana Hernández, California State University - Fresno

43.078-10. Latinxs and STEM. SIG-Hispanic Research Issues; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Participants:
Becoming an Engineer: Influences Shaping the Engineering Identities of Latinx Undergraduates on the U.S.-Mexico Border. Erika L. Mein, The University of Texas - El Paso; Helena Muñoz-Guerra, University of Texas - El Paso
“I’ve Talked to a Couple of People”: Understanding the Community Cultural Wealth of First- and Continuing-Generation Latinx STEM Students. Blanca E. Rincón, University of Nevada - Las Vegas; Erika Fernández, University of Connecticut; Mary Christine Duenas, University of Wisconsin - Madison
Peer Coaching Program Development: First-Year Hispanic and Latina/o Student Persistence Pursuing STEM Pathways. Carmen Cruz, Saint Mary’s University of San Antonio; Geetu Rajpal, Saint Mary’s University of San Antonio; Michael Lecocke; Ian Martines, Saint Mary’s University of San Antonio; Anna Lurie, Saint Mary’s University of San Antonio
The Landscape of Global MOOCs: An International Comparative Study. Jie Fu, Zhenzhong Huang, Tsinghua University

43.078-11. Learning Online: Social Cognitive Theory, Students’ Engagement, MOOCs, and Asynchronous Online Discussions. SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Participants:
Learning in an Online Environment: Remapping Social Cognitive Theory. Shiyu Song, University of Connecticut; Sarah D. Newton, University of Connecticut; Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago
The Landscape of Global MOOCs: An International Comparative Study. Jie Fu; Zhenzhong Huang, Tsinghua University

43.078-12. Mentoring Our Youth. SIG-Mentorship and Mentoring Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Kimberly Jamison, The George Washington University
Participants:
Forget Treadin’ Water, We Breakin’ Down That Damn Dam: Empiricatory Critical Mentoring for Black Girls. Krystal Huff, Loyola Marymount University
Learning from Youth Mentors: A Future-Oriented Perspective. Melissa Coyne-Foresi, University of Western Ontario; Elizabeth Nowicki, University of Western Ontario; Lynn Dare, University of Western Ontario
Redefining Masculinity: The Importance of Female Mentorship for Young Males. Michael Ishimoto, University of California - Los Angeles
Testing the Efficacy of a Near-Peer Mentoring Model for Recruiting Youth into Computer Science. Chongxing Sun, Utah State University; Jody E. Clarke-Midura, Utah State University
Strategic Mentoring a Culturally Responsive Approach for Supporting Academic and Social Development of Black Males. Quintin Leon Robinson, Santa Clara University; Komy Liu, California State University - Stanislaus
Discussant: Kimberly Jamison, The George Washington University

43.079-1. Student Learning and Achievement in Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Nicholas Tapia-Fueller, University of North Texas
Participants:
A Review of Empirical Studies on Dual Enrollment: Assessing Educational Outcomes. Brian An, University of Iowa; Jason L. Taylor, University of Utah
Incremental Validity of Critical Thinking Skills Test Score on Predicting College Achievement. Yu Su, ACT, Inc.; Carrie A. Morris, The University of Iowa; Yi He, ACT, Inc.
Open Educational Resources Degree Initiative Student Survey: Methods and Findings. Shari L. Gardner, SRI International; Rebecca Griffiths, SRI International; Jessica L. Mislevy, SRI International; Linda F. Shear, SRI International; Sam Wang; Alexandra Ball, SRI International
“Science Majors’ Conceptions of Learning Experiences in Undergraduate Science and Mathematics Courses. Kadian M. Callahan, Kennesaw State University; Cynney Walters, Kennesaw State University

43.079-2. Student Motivation and Growth Mind-Set in Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Daniel A Callier, Western Michigan University
Participants:
An Investigation of At-Risk Freshmen’s Future-Oriented Motivation and Future-Oriented Self-Regulated Learning. Jeann Lee, Northern Arizona University; Benjamin Buck Blankenship, Northern Arizona University
How Does Perseverance of Effort Influence the College Outcomes of Historically Underrepresented Students? Kevin John Fosnacht, Indiana University; Keeley Copridge, Indiana University - Bloomington
Preliminary Evaluation Results From a Study of a Brief Growth Mindset Intervention for College Students. Brad Watts, Western Michigan University; Daniela Schroeter, Western Michigan University; Caitlin Brez, Indiana State University
Preliminary Evaluation Results From a Study of a Growth Mind-set Professional Development Intervention for College Instructors. Daniela Schroeter, Western Michigan University; Brad Watts, Western Michigan University; Linda Behrendt, Indiana State University; Caitlin Brez, Indiana State University
The “Hardworking Student”: Results From a Study of Undergraduates. Miliak Raykov, University of Malta; Alixan Taylor, The University of British Columbia

43.079-3. Student Success at Minority-Serving Institutions. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Vijay Kanagala, The University of Vermont
Participants:
effects of Majors and Minority-Serving Status: Black and Latinx STEM Students’ Long-Term Social Justice Outcomes. Juan Carlos Garibay, University of Virginia; Christopher Lee Mathis, University of Virginia
It Matters Where You Go: Examining Differences in Degree Completion for Students at Hispanic-Serving Institutions, Historically Black Colleges and Universities, and Predominantly White Institutions. Ray Franke, University of Massachusetts - Boston; Linda DeAngelo, University of Virginia
“It Was Hard, and It Still Is…”: Women of Color Navigating Hispanic-Serving Institution STEM Transfer Pathways. Felisha Herrera, San Diego State University; Virginia Rodriguez-Opera, San Diego State University; Gabriela Kovats Sanchez, San Diego State University; Aileen Cerrillos, San Diego State University; Briana Marquez, San Diego State University

43.079-4. Supporting Diversity in STEM Experiences and Pathways in Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Yi Leaf Zhang, University of Texas at Arlington
Participants:
Do Community College Characteristics Contribute to Racial Inequalities in College STEM Participation? Martha Cecilia Bottto,
University of North Carolina - Charlotte; Elizabeth Stearns, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte

Examining Factors That Predict STEM Persistence at a Large, Public Research University. Marie Itzel Suarez, Texas A&M University - College Station; Alan R Daheley, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University - College Station; Timothy Scott, Texas A&M University - College Station; Adrienne Bentz, Texas A&M University - College Station

Understanding Majority and Minority Engineering Graduate Student Socialization Experiences: A Mixed-Methods Approach. Catherine Amelink, Virginia Polytechnic Institute and State University; Cheris D Edwards, Virginia Polytechnic Institute and State University; Mayra S Artilles, Virginia Polytechnic Institute and State University

An Examination of Inclusivity and Support for Diversity in STEM Fields. Allison BrckaLorenz, Indiana University; Heather Haeger, California State University - Monterey Bay; Christen Priddie, Indiana University - Bloomington

43.079-5. Transfer: Choices, Experiences, and Outcomes. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Yi Meng, The Pennsylvania State University
Participants:
Thinking Through Transfer: Building a Conceptual Model for How Community College Students Make Transfer Decisions. Eliza Epstein, The University of Texas at Austin; Huriya Jabbar, The University of Texas at Austin; Catherine Hartman, The University of Texas at Austin; Joanna Dolores Sanchez, Excelencia in Education

Coordinating Transitions: Exploring the STEM Institution From the Standpoint of Freshman and Transfer Undergraduate Women. Laura Parson, Auburn University; Emily B Wilkins, Auburn University; Ariel Steele, Auburn University; Mark Armstrong, Auburn University

Exploring Impacts of Policy Intersections on Transfer Student Access: Findings From Conversations With Street-Level Bureaucrats. Dustin Grote, Virginia Polytechnic Institute and State University; David Knight, Virginia Polytechnic Institute and State University; Weller Lee; Abbey Rowe Erwin

The Vertical Transfer Penalty Among Bachelor's Degree Graduates. Dirk Witteveen, University of Oxford - Nuffield College; Paul Attewell, City College of New York - CUNY

43.079-6. Examining the Communities of Service-Learning: From Page to Professor and Postgraduates to Principals. SIG-Service-Learning & Experiential Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
Service-Learning as a Racialized Pedagogy: An Examination of Syllabi. Tania D. Mitchell, University of Minnesota; Carmine Perrotti, University of Minnesota - Twin Cities

Learning and Emotions of College Professors in Experiences of Social Responsibility Within Their Courses. Hilda Ana Maria Patino, Universidad Iberoamericana

Engaged Graduate Education and the Research University: A Learning Community Approach to Campus-Wide Change. Samantha Bernstein, University of Southern California; Susan C. Harris, University of Southern California

Service-Learning: Powerful Pedagogy to Prepare School Leaders. Gloria Murray, Indiana University Southeast

Discussant: Rhol Jones, Florida State University

43.079-7. Art History and Gallery Workshops as Pedagogy. SIG-Arts and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Ross C Anderson, University of Oregon
Participants:
On Creative Culture: Art Gallery Workshops About Canadian Indigenous Art Education. Joanna Miriam Black, University of Victoria; Christoph Stutts, University of Manitoba

"Picture After Picture": A Mixed-Methods Study of Art History Instructional Methods. Alysha Meloche, Drexel University
The "Post-Truth" of Confederate Monuments. Melanie L. Buffington, Virginia Commonwealth University

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
Revolutionary Incrementalists or Collaborators? Designs, Arguments, and Theorizing for Decolonizing Teacher Education. Victoria F. Trinder, University of Illinois at Chicago
Vignettes on Student Experiences of Classroom Talk in the Language Arts Classroom. Galicia Solon Blackman, University of Calgary

43.079-9. Experiencing the Social Studies. SIG-Social Studies Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Christine Baron, Teachers College, Columbia University
Participants:
"Actual People's Lives": Simulations and Critical Consciousness in World History, American History, and Economics. Cinthia S. Salinas, The University of Texas at Austin; Neil Shanks, Baylor University; Kevin Russel Magill, Baylor University
Expanding Ideas of Citizenship and Science Through Citizen Science: Explorations From an Integrated Methods Course. Elizabeth A Kenyon, Kent State University; Andrea Christoff, Kent State University; Sonya Leach Wisdom, Kent State University
Transforming Youth as Community Activist: Educating for Political Competence. Karon Nicol LeCompte, Baylor University; Tiffani A. Riggers-Piehl, University of Missouri-Kansas City; Brooke Blevins, Baylor University; Natt Scholten, Baylor University
Understanding, Examining, and Challenging "Public Displays of History": Preservice Teacher Perceptions, a Case Study. Benjamin R Wellenreiter, Illinois State University; Monica Cousins Noraiain, Illinois State University

Using Scaffolding to Support Culturally and Linguistically Diverse Students’ Critical Multiple Perspective-Taking on History. Vonna Hemmer, University of Virginia; Amanda Kibler, University of Virginia; Stephanie van Hover, University of Virginia

43.079-10. Topics in Adult Education. SIG-Adult Literacy and Adult Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
A Multicase Study of Community College Discipline Faculty’s Participation in a Disciplinary Literacy Learning Community. Kristen H. Gregory, East Carolina University; Thomas W. Bean, Old Dominion University; Tony Perez, Old Dominion University; Jamie Colwell, Old Dominion University

A Preliminary Study on Effects of Age on eHealth Literacy Rates. Wonchen Hsu, National Kaohsiung University of Science and Technology; Gloría E. Jacobs, Portland State University

Dialogic Interactions and Collaborative Digital Problem Solving; Exploring Power, Relationships, and Participation. Jill M. Castek, University of Arizona; Gloria E. Jacobs, Portland State University

43.080. Sheraton Roundtable Six; Roundtable Session

43.080-1. Contestations of the Nation-State: Ownership and Answerability in Curriculum. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am

Chair: Lisa Weems, Miami University
Participants:
Transboundary Learning Culture of Korean Students Under Public Schooling and Shadow Education. Sunguen Min, University of Georgia - Athens; Jaesong Jo, Chonju National University of Education

Undocumented Educations: The Everyday Educational Practices of Recently Arrived Immigrant Youth. Jordan Corson, Teachers College, Columbia University

Salvation, Redemption, and Cash Cows: (Re)Viewing the History of Chinese International Students in the United States. Yiming Jin, Georgia Southern University; EunKyung Chung, Teachers College, Columbia University

Curricular Nationalism: Facing White American Ideology in the Social Studies. Christoph Stutts, University of North Carolina - Chapel Hill

Curriculum Past and Present: A Learning Sciences Perspective. Greg

2019 AERA Annual Meeting > Program Schedule > SUNDAY, APRIL 7, 8:00 AM
43.080-2. Critical Listening and Thinking With Diverse Narratives. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Gabriel Stephen Huddleston, Texas Christian University
Participants:
Mindfulness Discourse Communities: A Critical Discourse Analysis of Community-Based Curriculum for At-Risk Youth. Jennifer Catherine Daephinas, Teachers College, Columbia University
Narratives of Bullying in Young Adult Literature, the News Media, and Adolescents’ Experiences. Heather L. Hurst, Frostburg State University; Eibhlin Ryan, Frostburg State University; Mallory Wishard, Frostburg State University; Grace Daigle, Frostburg State University; Lili Leonard, Frostburg State University

43.080-3. Curricular Readings and Queer Theorizing. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Mila Zhu, Dallas Independent School District
Participants:
Dystopia as Agency: Navigating Post-Truth Narratives in Young Adult Literature and English Language Arts Classrooms. Nora Peterman, University of Missouri - Kansas City; Rachel Sklarc Lo, Villanova University
On Sustaining Queer and Trans Students: A Turn to Law and Policy. Adam Joseph Greteman, School of the Art Institute of Chicago
When Truths Collide: Freedom of Religion Undermines Freedom of Identity in Canadian Public Schools. Tonya Sarette, University of Calgary

43.080-4. Curriculum Considerations Across Multimodal Spaces. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Erin Adams, Kansas State University
Participants:
A Literacy Curriculum for the Critical Viewing of Multimodal New Narratives in a Post-Truth Era. Victor Fei Lim, Nanyang Technological University - National Institute of Education
The Thought Chronicle: Developing a Multimodal Repertoire of Response in Teacher Education. David Lewkowich, University of Alberta
Young Children and Civic Participation: Navigating the Politics of Curriculum in Mobilizing Social Action. Haeny Susan Yoon, Teachers College, Columbia University; Rachel Knight, Teachers College, Columbia University

43.080-5. Curriculum Matters: Being White, Being Green. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Tanetha Jamay Grosland, University of South Florida
Participants:
Ontology as Erasure: The Ontological Turn in New Materialism. Alycia M. Elfrey, Indiana University - Indianapolis
“Don’t Play in the Dirt”: Toxic Land, an Achievement Gap, and a School Health Needs Assessment. Jeanne Kocher, State Farm Insurance and Financial Services; Anne Kathrin Scheer, Southern Illinois University; Emilie Lohman-Irwin, Southern Illinois University
Pedagogy of Interspecies Design. Ramsey Affih, University of Edinburgh

43.080-6. Differing Differences: Transnational Curriculum Spaces and Inquiries in Post-Truth Times. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Nina Asher, University of Minnesota - Twin Cities
Participants:
Diffracting Difference and Disassembling “Post-Truth” Commonsense. Mary Nowberry, Quinipiac University
Curriculum Beyond Normativity: Difference Concealment in Brazilian Curriculum Policies. Elizabeth F. Macedo, Universidade do Estado do Rio de Janeiro
Curriculum “Construction”: Multicultural Interrogations and Reflections. Ana Ivenicki, Federal University of Rio De Janeiro

One for All/All for One: National Curricular Policies and (Im) Possibilities of Differing. Rita de Cássia Prangella, Universidade do Estado do Rio de Janeiro
Curricular Multiplicities and Constant Cultural Translations. Janet L. Miller, Teachers College, Columbia University
Discussant: Nina Asher, University of Minnesota - Twin Cities

43.080-7. Knowledge in Tension: Dissident Experiences in Relation. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 8:00-9:30am
Chair: Sun Young Lee, University of Wisconsin - Madison
Participants:
Experience, Knowledge Construction, and Ideology: Dilemmas in the Use of Constructivism to Teach Social Justice. Joanne Tien, University of California - Berkeley
Lessons From the Field: Reimaging Project-Based Learning for Diverse Classrooms. Mary Rose Kelly, Marist College; Rebecca Flores, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder
Realizing Democratic Practices and Relations in Classrooms. Susan Jean Mayer, Critical Exploration Press; Mary Kay Delaney, Meredith College

43.081. MTCC Poster Session Nine. Poster Session

43.081-1. Contemporary Issues in Educational Evaluation 2. Division H - Research, Evaluation and Assessment in Schools; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
1. Assessing the Impact of Teacher Communities of Practice on Instructional Quality. Xin Cravens, Vanderbilt University; Seth B Hunter, George Mason University
2. Comparative Interrupted Time Series to Investigate the Effectiveness of a Personalized Learning Project. Tammiee S. Dickenson, University of South Carolina - Columbia
5. In Search of Theory: A Deep Dive Into the Characteristics of School Librarian Outliers. Joette Stefl-Mabry, University at Albany - SUNY; Michael S Radlick; Learning Technology Visions, LLC; Yenisel Galateau, University at Albany - SUNY; Shannon Mensard, University at Albany - SUNY
6. Mindkit: A Peer-Led Intervention to Develop Mental Well-Being in Young People. Alice Jones, University of London - Goldsmiths; Elizabeth Beeker, University of London - Goldsmiths; Sumaiyyah Kaji, University of London - Goldsmiths; Natasha Cock, Bromley, Lewisham, Greenwich Mind
7. The External Evaluation of Italian Schools: Accountability or Learning? Evaluators’ Perceptions. Donatella Poliandri, National Institute for the Educational Evaluation of Instruction and Training, Italy; Michela Frediano, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Stefania Sette, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione
8. We Rise Together: Improving Black Male Students’ Opportunities and Achievement. Rossana Bisciglia, Peel District School Board; Paul Favaro, Peel District School Board & York University - Ontario
9. The Effect of Magnet Schools and Desegregation Districts on Within-School Segregation. Andrew C. Freeburger, Baltimore County Public Schools
10. Enhancing Literacy Development, Peer Engagement, and Goal Structures Through Semi-Self-Contained Sixth-Grade Learning Communities: Project SUCCESS. Robert W. Dodd, Montgomery County Public Schools; Douglas J. Mac Iver, Johns Hopkins University

43.081-2. Technology, Instruction, Cognition, and Learning: A Survey of Research. SIG-Technology, Instruction, Cognition & Learning; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
11. An Eye-Tracking Exploration on How Chinese as a Foreign Language Learners Learn Chinese Characters With Different Formats of Information. Han-Chin Liu, National Chiayi University; Hsueh-Hua Chang, National Sun Yat-Sen University
12. A Young Child’s Dialogic Appropriation of Programmable Robots. Sung Eun Jung, The University of Arizona; Kyung Hwa Lee, University of Georgia
13. Employing a Think-Aloud Approach to Assess Young Learners’ Computational Thinking. Yi-Cheng Pan, University of Delaware; Hui Yang, University of Delaware; Chrystalla Mouza, University of Delaware; Lori Pollock, University of Delaware
14. Evolution of Children’s Conceptions and Skills in Computational Thinking in Science: A Multiple-Case Study. Feiya Luo, University of Florida; Pasha Antonenko, University of Florida
15. How Does “Measure Up!” Measure Up? Using an iPad App to Teach Preschoolers Measurement Concepts. Elizabeth Horst Redman, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles; Katerina Schenka, University of California - Los Angeles; Thomas Maierhofer; Charlie Parks, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Claudia Riverolli; Tianning Feng, UCLA CRESST; Joanne Michiye, University of California - Los Angeles; Jeremy Roberts, PBS KIDS Digital
17. New Methodologies for Identifying On- and Off-Task Behaviors and Refining Telemetry in Digital Learning Resources. Elizabeth M. McCarthy, WestEd; Melissa Cheung, WestEd
18. Prospective High School Computer Science Teachers’ Perceptions of Inquiry Pedagogy and Equity. S. Megan Che, Clemson University; Eileen T Kraemer, Clemson University; Maruul Sitaraman, Clemson University
19. Student Conceptions of Concurrency: The Concert Tickets Problem, Revisited. Aubrey Lawson, Clemson University; Eileen T Kraemer, Clemson University; S. Megan Che, Clemson University
20. Teaching With GeoGebra: Examining the Effects on High School Students’ Learning of Algebra. Shiyu Liu, Ocean University of China
21. The Development of an Action Video Game Characteristics Instrument: An Exploratory Factor Analysis. Elena Novak, Kent State University; Christopher Glenn Thompson, Texas A&M University - College Station
22. The Impact of Engineering Design Training on Preservice Teachers’ STEM Teaching. Jiaowu Yuan, West Virginia University; Jeffrey Scott Carver, West Virginia University
23. The Impact of Time Constraints on Flow Experience in an Educational Game. Liru Hu, The University of Hong Kong; Michael J. Jacobson, The University of Sydney; Jingying Ding, Shaanxi Normal University; Baohui Zhang, Nanjing University

43.081-4. Using Culturally Responsive Practices and Storytelling as a Pedagogy to Increase All Students’ Sense of Belonging in School. SIG-Action Research; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
24. Does Peer Assessment Improve Student Learning? A Meta-Analysis. Hongli Li, Georgia State University; Yao Xiong, University of Pittsburgh; Charles Vincent Hunter, AdvancED | Measured Progress; Xiuyan Guo, Emory and Henry College; Rurik Tywoniw, University of California - Irvine
25. Exploration of the Relationship Between Physical Education Preservice Teachers’ Conceptions of Data, Classroom Assessment, and Future Intentions. Carolyn J. Hushman, University of New Mexico; Glenn Foster Hushman, University of New Mexico; Mary A Hershberger, The University of New Mexico
26. Fairness of Teachers’ Grading Practices and Decisions in Canadian and Chinese Secondary Schools. Christopher Deluca, Queen’s University - Kingston; Lijing Cheng, Queen’s University; Heather Brand, Queen’s University - Kingston; Wei Yan, Queen’s University - Kingston; Amir H. Rasooli, Queen’s University - Kingston; Rubayat Jabeen, Queen’s University - Kingston
27. Mapping Math Teachers’ Validity Argument in Secondary Schools in Chile: The Post-Truth About Grades. Xavierea Gonzalez-Wegener, UCL Institute of Education
28. Misapplicaton and Reconceptualization of Formative and Summative Assessment in Education Policy, Theory, and Research. Sverre Tveit, University of Agder
29. Navigating the Complex Cognitive Task of Classroom Assessment. Nicole Barnes, Montclair State University; Helenrose Fives, Montclair State University; Kit Marie Satzdemarola, Montclair State University; Sirine Mabrouk-Hattah, Montclair State University

Sunday, April 7, 9:45 am
AERA Sessions

44.010. Sharing Your Article-Related “Data” and Products at the Publishing Stage—A Workshop. AERA Sessions; Workshop
Metro Toronto Convention Centre, 200 Level, Room 205D; 9:45am to 1:15pm
Chair: Flice J. Levine, American Educational Research Association
Participants:
Introduction and Framing the Workshop. Flice J. Levine, American Educational Research Association
Why Share—Embracing the Possibilities and Debunking the Myths. Margaret Leventeen, Inter-university Consortium for Political and Social Research; Diana Kapitsewski, Qualitative Data Repository and Georgetown University; Chandra Muller, The University of Texas at Austin
AERA Editors’ Perspectives—AERA Open, Educational Researcher, Review of Educational Research. P. Karen Murphy, The Pennsylvania State University; Greg Duncan, University of California - Irvine; Jason A. Grissom, Vanderbilt University
Data Repositories and Help is On the Way. Colin Elman, Qualitative Data Repository & Maxwell School of Citizenship and Public Affairs, Syracuse University; Rick Gilmore, The Pennsylvania State University; David Mellor, Center for Open Science; Margaret Leventeen, Inter-university Consortium for Political and Social Research
How to Engage in Data Sharing in the Context of Your Work—Break Out Discussions Table Talk with Editors and Data Repository Colleagues. Table Discussions
Lessons Learned and Questions to be Addressed—Report Back and Open Discussion. Carolyn D. Herrington, Florida State University; Greg Duncan, University of California - Irvine
Federal Funders Perspectives. James A. Griffin, National Institute of Child Health and Human Development; Finbarr C. Sloane, National Science Foundation
45.012. The Early Advantage: Building Systems That Work for Young Children. AERA Presidential Session; Symposium

Metro Toronto Convention Centre, 700 Level, Room 701A; 9:55-11:25am

Chair: Marc S. Tucker, National Center on Education and the Economy

Participants:

The Early Advantage: Building Systems That Work for Young People.

Sharon Lynn Kagan, Teachers College, Columbia University; Rebecca Bull, National Institute of Education - Nanyang Technological University; Kristinna P. Kumpulainen, University of Helsinki

A Principled, Personalized, Trusting, and Child-Centric Early Childhood Education and Care System in Finland. Kristinna P. Kumpulainen, University of Helsinki

Discussant: Marc S. Tucker, National Center on Education and the Economy

45.013. Indigenous Truths in Other People’s Democracies: Education Research in the Contested Spaces of the Pacific. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104A; 9:55-11:25am

Chair: Margaret J. Maaka, University of Hawaii - Manoa

Participants: Kahele Dukelow, University of Hawai‘i Maui College; Robert H Jahneke, Massey University; Tanya L.M. Samu, University of Auckland

Moderator: Laiana Wong, Kingdom of Hawaii; Katrina-Ann R. Kapua‘anaokaloekea Oliveira, University of Hawai‘i - Manoa

45.014. The Wallace Foundation Distinguished Lecture.

AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104 CD; 9:55-11:25am

Chair: Jennifer Ellison Holm, The University of Texas at Austin


45.015. Perspectives and Priorities of Foundations Supporting Education Research. AERA Sessions; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 9:55-11:25am

Chair: Kris D. Gutiérrez, University of California - Berkeley

Participants: Adam Gamoran, William T. Grant Foundation; Kent McGuire, The William and Flora Hewlett Foundation; Na’ilih Saad Nasir, Spencer Foundation; Sara Vecchiotti, Foundation for Child Development

45.016. What Use Is Educational Assessment? Taking Stock and Looking Ahead. AERA Sessions; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104B; 9:55-11:25am. Co-sponsored by the American Academy of Political and Social Science and the National Academy of Education.

Chair: Cindy M. Walker, Duquesne University

Participants: Amy Berman, National Academy of Education; Erin Michelle Fable, St. John’s University; Michael Feuer, George Washington University; James W. Pellegrino, University of Illinois at Chicago; William R. Penuel, University of Colorado - Boulder

Commentators: Eva L. Baker, University of California - Los Angeles; William T. Trent, University of Illinois at Urbana-Champaign

45.017. Journal Talks 4. AERA Sessions; Invited Roundtable

Metro Toronto Convention Centre, 700 Level, Room 718B; 9:55-11:25am

Participants:

1. International Journal of Qualitative Studies in Education. Berenice Sanchez, Indiana University - Bloomington; James Joseph “Jim” Scheurich, Indiana University - Indianapolis

2. Journal of Education Change. Min Jung Kim, Boston College; Anna Noble, Boston College; Dennis L. Shirley, Boston College

3. Journal of Montessori Research. Angela Murray, The University of Kansas

4. Journal of School Leadership. Elizabeth T. Murakami, University of North Texas; Natalie A. Tran, California State University - Fullerton; Michael Minyard, Plano ISD


7. Studies in Philosophy and Education. Barbara J. Thayer-Bacon, The University of Tennessee

8. The Internet and Higher Education. Lauren Ashby, Elsevier Inc.; Vanessa Paz Dennen, The Florida State University

9. Vocations and Learning. Stephen Richard Billett, Griffith University; Christian Harteis, Paderborn University; Annemarie Keur, Springer Publishing Company

10. Educational Assessment, Evaluation, and Accountability. Guri Skedsmo, University of Oslo; Stephan Gerhard Huber, University of
Committee Sessions

45.018. Affirmative Action and Asian Americans: The Use (and Misuse) of Data in the Quest for Truth and Justice. Social Justice Action Committee; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 9:55-11:25am
Chair: Tabbye Chavous, University of Michigan
Presenter: Julie J. Park, University of Maryland - College Park
Discussant: Samuel D. Maceus, University of California - San Diego

45.019. Designing Science Engagement: An International Perspective. International Relations Committee; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203B; 9:55-11:25am
Chair: Beatrice Avalos, Universidad de Chile
Participants:
- Designing Science Education Modules. Jari Lavonen, University of Helsinki
- Engaging Students in Optimal Learning Environments. Barbara Schneider, Michigan State University
- Fostering and Assessing Students’ Creativity and Critical Thinking. Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development
Discussant: Elizabeth Henning, University of Johannesburg

WERA Sessions

45.020. Tackling Diversity and Inclusion through Education Research – Issues for Research Worldwide (WERA@10). World Education Research Association; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 9:55-11:25am
Chair: Gustavo E. Fischman, Arizona State University
Participants:
- Special Education Policy from the Perspective of Inclusive Education in Brazil and Worldwide: Lessons of a Decade. Geovana Mendonça Lunardi Mendes, Universidade do Estado de Santa Catarina
- Academic and Social Success for All: Dismantling Educational Myths through Educational Research. Rocio Garcia-Carrion, University of Lleida
Discussant: Gustavo E. Fischman, Arizona State University

Division Sessions

45.021. Division A Vice-Presidential Session: A Call for Bold Leadership: Disrupting Inequities that Cause and Stem from Trauma in our Schools and Communities. Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201D; 9:55-11:25am
Chair: Dana Thompson Dorsey, University of Pittsburgh
Participants: Lisa Bass, North Carolina State University; Cheryl E. Mattas, University of Colorado - Denver; Susan C. Faircloth, Colorado State University; Rebecca Bucigia, San José State University; Deccoteau J. Irby, University of Illinois at Chicago
Moderator: Lloita A. Tubron, University of Denver

45.022. Community-Based Arts: Storying Identities and Praxis. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 9:55-11:25am
Chair: Jake Burdick, Purdue University
Participants:
- Bi/lyteracy Ideologies in Nepantla: Stories From South Texas Escuelitas. Enrique David DeGollado, The University of Texas; Rosalyn Virginia Harvey, The University of Texas at Austin; Randy Clinton Bell, The University of Texas at Austin
- Fragments of a Gesture: Exploring Curriculum Encounters Through a Minor Lens. Nikki Retas, Rowan University
- Immigrant Educators as Curriculum Texts: The Praxis Within Ethnic Community-Based Arts Programs. Bis H. Ngo, University of Minnesota; Betsy Maloney Leaf, University of Minnesota - Twin Cities; Jana LoBello, University of Minnesota; Daina Chandara, University of Minnesota - Twin Cities
Discussant: Jake Burdick, Purdue University

45.023. Critical Inquiry of Space and Place: Counterhegemonic Pedagogies Under the Radar. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 9:55-11:25am
Participants:
- Pedagogy in the Event of Place: Filming Un/Memorialized African American Heritage Sites With Teens. Rachel Fendler, Florida State University
- The Local Settler State: Local History, Narrative, and Settler Futurity. Theresa Burrell Stone, University of California - Berkeley
- The Politics of Place, Social Movements, and Curriculum Theory. Jairo Isaac Puentes-Flores, Purdue University
Discussant: Eloisa Maria Rodriguez, DelCampo School

45.024. Integration: A Critical Competency for the Digital Age. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Birchwood Ballroom; 9:55-11:25am
Chair: Lauren M Singer Trakhman, University of Maryland - College Park
Participants:
- Cross-Purposes Across Texts: Toward a Theory of Purposeful Intertextual Integration. Sarit Barzilai, University of Haifa
- Defining and Assessing Integration in the Context of Argumentative Essays Based on Multiple Sources. Arina Singh, University of Maryland - College Park; Yating Sun, University of Maryland - College Park; Hongyang Zhao, University of Maryland - College Park
- It’s Complicated: Measuring Integrated Understanding in Multiple Document Contexts. Ivar Braten, University of Oslo; Natalia Latini, University of Oslo
Discussant: Patricia A. Alexander, University of Maryland - College Park

45.025. Looking at Motivation Across Childhood and Adolescence. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 9:55-11:25am
Chair: W. David Wakefield, California State University - Northridge
Participants:
- African American Cultural Collectivism and the Self: Implications for Motivational Theory. Kelly A. Rodgers, City University of New York - BMCC
- Does It Pay to Be One of the Oldest in Class? Julia Kretschmann, Universität Potsdam; Andrea Westphal, University of Potsdam, Germany; Miriam Vock, University of Potsdam
- Latinx Immigrant Children’s Beliefs About Learning in Three U.S. Classrooms. Molly Ellen McManus, The University of Texas at Austin; Marie-Anne Suizza, The University of Texas at Austin
- Multiple Facets of Early Adolescents’ Subjective Social Support: Implications for Classroom Engagement. Jessica Kilday, University of Michigan; Allison M. Ryan, University of Michigan - Ann Arbor
- Perceived Social Relationships in Predicting Adolescents’ Academic Motivation and Outcomes: Father Absence as a Moderator. Dhyue
45.026. Mathematics Within Social and Cultural Contexts: Promising Perspectives and Practices. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 9:55-11:25am
Chair: Cecilia Henriquez Fernandez, University of Michigan - Ann Arbor
Participants:
Mathematical Experiences, Teacher Support, and Mathematics Interest.
Tristan Hann, Johns Hopkins University
Relations Among Academically Productive Talk, Student Emotions, and Discourse Engagement in Mathematics Classrooms. Gaowei Chen, The University of Hong Kong; Jiahong Zhang, The University of Hong Kong; Carol R. Chan, University of Hong Kong; Jintian Yu, University of Hong Kong
Social Goals and Math Persistence: The Role of Goal Internalization.
Chen Shen, Boston College; David B. Miele, Boston College; Marina Vasilyeva, Boston College; Qiong Li, Beijing Normal University; Jintian Zhou, Beijing Normal University
Culturally Responsive Mathematics Teaching: A Research Synthesis.
Naheed A. Abdulrahim, The University of Kansas; Michael John Orosco, University of Kansas
Discussant: Nathan Napoleon Alexander, Morehouse College

45.027. Supporting Elementary and Middle School Students to Write Scientific Explanations. Division C - Learning and Instruction; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 9:55-11:25am
Chair: Amemmarie S. Palincsar, University of Michigan
Participants:
1. Second-Grade Students’ Use of Written Explanations in the Context of Model-Based Inquiry. Ala Samarapungavan, Purdue University; Lynn A. Bryan, Purdue University; Jamison Wills, Purdue University
3. Analysis of Elementary Students Applying Three-Dimensional Science Learning to Construct Explanations in Project-Based Learning. Samuel Severance, Michigan State University
5. Supporting Scientific Process Writing in a Fifth-Grade Student-Directed Inquiry Project. Katarina Nicole Silvestri, SUNY - College at Corland
6. The Role of Register Features of Description and Explanation to Support Students’ Reasoning as They Engage in Engineering Design. Patricia C. Paugh, University of Massachusetts - Boston; Kristen Wendell, Tufts University
7. Examining the Generalizability of an Automated Scoring Method and Identifying Student Difficulties With Scientific Explanations. Rachel Dicker, Rutgers University; Haiying Li, Rutgers University; Janice Gobert, Rutgers University
Discussant: William A. Sandoval, University of California - Los Angeles

45.028. Technologies to Construct Knowledge. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 9:55-11:25am
Chair: Gabriela T. Richard, The Pennsylvania State University
Participants:
Enhancing Learning From Educational Media Through Attention-Directing Cues. Preeti Ganesh Samudra, New York University; Susan B. Neuman, New York University; Kevin M. Wong, New York University
Explanatory and Predictive Modeling Within Improvement Science Projects. Andrew E. Krumm, Digital Promise; David Yeager, The University of Texas at Austin; Hirokiyo Yamada, Carnegie Foundation
Idea Improvement Patterns in Knowledge-Building: Undergraduate and Graduate Levels. Gaoxiao Zhu, University of Toronto; Matthew Moreno, University of Toronto; Andres Fernando Valencia, Universidad del Valle; Marlene Scardamalia, University of Toronto
Improvisational Structuring of Knowledge-Building Discourse in a Grade 5 Science Classroom. Jianwei Zhang, University at Albany - SUNY; Marzieh Dehghan Chaleshtori, University at Albany - SUNY; Hyejin Park, University at Albany - SUNY; Guanyuan Yuan, SUNY - Albany; Cornelis Harris, University at Albany - SUNY; He Zhou, University at Albany - SUNY; Rusjan Zhao

45.029. Technologically Enhanced Items: New Approaches to Assessment Design. Division D - Measurement and Research Methodology; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 9:55-11:25am
Participants:
Game-Based Assessment of Data and Analysis for Middle School Students. Alycia Wise Rustein, SRI International; Betty DiSalvo, Georgia Institute of Technology; Satalkul Basu, SRI International; Jeremy Roschelle, Digital Promise Global
Going From Virtual Learning Environment Data to Educational Constructs: A Call for Improved Construct Validity. Anne Corinne Huggins-Manley, University of Florida; Carole R. Beal, University of Florida; Walter L. Leete, University of Florida; Sidney K. D’Mello, University of Notre Dame; Dee Duyaga Cetin-Berber, University of Florida
The Proximal Item: A New, DSL-Inspired Item Type, Contextualized Within a “Technologically Enhanced” Continuum. Amy R Semjerian, Boston College; Susan Denise Lauer, Wingate University
The Use of Animations in Assessment: Comparing an Animated and a ‘Text-Based Situational Judgment’ Test. Anastasios Karakolakis, Dublin City University
Discussant: Sabine Meinck, IEA Hamburg

45.030. Innovations in School Counseling: Supporting Diverse Students and Counselors. Division E - Counseling and Human Development; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 717A; 9:55-11:25am
Participants:
Hip-Hop and Spoken Word Therapy in Urban School Counseling. Ian Levy, Manhattan College
Disruptive Innovation and Cultural Capital in Virtual School Counseling. Madeleine Murphy, St Vrain Valley School District
Not Your Textbook Male: Black Male School Counselors and Their Experience With Masculinity. Jonathan K Ferguson, University of Missouri - Columbia; Johanna Milord, University of Missouri - Columbia; Christopher D. Slater, University of Missouri - Columbia
School Counselors’ Future Plans: The Contribution of Role Characteristics, Social Support, and Occupational Self-Efficacy. Rachel Gali Cinnamon, Tel Aviv University; Raaya Alon; Dorit Aram, Tel Aviv University

45.031. Community Preservation and Historical Memory: Education and Resistance Unveiled. Division F - History and Historiography; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Huron; 9:55-11:25am
Chair: Eric Sroufe, University of Oklahoma
Participants:
Creating Community: Black Graduate Students’ Experiences at Indiana University’s School of Education, 1960–1980. Kristen Michelle Hengten, Indiana University - Bloomington
Exploring the Future of Urban Public Schools’ History: Collections, Preservation, Access, and Writing. Charles Tocci, Loyola University Chicago; Kimberly Springer, Charles Summer School Museum and Archives
Reconciling Written and Oral Histories Into Understanding Canada’s Residential School Policies. Jackson Pind, Queen’s University - Kingston; Theodore Michael Christos, Queen’s University - Kingston
The Colored Convention Movement, Citizenship, and Education Perspectives in the 19th Century. Delyssa Edinhoro, The University of Iowa
Discussant: Heather Lewis, Pratt Institute

Symposium
Metro Toronto Convention Centre, 700 Level, Room 711; 9:55-11:25am
Chair: Shirin Vossough, Northwestern University
Participants:
A Close Analysis of the Pedagogical Architecture in a Making and Tinkering Setting. Shirin Vossough, Northwestern University; Ava Jackson, Northwestern University; Arturo Alonso Munoz, Northwestern University; Ruben Echevarria, Northwestern University
Democratizing What: A Case Study of How Mentors in a Public Library Makerspace Organize Toward Expansive Possibilities. Tesa Sengupta-Irving, Vanderbilt University; Lauren Vogelstein, Vanderbilt University; Corey Brady, Vanderbilt University; Emily Phillips Galloway, Vanderbilt University
The Complexity of Imagining an Expansive Engineering Learning Space: The Case of an Urban Classroom. Christopher George Wright, Drexel University; Jessica Celitti, Drexel University
Children’s Self-Determination as Intellectually and Socially Transformative in a Making/Tinkering Program. Natalie Davis, John F Smith, Northwestern University
Discussant: Maxine McKinney de Royston, University of Wisconsin - Madison

45.033. False Promises: Challenging Evidence-Based Initiatives That Reproduce Inequalities. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 710; 9:55-11:25am
Chair: Lance Trevor McCready, University of Toronto
Participants:
Understanding Equity, Reproducing Inequality: White Teachers Talk on Student Achievement, Blackness, Darkness, and Teaching Responsibilities. Rashelle Litchmore, University of Guelph
Duty to Collect? Ethnoracial-Specific Data Collection and Ontario’s Marginalized Students. David A Pereira, University of Toronto
Identifying the Ways in Which the Ontario School Disciplinary Policies Lead to Black Youth Experiencing Symbolic Violence and Racial Trauma. Santita Tyone Muirroe, University of Toronto
Discussant: Lance Trevor McCready, University of Toronto

45.034. STEM at the Intersections: Navigating STEM Fields from Minoritized Positionalities. Division G - Social Context of Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 704; 9:55-11:25am
Chair: Regina E. Toolin, The University of Vermont
Participants:
Belongingness Uncertainty: A Comparative Study of African American Engineering Students’ Experiences at a Predominantly White Institution and a Historically Black University. Revathy Kumar, University of Toledo; Lesley Berhan, University of Toledo; Willie McKeth; Aaron Adams, Alabama A&M University
Disaggregating the STEM Achievement of Asian American and Pacific Islander Students. Duhiita Mahatmya, The University of Iowa; Aashi Askin-Garmager, University of Iowa; Soeur Park, The University of Iowa
Empowering Capital: An Exploration of Intersectional Identity Among Latina Professional Engineers. Emily Tancred-Brice Agbeneya, LaGuardia Community College
Multiple Pathways, Similar Struggles: Understanding STEM Career Development for Filipina American Women. Krystle Cobian, University of California - Los Angeles

45.035. Subaltern Knowledge of Educational Leadership and Coloniality: Pathologizing People of Color and the Poor. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 9:55-11:25am
Chairs: Gerardo R. Lopez, University of Utah; Antonia Darder, Loyola Marymount University
Participants:
Toward Decolonization: Coloniality, Educational Research and Praxis, and Implications for Educational Leadership. James Wright, San Diego State University
Decolonizing Leadership Preparation: A Classroom Counterstory. Tyson E.J. Marsh, University of New Mexico
Toward an Indigenous, Decolonizing School Leadership: A Literature Review. Muhammad Khalifa, University of Minnesota - Twin Cities; Tyson E.J. Marsh, University of New Mexico; Deena Khalil, Howard University
Decolonizing Educational Leadership: Resisting Logics of Coloniality Toward Transformative Praxis With Youth. Emily Bautista, YouthBuild Charter School of California (YCSC)
Blackness, Colonial Difference, and Schooling: Somali Mothers Navigating Discourses of Parental Involvement. Nimo Abdi, University of Minnesota
Situating the Role of K–12 Leadership Preparation Programs in the Larger Colonialist Project. Gerardo R. Lopez, University of Utah

45.036. The Impossibility of Being the Right Kind of Black Woman in the Academy: Perspectives From Black Women Assistant Professors Not Waiting to Exhale. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 9:55-11:25am
Chairs: Cynthia A. Tyson, The Ohio State University - Columbus; Constance Iloh, University of California - Irvine
Participants:
Taught to “Be Nice” but for What? Why Advising Untenured Black Women to Be Preoccupied With Impression Management Won’t Help. Constance Iloh, University of California - Irvine
“What More Do You Want From Me?” Recovering From Doing More Only to Get Less. Serena Johnson, California State University - Fresno
“She Makes Me Feel Guilty for Being White”: White Tears and the Untenured Black Woman Professor. Terri Nicol Watson, City College of New York - CUNY
Discussant: Cynthia A. Tyson, The Ohio State University - Columbus

45.037. Early Education and Literacy: Teachers and Student Language Backgrounds and Reading Growth. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Tuttor 7; 9:55-11:25am
Chair: Jui teng Li, Texas A&M University - College Station
Participants:
Examining Reading Growth Profiles Among Children of Diverse Language Backgrounds Using Known and Unknown Approaches. Tingting Reid, University of Hawai'i at Manoa; Ronald H. Heck, University of Hawai'i - Manoa
Teachers’ Native Language and Their Kindergarten English Learners’ English Learning: A Randomized Research in School. Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Shufang Tang, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University - College Station; Zhuoying Wang, Texas A&M University - College Station; Royal Pashmforoosh, Texas A&M University - College Station; Laura Cajiao-Wingenbach, Texas A&M University - College Station
Evaluating HEROES: An Early Literacy Intervention for Beginning Readers With Individualized Education Programs. Spyros Karanantopoulos, Michigan State University; Jerome V D’Agostino, The Ohio State University; Emily M. Rodgers, The Ohio State University
Longitudinal Impacts of a Pre-KinderYden Summer Transition Program on Attendance and Early Literacy Skills. Karen Appar, University of Portland; Nicole Ralston, University of Portland; Matt Thul, University of Portland; Danielle N Trolinger, University of Portland; Jacqueline C. Wiggins, University of Portland; Beth Tarasawa, NWEA

45.038. Published but Copyright-Related Messages: A Viable Ploy for Promoting Assessment Literacy? Division H - Research, Evaluation and Assessment in Schools; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 9:55-11:25am
Chair: W. James Popham, University of California - Los Angeles
Discussant: David C. Berliner, Arizona State University

45.039. Invited Speaker Session: Frontiers in the Assessment of Entrainment and Competence Across the Professions. Division I - Education in the Professions; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 9:55-11:25am
Chair: Katherine M. Edmondson, Cornell University
Participants:
Introduction and Overview. Yoon Soo Park, University of Illinois at Chicago
Valuing What Trainees Are Ready to Do, Rather Than What They Have Done: Entrustment as Assessment. Olle ten Cate, University Medical Center Utrecht
How Can Qualitative Assessment Data Inform Entrustment Decisions? Shipha Ginsburg, University of Toronto
Machines Rush in Where Humans Fear to Tread: The Place of Artificial Intelligence in Assessment and Entrustment. Trudie Elizabeth Roberts, University of Leeds
Discussant: Ara Tekian, University of Illinois at Chicago

45.040. Cultivating Inclusive Climates in Postsecondary Education. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 9:55-11:25am
Chair: Paul S Hengesteg, Iowa State University
Participants:
All Eyes on Me: Undergraduate Black Women at Historically Black Colleges and Universities Visual Reflections on Their Leadership Experiences. Jamila Lee-Johnson, University of Wisconsin - Madison; Ashley N Gaskew, University of Wisconsin - Madison; Khadejah Ray, University of Wisconsin - Madison
Developing Appreciative Attitudes Toward Jews: A Multicampus Investigation. Benjamin S. Selznick, James Madison University; Matthew J. Mayhew, The Ohio State University; Laura Stitz Dahl, The Ohio State University; Alyssa N. Rockenbach, North Carolina State University
How Ethnic Racial Identity Affiliation Can Buffer Cultural Mismatch Among First-Generation/Low-Income College Students. Nidia Rueda-Gracia, Stanford University; Xueqin Lin; Rebecca Carey
Examining the Development of Intercultural Maturity Among College Students. Rosemary J. Perez, Iowa State University; Wo-jeong Shin, University of Illinois at Urbana-Champaign
Examining STEM Students’ Learning Outcomes at Research Universities: An Intersectionality Framework Between Gender and Race. Hyun Kyoung Ro, Bowling Green State University; Sanga Kim, University of Iowa
Discussant: Lucy Anne LePeau, Indiana University - Bloomington

45.041. Enhancing Academic Outcomes. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Kent; 9:55-11:25am
Chair: Jowan Green, University of Ottawa
Participants:
Beyond “Best” Practices: Using Evidence-Based Comparisons to Support Outcomes for Doctoral Students of Color. Annie M. Wofford, University of California - Los Angeles; David F. Feldon, Utah State University
Creating Meaningful Evidence-Based Narratives Encouraging Reflection Through Team-Based Learning in Higher Education. Mary Chaktsiris, McMaster University
Rithmatic and Reading: Examining the Impact of a Reading Comprehension Monitoring Intervention on Mathematics Placement Scores. Diane Cardenas Elliott, Kutztown University of Pennsylvania; Dianna Sand, Holy Family University; Montgomery County Community College; Elizabeth A. Jones, Holy Family University
Undergraduate Experiences and Student-Faculty Interactions That Promote Graduate Degree Aspirations for Latina Students. Katherine Hanna, University of California - Los Angeles
Discussant: Lauren C. Hensley, The Ohio State University

45.042. Examining Our Origins to Uncover Truth: Indigeneity in Education Research. Division J - Postsecondary Education; Invited Speaker Session Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 9:55-11:25am
Chair: Saran Stewart, The University of the West Indies - Mona Campus
Discussant: Chayla Haynes Davison, Texas A&M University - College Station
Panelists: Heather Shotton, University of Oklahoma; Bryan McKinley Jones Brayboy, Arizona State University; Eve Tuck, University of Toronto

45.043. Improving Campus Climates in Higher Education. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Churchill; 9:55-11:25am
Chair: Saejin Kwak Tanguy, University of Washington - Seattle
Participants:
Leveraging a Physiosocial Ecological Critique of the Campus Climate: 1. Bridging the Two Worlds of Teacher Education Through Synchronous “Learning Argument” and “Teaching Argument” Units. Sarah Levine, Stanford University; Antero Garcia, Stanford University
Examining the Development of Intercultural Maturity Among First-Generation/Low-Income College Students. Jamila Lee-Johnson, University of Wisconsin - Madison; Leena G. Berland, University of Wisconsin - Madison

45.044. Increasing Racial Diversity in Higher Education: A Look at Attitudes and Impacts of College Admission Policies and Practices. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 9:55-11:25am
Chair: Juanita Jasso Hinojosa, University of Nevada - Las Vegas
Participants:
Cultural Capital and the Black Legacy: Navigating the Experience at Predominantly White Small Liberal Arts College. Christopher J.P. Sewell, Williams College
Exploring Undergraduate Student Attitudes Toward Affirmative Action. Lydia Ross, Arizona State University
The Importance of Diversity to the College Choice Process. Jerry James Wilson, University of North Carolina; James Samuel Carter, III, University of North Carolina - Chapel Hill
Untested Admissions: Effects of Test-Optional Policies on Undergraduate Selectivity and Diversity. Christopher Bennett, Vanderbilt University
Discussant: Lorenzo DuBois Baber, Iowa State University

45.045. Supporting Teachers to Support Students. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 703; 9:55-11:25am
Chair: Stephen D. Hancock, University of North Carolina - Charlotte
Participants:
Conceptual Development of Preservice Teachers Through Verification Versus Guided-Inquiry Physical Science Laboratories. Sara Meadows, California State University - Fresno; Jennifer Click, California State University - Fresno; Dermot Francis Donnelly, California State University - Fresno
Contested Territories: English Teachers in England and Australia Remain Resilient and Creative in Constraining Times. Andy C. Goodwyn, University of Bedfordshire
Co-Teaching Versus Traditional Clinical Practice Models: The Perceived Role of the Cooperating Teacher. Sara Joan Walsh, Wayne State College; Gabriela Walker, National University
STEAM Education: Supporting Teachers in Transdisciplinary Teaching. Cassie Far Quigley, University of Pittsburgh; Danielle Christine Herro, Clemson University
Discussant: Allison Ritchie, University of Toronto

45.046. Teacher Learning to Position Students as Capable in Class Discussions: Looking Across Subject Matter Domains. Division K - Teaching and Teacher Education; Structured Poster Session Metro Toronto Convention Centre, 800 Level, Room 801A; 9:55-11:25am
Chairs: Nicole Louie, University of Wisconsin - Madison; Leena G. Berland, University of Wisconsin - Madison
Participants:
1. Bridging the Two Worlds of Teacher Education Through Synchronous “Learning Argument” and “Teaching Argument” Units. Sarah Levine, Stanford University; Antero Garcia, Stanford University
2. Supporting Multiple Epistemologies Through an Engineering for Sustainable Community Framework in Middle School Science. Edna Tan, University of North Carolina at Greensboro; Angela Calabrese Barton, Michigan State University; Aerin W Benavides, University of North Carolina - Greensboro

3. Supporting Teacher Practices in Promoting Discourse With a Teleological Approach to Professional Development. Emily Miller, University of Wisconsin - Madison; Leema G. Berland, University of Wisconsin - Madison


5. Learning to Lead Equitable Mathematics Discussions in the Elementary Classroom. Elham Kazemi, University of Washington; Starkie Chimes, University of Washington - Seattle; Elzenia McVicar, University of Washington - Seattle

6. Using Action Research to Detect and Reduce Bias in Mathematics Classroom Discourse. Beth A. Herbel-Eisenmann, Michigan State University; Niral Shah, Michigan State University

7. Promoting Agency and Authority Through Math Talks. Nicole Louis, University of Wisconsin - Madison

8. Classroom Discussion as Participative Thinking: Challenges for Teacher Education. Beth M. Warren, Boston University; Andrea Caroline Bien, Boston University; Ann Rosebery, TERC; Rebecca Gadd, Boston University; Maria C Olivares, TERC; Sarah Yeates Arnold, Boston University


Discussant: Ann Rosebery, TERC

45.047. The Current Context for Assessment Education in Preservice Preparatory Programs: A Symposium of International Perspectives. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 705; 9:55-11:25am Chair: Nicole Barnes, Montclair State University Participants:
- Narratives of Impact: Assessing Assessment-Capable Preservice Teachers. Jill Willis, Queensland University of Technology; Andrew Gibson, Queensland University of Technology
- From Sea to Sea: Assessment Education Across Canadian Preservice Programs. Christopher Deluca, Queen's University - Kingston; Andrew Coombs, Queen's University - Kingston
- Navigating an Evolving Context: Assessment Reform in New Zealand. Bronwen Cowie, University of Waikato; Beverley Cooper, University of Waikato; Frances Edwards, The University of Waikato; Kerry Earl, University of Waikato

Assessment Education: Partnership Responsibilities and Conceptualizations. Christine Harrison, King's College, London

Discussant: Margaret Heritage, WestEd

45.048. Understanding and Addressing the Costs of Teaching in Diverse Communities in a “Post-Truth” Era. Division K - Teaching and Teacher Education; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 709; 9:55-11:25am Chair: Dorothea M. Aragostopolous, The University of Connecticut Participants:
- Build It and They Will Come (If They Can Afford It). Karen DeMoss, Bank Street College of Education
- High Stakes, High Price: Mitigating the Cost of Teacher Licensure Exams. Emery Marc Petchauer, Michigan State University
- Cost or Investment? Navigating the Price of Teacher Education in an Age of Market-Based Education Reforms. Elizabeth R. Hinde, Metropolitan State University of Denver
- Teaching at a Cost: The Gendered and Cultural Identity Negotiations of Teaching. Lynnette K. Mawhinney, University of Illinois at Chicago; Carol R. Rinker, Marist College

Discussant: Margarita Jimenez-Silva, University of California Davis

45.049. Understanding and Addressing the Teachers of Color Shortage for and From Diverse Communities. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 707; 9:55-11:25am Chair: Danny C. Martinez, University of California - Davis Participants:
- Emergence of the Community Teacher Through a Model of University-School-Community Partnership and In-Service Support. Brent Showalter, Illinois State University; April Riley, Illinois State University

Examining the Impact of a Residency Program on Teacher Quantity and Quality in Urban Schools. Nancy D. Burstein, California State University - Northridge; Sue Sears, California State University - Northridge; Anne Wilcoxen, California State University - Northridge

Experience as Knowledge: Centering the Experiences and Perspectives of Teachers of Color in Mentoring Programs. Anne Burns Thomas, SUNY - College at Cortland; Carrie E Rood, SUNY - College at Cortland Where Do We Teach? Factors Affecting the Workplace Choices of Diverse Teacher Candidates. Alejandro Priede Schubert, California State University - Long Beach; Betina Hsieh, California State University - Long Beach

Discussant: Clifford H. Let, Saint Mary's College of California

45.050. Virtual Reality Simulations as Approximations of Practice: New Ways to Support Teacher Learning. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 715B; 9:55-11:25am Chair: Julia Cohen, University of Virginia Participants:
- The Effects of Coaching on Candidate Performance in the Simulator. Julia Cohen, University of Virginia; Rebekah Berlin, University of Virginia; Emily Wiseman, University of Virginia

Using Simulations to Support High-Quality Teaching of English Language Learners. Paige Ware, Southern Methodist University; Diego Roman, Southern Methodist University; Jillian Marie Conroy, Southern Methodist University

Artificial Intelligence–Based Transcription as a Tool for Enriching Feedback and Debriefing Practices in Teacher Education Simulations. Justin Fire Reich, Massachusetts Institute of Technology; Yoon Jeon Kim, Massachusetts Institute of Technology

Simulations to Support Teachers in Learning How to Facilitate Discussions. Heather Howell, ETS; Jamie N. Mikeasa, Educational Testing Service; Andrew J. Croft, ETS

Discussants: Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Pamela L. Grossman, University of Pennsylvania

45.051. Building Knowledge About Research-Practice Partnerships. Division L - Educational Policies and Politics; Paper Session Metro Toronto Convention Centre, 200 Level, Room 201F; 9:55-11:25am Chair: Daniel Losen, University of California - Los Angeles Participants:
- Acknowledging the Principal-Agent Dilemma in Research-Practice Partnerships. Megan Duft, Teachers College, Columbia University; Joshua L. Glazer, The George Washington University; Matthew Shorrell, The George Washington University

Iteration as an Approach to School Reform: Attractive in Theory, Difficult in Practice. Amelia Peterson, Harvard University; Kim Frumin, Harvard University; Maxwell Yurkojofsky, Harvard University; Rebecca Horwitz-Willis, Harvard University; Jai David Mehta, Harvard University

Scaling Innovations in Science Education: Lessons Learned From the Students Discover Project. Suzanne Branson, North Carolina State University; Sherry Booth Freeman, North Carolina State University; Callie Womble Edwards, North Carolina State University

What Doesn’t Kill You, Makes You Stronger: Connecting Challenges and Outcomes of Research-Practice Partnerships. Melia E Repko-Erwin, University of Colorado - Boulder; Mary Quantz, University of Colorado - Boulder; Caitlin Farrell, University of Colorado - Boulder; Kristen L. Davidson, University of Colorado - Boulder; William R. Penuel, University of Colorado - Boulder

Discussant: Christopher Redding, University of Florida

45.052. Classrooms, Tracks, and Programs: Curricular Locations and Their Consequence. Division L - Educational Policies and Politics; Paper Session Metro Toronto Convention Centre, 700 Level, Room 713B; 9:55-11:25am Chair: Ramon Emilio Fernandez, Pace University Participants:
- A Choice Between Second Chances: An Analysis of How Students
45.053. Resisting Re segregation in Public Education. Division L - Educational Policies and Politics; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202A; 9:55-11:25am
Chair: Janel George, IEP
Participants: The Role of the Federal Government in Resisting Re segregation.
Katherine Lhamon, U.S. Department of Education
Promising Legal and Policy Strategies for Promoting Racial Diversity in Public Education. Leticia Smith-Evans Haynes, Williams College
The Legal Landscape of School Diversity: Lessons and Learned Next Steps for Fulfilling Brown’s Promise. John Brittain, University of the District of Columbia

45.054. The Politics of School Closures, Gentrification, and Displacement: Examining Resistance and Engagement. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202C; 9:55-11:25am
Participants: Gentrification, Displacement, and Student Achievement. Francis A Pea rman, University of Pittsburgh
Rethinking the Rural and Urban School Closure Research: Closure as a Mechanism of Spatial Inequality. Trevor Auldridge, University of California - Santa Barbara; Mara Casey Tieklen, Bates College
“Excuse Me, but We’re a Neighborhood Here, and We Care”: School Closure and Neighborhood Place. Tanner S Delpier, Michigan State University
Photographing the Philadelphia Public School Closures. Julia A. McWilliams, University of Pennsylvania; Amy J. Bach, The University of Texas - El Paso; Elaine Simon, University of Pennsylvania; Ariel H Bierbaum, University of Maryland - College Park
Civic Engagement, Identity, and Activism: Narratives From Youth of Color in Urban Schools. Vivian L. Gaddesen, University of Pennsylvania; Wintie Foxworth Johnson, University of Pennsylvania; Min Derry, University of Pennsylvania; Samiha Rahman; OreOluwa Badaki, University of Pennsylvania
Discussant: David O. Stovall, University of Illinois at Chicago

45.056. Arts and Accessibility: What Influence Does Research Have? SIG-Arts and Learning; Working Group Roundtable
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 9:55-11:25am
Chairs: Meredith Jane Ludwig, American Institutes for Research; Melissa Menzer, National Endowment for the Arts
Participants: Implementing Improvement Science as a Problem-Finding Technique. Meredith Jane Ludwig, American Institutes for Research
Building Research Communities Through Research-Focused Labs. Melissa Menzer, National Endowment for the Arts
Measuring Performance of Arts in Education Programs. Muna J. Shami, John F. Kennedy Center for the Performing Arts
Creating a Dynamic Inventory of Arts Policies and Research. Andrea Boyle, American Institutes for Research; Jane Best, ECS
Sustaining Arts Participation Through State-Level Policy Coordination. Ryan Stubbs, National Assembly of State Arts Agencies
Broadening Participation in the Arts Citywide. Lisa Robb, The Center for Arts Education

SIG Sessions

45.055. Promoting Effective Climate Change Education Through School-Wide Initiatives, Digital Literacy, and Ethics Education. SIG-Action Research; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 9:55-11:25am
Chair: Mary L. Brydon-Miller, University of Louisville
Participants: All Climate Change Is Local: Students’ Perceptions of Science as an Integral Part of Climate Change Education. Bronwyn T. Williams, University of Louisville
Developing a Green Learning Environment at a School in Manila, the Philippines. Maricar Prudente, De La Salle University, Manila; Secorro Echevarria Aguiar, De La Salle Araneta University; Genevieve Arizala Pillar, De La Salle Santiago Zobel
Encouraging the Development of an Ethical Environmental Stance Among Middle School Students. Mary L. Brydon-Miller, University of Louisville

45.057. Odd Encounters: Other-Than-Conventional Relations in School. SIG-Arts-Based Educational Research; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 9:55-11:25am
Chair: Rachel Holmes, Manchester Metropolitan University
Participants: Odd Companions. Amanda Ravetz, Manchester Metropolitan University; Christina Macrae, Manchester Metropolitan University
Odd Experiment 1: Sensing the School. Becky Clair Shaw, Sheffield Hallam University; Rachel Holmes, Manchester Metropolitan University
Becoming Epistemically Off-Kilter: Ish Proposals, Speed Dating, and Other Arts-Induced Oddities in Graduate Research Education. Kelly Clark/Keef, The University of Vermont
The Stratis of Theory. Maggie Macure, Manchester Metropolitan University; Kate Heron Pahl, Manchester Metropolitan University; Steve Pool, Manchester Metropolitan University
Discussant: Patricia Lorna Thomson, University of Nottingham

45.058. Studying the Use of Arts-Based Tool Kits in Anti-Oppression Training to Address Campus-Based Sexual Violence. SIG-Arts-Based Educational Research; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 9:55-11:25am
Chair: Relebohile Moletsane, University of KwaZulu-Natal
Participants: Who Is the Audience Anyway? Reflections on Arts Interventions to Bring Awareness to Sexual Violence. Mindy Roberta Carter, McGill University; Milka Nyario, McGill University; Claudia Mitchell, McGill University; Lori Beavis; Chloe Krystyna Garcia, McGill University; Maria Ezcurra; Simone Berry Tissenbaum, McGill University
Between the Lines: Auto-Ethnographic Accounts of Facilitation in Addressing Sexual Violence in Postsecondary Institutions. Milka Nyario, McGill University; Claudia Mitchell, McGill University; Katie MacEnte, University of Toronto; Jennifer Thompson

45.059. Educational Equity for Bilinguals: Leveraging Agentic Actions to Disrupt “Truths” in the Post-Truth Era. SIG-Bilingual Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 9:55-11:25am
Chair: Marilee Coles-Ritchie, Westminster College
Participants: “Your Own Narrative?” A Teacher and Multilingual Students Leverage Community Cultural Wealth to Enact Resistance. Melinda E. Martin-Beltran, University of Maryland - College Park; Angélica Montoya-Ávila, University of Maryland - College Park; Andrés Alberto García, University of Maryland - College Park
Truth Versus Fiction: Pedagogies of Multilingualism in U.S. and German Schools Serving New Immigrants. Marguerite Lakes, International Network for Public Schools
Disrupting Deficit Literacy Paradigms: Examining English Language Proficiency and Literacy Benchmark Assessment Practices in Kindergarten. Leanne M. Evans, University of Wisconsin - Milwaukee; Dian Mitrayani, University of Wisconsin - Milwaukee; Laurie Burges, University of Wisconsin - Madison; Alexis Nass
A Longitudinal Study of Indiana Dual-Language Bilingual Education:
45.060.  
Phonological and Morphological Training Evidence Among Children and Adults: Bilingual Approach to and Empirical Evidence From Behavioral, Developmental, and Neurophysiological Studies. SIG-Brain, Neurosciences and Education; Symposium
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 9:55-11:25am
Participants:
- N-Back Working Memory Task in Chinese-English Bilinguals Engages Different Subregions Within Broca’s Area: A Functional MRI Study. Qun Guan, University of Science and Technology Beijing; Corrine Durisko, University of Pittsburgh; Julie Fiez, University of Pittsburgh
- Embodied Handwriting Training Effect on Phonological and Morphological Processing; Event-Related Potential Developmental Indicators. Jianrong Zhao; ru yao, China National Institute for Educational Research; Brain MacWhinney, Carnegie Mellon University; Qun Guan, University of Science and Technology Beijing
- Embodied Morphological Training on Chinese ESL Kids’ Vocabulary Acquisition. Ling HE; Jianrong Zhao; kaibl Qun, Wushan University of Technology; Amy C. Crosson, The Pennsylvania State University; Margaret G. McKeown, University of Pittsburgh; Qun Guan, University of Science and Technology Beijing
- Mapping Between Embodied Statistical Learning and Language Experience: Effects of Intra- and Interindividual Differences. yifei LI, University of science and technology beijing; Jianrong Zhao; Sandrine Girard, Carnegie Mellon University; erik thissen, Carnegie Mellon University; Qun Guan, University of Science and Technology Beijing
- Discussant: Ye Wang, Teachers College, Columbia University

45.061.  
An Examination of the Effect of Teacher Beliefs and Student Academic Performance on At-Risk Populations. SIG-Classroom Management; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 9:55-11:25am
Chair: Jie Li, University of Florida
Participants:
- Creating Inclusive Classrooms to Promote Academic Motivation and Sense of Belonging Among African American Youth. Collette Boston, Los Angeles Unified School District; Susan R. Warren, Azusa Pacific University; Bryan D. Bowens, Kern High School District
- More Novice Teachers in the Classroom and More Black Suspensions? A Hierarchical Multiple Regression Analysis. John Andrew Williams, University of North Carolina - Charlotte; Felicia Dangerfeld-Persky, University of North Carolina - Charlotte; Jennifer Nicole Johnson, University of North Carolina - Charlotte; Courtney Glavich Mayakis, Campbell University
- The Relationship Between Out-of-School Suspension Rates and Academic Achievement. Kyndra Violette Middleton, Howard University
- Multicultural Narratives of Silenced Parents of Children With Reactive Attachment Disorder. Candace M. Schlein, University of Missouri - Kansas City; Raol J. Taf, University of Missouri - Kansas City

45.062.  
Perspectives on Technologies + Pedagogies. SIG-Computer and Internet Application in Education; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802A; 9:55-11:25am
Chair: Justin Olmanson, University of Nebraska - Lincoln
Participants:
- Cognitive and Emotional Effects of Learning Second Language by Playing an On-line Game. Shuyi Guan; Li Gao
- Multimodality in Learning and Communicating via Chinese Characters. Justin Olmanson, University of Nebraska - Lincoln; Xianquan Liu, University of Nebraska - Lincoln
- Effect of Independent Digital Reading on Reading Comprehension in the Primary Grades: A Longitudinal Study. Yi Shang, John Carroll University; Kathleen A. Roskos, John Carroll University; Allison Taylor
- Knowledge Building Across Time and Space: Current Events with Grade 6 Students. Joel Wiebe, University of Toronto
- An Investigation of a Design Space Among Underserved and Underrepresented High School Learners. Laurie O. Campbell, University of Central Florida; Samantha Heller, University of Central Florida

45.063.  
Metro Toronto Convention Centre, 200 Level, Room 201B; 9:55-11:25am
Chair: Nini Hayes, Western Washington University
Participants:
- Discussant: Kari Kokka, University of Pittsburgh

45.064.  
Ethical and Political Engagements With Emergent Curriculum in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Workshop
Metro Toronto Convention Centre, 200 Level, Room 203C; 9:55-11:25am
Chair: Veronica Pacini-Ketchabaw, University of Western Ontario
Participants:
- Grounding Theory Around Global Citizenship Education Work in Hard Spaces. Lauren Ila Misiaszek, Beijing Normal University
- The Global Reader. Robert J. Tierney, The University of British Columbia, The University of Sydney, Beijing Normal University
- Global Citizenship Education as an Approach for Finding in Translation. Susan Wiksten, University of California - Los Angeles
- Unmentionable GCE? Teaching Global Citizenship as Dis/Empowering Environmentalism and Sustainable “Development” in India. Greg William Misiaszek, Beijing Normal University; Nitas Iftkhar, Beijing Normal University
- Identifying Pathways and Strategies for Citizenship Research: An Auto-Ethnographic Study on Democratic Education in China. WENCHAO ZHANG, Queen’s University - Beijing
Participants:
- Discussants: Carlos Alberto Torres, University of California - Los Angeles; Ajara Mahmoud, Beijing Normal University

45.066.  
Climate Change and Critical Science Agency: Is “Knowing” Enough? SIG-Environmental Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 9:55-11:25am
Chairs: Kathleen Aikens, University of Saskatchewan; Catherine Hart, University of Regina; Vanessa Ann Klein, University of Maine at Orono; Shiyan Jiang, Carnegie Mellon University; Amy N. Cutter-Mackenzie, Southern Cross University
Participants:
- Images of Thinking in Environmental Education Research. Catherine Hart, University of Regina; Paul Hart, University of Regina
Multimodal Approaches to Environmental Learning in Preservice Teacher Education. Hilary J. Inwood, University of Toronto - OISE; Laura Sims, Université de St. Boniface; Paul Elliott, Trent University
The Effects of Internet-Based Media on Students’ Misconceptions Regarding Acid Rain. Nahide Gangordar, The University of Alabama; Aysa Yalcin-Celik, Gazi University; Ziya Kilic, Gazi University
Understanding Representations of Food Security Through Environmental Education Curricula. Alishia Adele Valeri, University of Ottawa

45.067. Family-School Partnerships: The Conditions and Benefits for the Teachers, Students, and Parents. SIG-Family, School, Community Partnerships; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 9:55-11:25am
Chairs: Charlott Rubach, University of Potsdam; Sittipan Yotyodying, Fernuniversität in Hagen
Participants:
Teachers’ Prosociality and Their Professional Well-Being: Mediated by Teacher Engagement in Family-School Partnership Activities. Sittipan Yotyodying, Fernuniversität in Hagen; Swantje Dettmers, Fernuniversität in Hagen; Kathrin Jonkmann, Fernuniversität in Hagen
The Importance of Family-School Partnership for Teachers and Parents Support and Students’ Motivation. Charlott Rubach, University of Potsdam; Rebecca Christine Lazarides, University of Potsdam
Israeli Parents’ Involvement in Homework: Goals and Parental Motivations for Engaging and Assisting With Homework. Noel Grinshtain, Tel-Hai College and The Open University of Israel; Gal Harpaz, The Open University of Israel
How Do Family-School Partnerships Contribute to Student Outcomes? Mediated by the Quality of Homework Involvement. Swantje Dettmers, Fernuniversität in Hagen; Sittipan Yotyodying, Fernuniversität in Hagen; Kathrin Jonkmann, Fernuniversität in Hagen
Discussant: Steven B. Sheldon, Johns Hopkins University

45.068. Supporting Refugee Students in the “Post-Truth” Era: The Role of Teachers in Resettlement Contexts. SIG-Language and Social Processes; Symposium
Metro Toronto Convention Centre, 700 Level, Room 715A; 9:55-11:25am
Chairs: Kevin C. Roxas, Western Washington University
Participants:
Upholding a Balanced Pro-Multilingual Stance Within Linguistically Diverse ESL Classrooms. Liv T. Davila, University of Illinois at Urbana-Champaign
The World Between Us: Teachers’ Beliefs About Boundaries While Working With Adult Refugees. Lindsay Jarratt, The University of Iowa
The Obscured Enemy Behind Persecution: Critical Content Analysis of Picture Books Featuring Refugee Children. Ekaterina Strekalova-Hughes, University of Missouri - Kansas City
Discussant: Liv T. Davila, University of Illinois at Urbana-Champaign

Metro Toronto Convention Centre, 200 Level, Room 206A; 9:55-11:25am
Chairs: Gina Laura Gullo, Lehigh University
Participants:
Toward a Theory of Sympathetic Leadership: Asian American School Administrators’ Expectations for Equity and Social Justice. Daniel D Liou, Arizona State University; Jia Grace Liang, Kansas State University
Trust and Accountability to Improve Learning Outcomes: A Systematic Literature Review. Melanie Ehren, University College London; Jacqueline Aundree Baxter, The Open University UK; Andrew Paterson
A Principal’s Strategy for Dealing With Heteronormativity. Stephanie Diane Taters, York University; James Ryan, University of Toronto - OISE
Advancing Equity-Based Leadership: The Importance of Family-School Partnership. Osly J. Flores, Massachusetts Department of Elementary and Secondary Education; Eric Kyere, Indiana University

45.070. Learning Environments and Physical Spaces. SIG-Learning Environments; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 9:55-11:25am
Participants:
From Plans to Pedagogy: Developing Teachers’ Spatial Competencies in One Australian School. Joanne Blannin, The University of Melbourne; Marian Malik, The University of Melbourne
Learning Engagement Trajectories in an Active Learning Space. Yan Sun, Mississippi State University; Celeste Andria Wheat, University of West Alabama; Jessica C. Wedgworth, University of West Alabama
Learning Spaces at Scale: A University-Level Classroom Needs Analysis. Tiffany Anne Roman, Kennesaw State University; Meina Zhu, Indiana University - Bloomington
More Than Chalkboards: Classroom Spaces and Collaborative Learning. Virginia E. Clinton, University of North Dakota; Nicholas Wilson, University of North Dakota
Identifying Inspiring Versus Effective Teaching: How Do They Link and Differ? James Ko, The Education University of Hong Kong; Pam M. Sammons, University of Oxford; Ridwan Maulana, University of Groningen; Wanlu Li, The Education University of Hong Kong; Leonidas Kyriakides, University of Cyprus

45.071. Literature for Learners K–12 and Beyond: Texts as Spaces for Inquiry and Engagement. SIG-Literature; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 9:55-11:25am
Chair: Katrina Emily Bartow Jacobs, University of Pittsburgh
Participants:
Exploring Children’s Literature in a Post-Truth Era: A Narrative Inquiry Exploration of Course Redesign. Sara K. Sterner, University of Minnesota; Laura Lemaniski, University of Minnesota - Twin Cities; Megan McDonald VanDeventer, Weber State University
Speculative Fiction Workshops and STEM Imaginaries: Exploring More-Than-Human Sympathy Through Literary Texts. Sarah E. Truman, University of Melbourne; Elizabeth De Pretis, Manchester Metropolitan University
The Reader, the Text, the Performance: Opening Spaces for the Performing Arts as Reader Response. Grace Enriquez, Lesley University; Amanda Claudia Wager, Lesley University
Discussant: Kimberly McDavid Schmidt, University of Denver

45.072. Trauma and Affect in Digital and Nondigital Contexts: Findings From Four Classroom-Based Studies. SIG-Media, Culture, and Learning; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 9:55-11:25am
Chair: Amanda Claire Fisher, University of Delaware
Participants:
Young Adults’ Affective Moments When Mapping Responses to Multimodal Texts. Amelie Benoit, Mount Saint Vincent University
“[Me and Cinderella] It’s Kind of Shaky”: Affective Trauma and “Willful Literacies” Within Readers Workshop. Beissi Demir-Tes, Florida Atlantic University
Silenced Voices of Loss: Black Male Students Writing and Witnessing Testimonials of Trauma. Cassandra Lo, Georgian Court University
Lowercase truth: Affect as Abstract Art in Research on Seventh-Grade Argumentative Writing. Ellie Haberl, University of Colorado - Boulder
Discussant: Elizabeth M. Dutro, University of Colorado Boulder

45.073. Taking Stock of the Mixed Methods Field and Its Advances. SIG-Mixed Methods Research; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, New Burnswick; 9:55-11:25am
Chair: Fadi Toni Helwanji, SUNY - College at Plattsburgh
Participants:
Buber’s Dialogical Understanding Applied to Mixed-Methods Research: A Fourth Paradigm. Keri L. Rodgers, Ball State University
Adopting a Dialectic Stance: A Dialogic Inquiry of the Challenges for Mixed Methods Researchers. Marcia Gall Headley, University of Delaware; Stephanie Cronenberg, Rutgers University
Intersecting Mixed Methods With Action Research: Implications for Designing Stakeholder-Informed, Context-Specific, and Action-Oriented Studies. Nataliya V. Ivanova, The University of Alabama - Birmingham; Sophia Johnson, University of Maryland - Baltimore County
Expansion Challenges of Mixed Methods in the International Community. Yuchun Zhou, Ohio University; Min Lan Wu, Ohio University; Yi Zhou
45.075. Multilevel Models, Multiple Imputation, and Latent Models: Unrelated but Equally Important Topics. SIG-Multilevel Modeling; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 8; 9:55-11:25am
Chair: Mariola Moeyaert, University at Albany
Participants:
- Model-Based Multiple Imputation for Multilevel Analyses. Craig K. Enders, University of California - Los Angeles; Han Du, University of California - Los Angeles; Brian Keller, University of California - Los Angeles
- Multiple Imputation of Nonnormal Level 2 Missingness in Multilevel Models. Yutang Xiong, University of Denver; Duan Zhang, University of Denver
Evaluating Latent Class Models When Ignoring and Accounting for Clustering. Yan Wang, University of Massachusetts - Lowell; Seang-Hwao Joe,ETS; Seok Joon Chun, South Dakota State University; Abeer A. Alami, University of South Florida; Phil Seok Lee, George Mason University; Eun Sook Kim, University of South Florida; Stephen E. Stark, University of South Florida
Studying Trajectories With Clustered Longitudinal Data: A Comparison Between Mixed-Effect Modeling and Multilevel Latent Growth Curve Modeling. Hsiun-Yuan Hsu, University of Texas Health Science Center at Houston; Jr-Hung Lin, National Chiao Tung University; Minjung Kim, The Ohio State University; Sandra T. Acosta, Texas A&M University - College Station
45.076. Intimate Stories of Lived Experience. SIG-Narrative Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 9:55-11:25am
Chair: Gary James Harfitt, The University of Hong Kong
Participants:
- Dementia’s Dutilful Daughters: Narratives of Memory and Its Caregivers. Laura M. Jewett, The University of Texas Rio Grande Valley; Zulema Williams, Los Pinos Consolidated Independent School District
- “I Should Not Leave, You Know”: The Voices of Strength in Intimate Partner Violence. Charity Embely, Texas Tech University
- The Ripple Effect: Parallel Monsters of Immigration, Abuse, and Language From the Borderlands. Lobat Asad, Texas A&M University - College Station
Discussant: Cheryl J. Craig, Texas A&M University - College Station
45.077. Ethnic Studies as Freirian Pedagogy: Praxes Filipina/o/x American Studies. SIG-Paulo Freire, Critical Pedagogy, and Emanicipation; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 9:55-11:25am
Chair: Dr. Rod Das-Magbual, Pin@dy Educational Partnerships
Participants:
- Brown Washing Hermeneutics: Historically Responsive Pedagogy in Ethnic Studies. Dr. Rod Das-Magbual, Pin@dy Educational Partnerships
- Into the Hoods: Critical Performance Pedagogy. Allyson Tintianguco-Cubales, San Francisco State University; Arlene Sudaria Das-Magbual, San Francisco State University; Maharaj Desai, University of Hawaii - Manoa; Aldrich Sabac, University of California - Los Angeles; Von Torres, Fresno City College
- Curing Education’s “Narration Sickness”: Freire, Critical Consciousness, and the Ethnic Studies Praxis Story Plot. Edward Ryan Carrington, California State University - Dominguez Hills; Daisy Lopez, San Francisco State University; Allyson Tintianguco-Cubales, San Francisco State University
Ethnic Studies in the Elementary School. Angelica Faustino, Pin@dy Educational Partnerships; Maria Abigail Santos, Pin@dy Educational Partnerships (PEP)
Discussant: Allyson Tintianguco-Cubales, San Francisco State University
45.078. Toward Inclusive Practices in Professional Development Schools. SIG-Professional Development School Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Elgin; 9:55-11:25am
Chair: Janna Dresden, University of Georgia
Participants:
- Using Professional Development Schools to Increase the Number of Students With Disabilities Accessing Inclusive Classrooms. Brent C. Elder, Rowan University; Lesa Givens, Rowan University; Andrea LoCastro, Glassboro Public School District; Lisa Rencher, Glassboro Public Schools
- Still Hidden? High School STEM Students and Perceptions of Race and Gender Representation. Anne E. Martin, Georgia State University; Teresa R. Fisher-Ari, Georgia State University; Gwendolyn T. Benson, Georgia State University; Susan L. Ogletree, Georgia State University
- Project ECHO: Professional Development Support for Oklahoma Rural Administrators. Katherine A. Curry, Oklahoma State University; Ed Harris, Oklahoma State University; Jackie Mama-Singer, Oklahoma State University
Discussant: Margaret M. Ferrara, University of Nevada - Reno
45.079. Transgender and Gender-Expansive Youth: Supporting and Affirming Queer Identities. SIG-Queer Studies; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 803A; 9:55-11:25am
Chair: Melinda M. Mangin, Rutgers University
Participants:
- Faculty Perceptions of Chosen Name/Pronoun Policies and Nonbinary Pronouns. Heather Kildea McEntarfer, SUNY - College at Fredonia
- “People Are Still Working It Out in Their Minds”: A Mixed-Methods Description of the Policy Landscape for Gender-Expansive Students and Administrative Framing. Mollie McQuillan, Northwestern University
- (Re)Considering LGBTQ Students’ Decisions in Naming Their Gender and Sexuality in Educational Research. Finn J. Schneider, University of Minnesota - Twin Cities; Tania D. Mitchell, University of Minnesota
- Unpacking the T: Sharing the Diverse Experiences of Parents/ Guardians Navigating Schools for Trans Youth. Bethy Leonard, University of Colorado - Boulder; Amy Nichole Farley, University of Cincinnati
- Voices of Transgender Children in Early Childhood Education. Ashley Lauren Sullivan, The Pennsylvania State University - Erie; The Behrend College; Laurie Urraro, The Pennsylvania State University - Erie, The Behrend College
Discussant: Liz Meyer, University of Colorado - Boulder
45.080. Measures of Black Learners: Success, Hope, Critical Consciousness, Racial Fairness, and Civic Achievement. SIG-Research Focus on Black Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 9:55-11:25am
Chair: Justin Avery Coles, Fordham Graduate School of Education
Participants:
- Black and Latinx Adolescents’ Developing Critical Consciousness and
Its Relationship to Academic Achievement. Scott Clifford Seider, Boston University; Shelby Clark, Harvard University; Darten Graves, Simmons College

Comparing Black Youth Civic Achievement in Traditional Public Schools and Charter Schools in a Post-Truth Era. Chrystal S. Johnson, Purdue University; Harvey Hinton, North Carolina Central University

Examining the Relationship Between Mind-Set and Masculinity Among Black College Men. Christopher S Travers, North Carolina State University


45.081. Transforming Sport in Education: International Perspectives on LGBTQ Inclusion. SIG-Research Focus on Education and Sport; Symposium
Metro Toronto Convention Centre, 600 Level, Room 604; 9:55-11:25am
Chairs: Dillon Landi, Towson University; Sara Barnard Flory, University of South Florida
Participants:
Transgender Students Perceptions of School Sport. Dillon Landi, Towson University; Sara Barnard Flory, University of South Florida
Physical Education and Leisure Sports of Trans Persons in Spain. Victor Perez-Samaniego, University of Valencia; Elena Lopez-Canadas, University of Valencia; Sofia Pereira, University of Valencia; Jorge Bonfante, University of Valencia; Jose Davila-Dolce, University of Valencia
Inclusion and Diversity Beyond Cishet Normativity? Promises and Practices in Physical Culture. Isiahunter

“This Is Who I Am and I’m Not Sorry”: Ethnic-Minority Lesbian Physical Education Teachers’ Counternarratives. Mara Simon, Springfield College

“Somewhere Over the Rainbow...”: Queer(ing) Physical Education Teacher Education. Leanne Coll, Deakin University

Discussant: Diane L. Gill, University of North Carolina - Greensboro

45.082. Multicentric Models of Situations Across Disciplines. SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 606; 9:55-11:25am
Chair: John P Smith, Michigan State University
Participants:
Supporting Dynamic Conceptions of Multiplication. Richard Lehrer, Vanderbilt University; Marta Anna Kobiela, McGill University
Multiplication as Coordinated Measurement. Andrew G. Izak, Tufts University, Sybilla Beckmann, University of Georgia
Multiplicative Meaning in Physics. Bruce Sherin, Northwestern University
Exploring the Intuitive Basis of Students’ Understanding of Multiplicative Relationships. John P Smith, Michigan State University

Discussant: Mariana Levin, Western Michigan University

45.083. The International Consortium: The Leaning Tower of PISA. SIG-Research in Reading and Literacy; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 9:55-11:25am
Chair: Rosalind Horowitz, The University of Texas–San Antonio
Participants: Lisa A. Griffith, The University of the Incarnate Word; Johannes Naumann, University of Wuppertal; Esther Geva, OISE/University of Toronto

45.084. The Balancing Act of Evaluation in Education. SIG-Research on Evaluation; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203A; 9:55-11:25am
Chair: Mehmet “Dali” Ozturt, College of the Sequoias
Participants:
What Is Evaluation? Perspectives of How Evaluation Differs (or Not) From Research. Dana Linnell Wanzer, Claremont Graduate University
Integrating Arts and Evaluation: Measuring Encounters. Lynn Margaret Fels, Simon Fraser University; Michelle J Searle, Queens University

Kingston Ontario

Discussant: Lisa J. Lynn, Chicago Public Schools

45.085. Learning in and Through Collaboration: Communities of Practice, Critical Friendships, and Collaborative Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 603; 9:55-11:25am
Chair: Brandon M. Butler, Old Dominion University

Participants:
Cultivating a Self-Study Community of Practice: Reflections of Faculty on Issues of Evolution and Functioning. Karen C. Goodnough, Memorial University; Saiqa Azam, Memorial University of Newfoundland; Christine Helen Arnold, Memorial University of Newfoundland; Aliza Meghauddin, Memorial University of Newfoundland; Morgan Gardner, Memorial University; Kimberley Maich, Memorial University of Newfoundland; Gabrielle D. Young, Memorial University; Sharon Penney, Memorial University

“Do You Have Five Minutes?” An Investigation of Two Doctoral Students’ Critical Friendship. Megan Stump, University of Maryland - College Park; Colleen Gannon, University of Maryland - College Park
The Pedagogical Voice of the Silent Whiteboard: Pedagogical Embodiments in a Teacher Educator Collaborative Self-Study. Jessica Tobin, Minnesota State University - Mankato; Matthew A.M. Thomas, The University of Sydney
Using Self-Study of Teacher Education Practices (S-STEP) to Examine Enactment of a Pedagogical Innovation in an International Community of Practice. Richard Bowles, Mary Immaculate College; Tim Fletcher, Brock University; Deidre Ni Chronin, Mary Immaculate College; Maura Coulter, St. Patrick’s College; Doug Gleddie, University of Alberta

Discussant: Barbara A. Henderson, San Francisco State University

45.086. Narrating Special Education and Intensive Reading Interventions: Findings From Mixed Methods and Multiple Perspectives. SIG-Special Education Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206C; 9:55-11:25am
Chair: Stephanie Al Otaiba, Southern Methodist University
Participants:
A Factor Analytic Study of Teacher Knowledge About Response to Intervention: Effective Use of Survey Data. Patrick Lan, Southern Methodist University; Stephanie Al Otaiba, Southern Methodist University; Paul Yovanoff, Southern Methodist University
A Comparative Observation Study of Tier I Literacy Instruction and Intensive Interventions in Elementary Schools. Kristi Baker, Southern Methodist University; Stephanie Al Otaiba, Southern Methodist University
From the Top: Perspectives From School Leaders Implementing Response to Intervention in Elementary Schools. Jennifer Elizabeth Stewart, Southern Methodist University; Stephanie Al Otaiba, Southern Methodist University

Discussants: Jill H. Allor, Southern Methodist University; Veronica Mellado De La Cruz, Southern Methodist University; Athena Trentin; Carlin Conner, Southern Methodist University

45.087. Liberating Oppressed Ontologies and Cosmologies as Transformative Educational Praxis. SIG-Spirituality & Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 9:55-11:25am
Chair: Kakali Bhattacharya, Kansas State University
Participants:
Decolonizing Teaching Practice and Creating a Space for the Spirit. Thelma Akeya, Toronto District School Board

Discussant: Kakali Bhattacharya, Kansas State University

45.088. Understanding and Analyzing Supervision in Policy and Practice. SIG-Supervision and Instructional Leadership; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206D; 9:55-11:25am
Chair: Laura Baecher, Hunter College - CUNY
Participants:
Promoting Professional Growth in New Teacher Evaluation Systems: Teachers’ Lived Experiences in Changing Policy Contexts. Noelle Angeline Pauller, University of North Texas; Kelley Marie King, University of North Texas; Ping Zhu, University of North Texas
Building, Supporting, and Assuring Quality Professional Practice. Jim Brandon, University of Calgary; Bonnie Stelmach, University of Alberta; Dennis G Parsons, University of Calgary; Jeffrey Turner, University of Calgary

How State Political Culture and History Influence Teacher Supervision
Factors of Difference That Impact Learning in the Workplace.

Discussants: Dennis G Parsons, University of Calgary; Diane Yendol-Hoppey, University of North Florida

45.089. Visualizations, Eyewitnesses, and History Education. SIG-Teaching History; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kenora; 9:55-11:25am
Chair: Christine Baron, Teachers College, Columbia University
Participants:
Indigenizing and Reconciling Colonization, or, Witnessing Art and Indigeneity Off the Reserve. Brenda M. Trofmenko, University of Illinois
Seeing Difficult Histories: How Secondary Students Look at Photographs of Historical Injustice. James Miles, University of Toronto
Visiting the ‘Authentic’ Past: How Do People Engage With Historic Sites and/or Eyewitness Accounts? Allison Weller, Teachers College, Columbia University; Lisa Henke, University of Tuebingen; Christine Baron, Teachers College, Columbia University
What Is This Telling Me About History? Surfacing Challenges to Understanding as Students Read and Make Sense of Data Visualizations in History Textbooks. Tamara L. Shriner, Grand Valley State University
Discussant: Brenda M. Trofmenko, University of Illinois

45.090. Revisiting Teacher Attitudes and Beliefs About Technology Integration. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 9:55-11:25am
Chair: Dawn Marie Hathaway, George Mason University
Participants:
Revisiting Teacher Beliefs About Technology Integration: Expectancy-Value Perspectives. Sheng-Lun Cheng, The Ohio State University - Columbus; Lin Lu, The Ohio State University; Kui Xie, The Ohio State University; Vanessa Wanchanit Vongkulluks, The Ohio State University
Meta-Analyses Into the Relationship Between Teacher Education and Technology Integration Attitudes, Beliefs, and Knowledge. Matthew L. Wilson, Kennesaw State University; Albert Dieter Ritzhaupt, University of Florida; Li Cheng, University of Florida
The Impact of Field Experiences on Prospective Preservice Teachers’ Technology Integration Beliefs and Intentions. Michael Jay Nelson, The Ohio State University - Columbus; Nathan Andrew Hawk, The Ohio State University
Preservice Teachers’ Attitudinal Learning Regarding Learner-Centered Technology Integration in a Course Implementing Digital Badges. Sunny Lee Watson, Purdue University; Ji Hyun Yu, Purdue University; Hamdian Alanri, Purdue University; William R. Watson, Purdue University
Teachers’ Value Belief Profiles: Antecedents and Associations With Technology Integration Practices. Vanessa Wanchanit Vongkulluks, The Ohio State University; Kui Xie, The Ohio State University; Nathan Andrew Hawk, The Ohio State University
Discussant: Nicola Marae Allain, Empire State College - SUNY

45.091. Factors of Difference That Impact Learning in the Workplace. SIG-Workplace Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201C; 9:55-11:25am
Chair: Xaviera Gonzalez-Wegener, UCL Institute of Education
Participants:
Advancing Women of Color in STEM: Understanding the Role of Education and the Workplace. Mary V. Alfred, Texas A&M University - College Station; Sarah Michele Ray, Texas A&M University - College Station
Young Earners and Learners in the Retail and Restaurant Industries in Los Angeles. Janna Shadduck-Hernandez, University of California - Los Angeles; Saba Waheed, University of California - Los Angeles
Reasons and Barriers to Continuing Vocational Education and Training for Marginalized Groups. Susan Seber, University of Goettingen; Eveline Wuttke, Johann Wolfgang Goethe University; Christin Siegfried, Goethe University; Therese Rosemann, University of Goettingen
The Differential Influence of Learner Factors and Learning Context on Formal and Informal Workplace Learning. Michael Geller, University of Bamberg; Frederic Hilkenneier, Fresenis University of Applied Sciences Hamburg
Strategies Employed by Ohio Community Colleges to Improve Labor Market Outcomes for Older Workers. Oksana Dikhtyar, Miami University - Oxford; Phyllis A. Cummins, Miami University; Kathryn McGrew, Miami University - Oxford; Peter Riley Bah, University of Michigan
Discussant: Cindy Sinclair, University of Toronto

Division and SIG Roundtables

45.092. MTCC Roundtable Session 17: Roundtable Session

45.092-1. Critical Inquiry on /With STEM. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Participants:
Alterable Theories of Change: Learning From Fissures and Multimodal Research in Career and Technical Education. Korina Jacon, University of Massachusetts - Amherst
Articulating Critical Numeracy Toward Transformation: A Numeracy of Resistance. Atasi Das, The Graduate Center, CUNY
Producing Thought: Making Three Minute Theory’s What Are Societies of Control? Erin Adams, Kennesaw State University; Stacey Leigh Kerr, University of Georgia - Athens; Elizabeth Wurzburg, Georgia State University

Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Patrick S De Walt, California State University - Fresno
Participants:
Investigating Profiles of School-Level Demographic Change in Relation to Racial Disproportionality in Discipline. Ashlee Morgan Lester, Virginia Commonwealth University; Morgan DeBusk-Lane, Virginia Commonwealth University; Genevieve Siegel-Hawley
Theorizing Racial Micro-Affirmations as a Response to Racial Microaggressions. Lindsay Perez Huber, California State University - Long Beach; Daniel Gilbert Solerezano, University of California - Los Angeles; Layla Huber-Verjan, Archer School for Girls
Toy Guns: A Critical Race and Antitablack Analysis. Joy Howard, University of Southern Indiana; Nathaniel Bryan, University of Southern Carolina - Columbia

45.092-3. (Dis)Covering Whiteness: Dilemmas and Practices Across Contexts. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Participants:
The Onus of Change: A Search of Inclusive Practices in a Predominantly White Rural School. Rohit Mehta, California State University - Fresno
Paradoxes and Challenges of Teaching Diversity Courses in Predominantly White Institutions. Obed Mfum-Mensah, Messiah College
White Teachers’ Race Talk and School Racial Composition. Adam Alvarez, Rowan University
Learning to Become “Good White Girls” in Canada: The Early Racial Socialization of White Euro-Canadian Women. Willow Samara Allen

Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Nicole Michelle Joseph, Vanderbilt University
Participants:
Speaking Truth to Power: The Intersectional Experiences of Black Women in Computing. Jakita Thomas, Auburn University; Nicole Michelle Joseph, Vanderbilt University
45.092-5. “Where Do I Fit In?” Disrupting “Diversity” and “Inclusion” Efforts in Predominantly White Spaces. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Pete Newlove, University of Colorado - Denver
Participants:
Inclusion Into What? Disrupting White Discourses in “Diverse” and “Inclusive” Classrooms. Pete Newlove, University of Colorado - Denver
It’s Best to Be Seen and Not Heard: Dismantling Whiteness in Diversity Ph.D. Classes. Danielle Walker, University of Colorado - Denver
Who (se Reality)? Are You Teaching? Disrupting Hegemony in the Teacher Education “Diversity” Course. Jennifer L. McCarthy Foubert, Knox College
Latinx Students in Chicagoland Suburbia: Navigating and Deconstructing White Supremacy. Gabriel Rodriguez, University of Illinois at Chicago
Discussant: Shameka Nija Powell, Tufts University

45.092-6. Teacher Professionalism, Sense-Making, and Classroom Instruction. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Johanna Christine Greene, University of Wisconsin - Milwaukee
Participants:
Community Science Leaders: Lessons from an Elementary Principal Network. Stefanie L. Marshall, University of Minnesota - Twin Cities
Requiring Nonglobal Citizens: Untangling Requirements for High School Graduation and University Admissions. Michael Thier, International Baccalaureate; Lorna Porter, University of Oregon
Teachers’ Sense-Making of Their Literacy Instruction in Co-Taught English Language Arts Classrooms. Laura E. Bray, The Pennsylvania State University; Anne Sinclair, Vanderbilt University; Yan Wei, Southern Connecticut State University; Erin Clancy, University of Maryland - College Park; Jade Wexler, University of Maryland; Chris Jay Lemons, Vanderbilt University; Devin Kearns, University of Connecticut - Storrs
Towards a Culture of Tolerance: An Exploration of United Arab Emirates Secondary School Islamic Education Curriculum. Maram Alharmi, Zayed University; Naved Bakali, Tabah Foundation

45.092-7. Examining Teacher Perceptions, Behaviors, and Policies: Implications for Research and the Profession. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Participants:
Biasing Effect of Teachers’ Political Beliefs in Their Teaching Behaviors as Perceived by Their Students. Michael Ortiz, University of Houston
“We Cannot Just Let Teachers Make Sacrifices”: Implementing a Teacher Rotation Policy in China. Wei Liao, Beijing Normal University
Taking Human Capital Management to Scale: Lessons From a Growing Charter Network. Deepa Patel, SRI International; Kaily Yee, SRI International; Viki M. Young, SRI International; Angela Luck, Cepia Consulting; Daniela Torre Gibney, SRI International; Rachel Howell, Cepia Consulting
What’s in a Name? A Study of Mathematics Teachers’ Implicit Bias. Yasemin Copur-Gencturk, University of Southern California; Joseph R. Cimpian, New York University; Sarah Theule Lubinski, Indiana University; Ian Edgar Thacker, University of Southern California; Debra L. Plowman, The University of Texas at Austin
Discussant: Rebekah Piper, Texas A&M University - San Antonio

45.092-8. Engaging Learners in Responsive Praxis. SIG-Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Uriel Serrano, University of California - Santa Cruz
Participants:
Asian Pacific Islander American Youth and (a Critique of the) School-to-Prison Pipeline in a Postcolonial Context. Annie Le, University of California - Los Angeles
Decolonizing Methodologies Through Epistemic Rupturing: Exploring Multimodal Languages and Literacies of Black and Mexican Communities. Madij Fall, Rowan University; Pamela M. Jones, Bank Street College of Education
English Language Learner Students Successfully Self-Determine Their Identity and Enhance Their Literacy Learning Despite Ideological Obstacles. Marianna A. Ricklefs, National-Louis University
How Black Girls Develop Critical and Digital Literacy Practices as Resistance to Marginalization in School. Lauren Leigh Kelly, Rutgers University Graduate School of Education

45.092-9. Policies of Postsecondary Education and Education Funding. SIG-Politics of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Richard Blissett, Seton Hall University
Participants:
Anticapitalist Leadership and School Funding Policies: Redistributing Resources to Achieve Racial Equity. Anjale DeVon Welton, University of Illinois at Urbana-Champaign; Sarah Diem, University of Missouri
Conservatism Rising: The Republican Effect on State Higher Education Funding Since 2011. James Joseph Schiltz, Iowa State University; Garrett H Gowen, Iowa State University
Negotiated Access to College: Micropolitics and College-Going Cultures. Jonathan C. W. Davis, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles; Brandy Otis, University of California - Los Angeles
Political Representation and the Distribution of Federal Spending to Institutions of Higher Education. Walt Eton, Vanderbilt University
What Makes It Real? Swapping Fake University Policy Agendas for Genuine Human Narratives. Sarah Hayes, University of Wolverhampton
Discussant: Lance E Mason, Indiana University - Kokomo

45.092-10. Ed Law SIG Roundtable: Desegregation. SIG-Law and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Participant:
Post-Post-Haste: School Choice Under Desegregation Orders in a Post-Green, Post-PICS Era. Sarah Elizabeth LaCoursiere, University of Colorado - Boulder

45.092-11. Lives of Teachers SIG Roundtable: Responsive and Inclusive Teaching. SIG-Lives of Teachers; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Participants:
Building and Sustaining Trusting Relationships During Transition: A Curious Case of an Urban Elementary School. Ji Yeon Hong, University of Oklahoma; Dione Ineida Cross Francis, Indiana University; Qian Wang, The University of Oklahoma; Laura A. Lewis, University of Oklahoma; Alexandra Parsons, University of Oklahoma; Crystal Diane Neill, University of Oklahoma
“How Good It Feels to Come Together for Change”: Culturally Sustaining Pedagogies Faculty Inquiry Group Experience. Tammi R. Davis, Missouri State University; Chloé Bolyard, Missouri State University; Amanda Benedict-Chambers, Missouri State University
Novice Teachers of Color: Honoring Their Stories, Honoring Their Identities. Nathanie Alice Lee, University of Washington - Seattle
Responsive Teachers Create Inclusive Teaching. Hafidz Gudjonssottir, University of Iceland; Edda Oskarsdottir, University of Iceland; Johanna Karlslott, University of Iceland

45.092-12. Teacher Attitudes and Approaches in Literacy Education. SIG-Research in Reading and Literacy; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 9:55-11:25am
Chair: Rebecca Loversing Powell, Florida Southern College
Participants:
Exploring Preservice Teachers’ Social Perspective-Taking as Teachers and Readers of Young Adult Literature. Kristine Pytash, Kent State
University
Exploring Seven Novice Elementary Teachers’ Formative Literacy Assessment Practices: A National Study. Roya Qualls Scales, Western Carolina University; Susan D. Lenski, Portland State University; Thomas DeVere Wolsey, University of Central Florida; Dana L. Grisham, National University; W. David Scales, Western Carolina University; Linda D. Smetana, California State University - East Bay; Karen K. Yoder, Goshen College; Elizabeth Dobler, Emporia State University; Janet R. Young, Brigham Young University
In an Era of Media (Mis)Representations: Preservice Teachers Developing a Critical Approach to Children’s Literature. Roberta A. Linder, Wittenberg University; Francine C. Falk-Ross, Pace University
What Teachers Learn From Reading Professional Journals About Using Children’s Literature in Elementary Reading Programs. Peter McDermott, Pace University; Tonya Chacon, Pace University
Planning for Literacy Instruction: An Evaluation of Online Resources Used by Preservice Teachers. Pamela Beach, Queen’s University
Discussant: Sohyun Meacham, University of Northern Iowa

45.093. MTCC Roundtable Session 18: Roundtable Session

45.093-1. I Know I Can: Exploring Teachers’ Self-Efficacy. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Jeremy Glazer, Rowan University
Participants:
A Multidimensional, Person-Centered Perspective on Teacher Engagement: Evidence From Canadian and Australian Teachers. Harsha Perera, University of Nevada - Las Vegas; Sundus Yerdelen, Kafkas University; Peter McIldowne, University of Southern Queensland; Rachel Part, University of Nevada - Las Vegas
Effects of Three Types Teacher Self-Efficacy on Job Satisfaction and Occupational Commitment. Xianhan Huang, University of Hong Kong; Chun-Hsi Lin, The University of Hong Kong; John Chi Kin Lee, Education University of Hong Kong
Exploring the Effects of Teachers’ Social Goal Orientations and Self-Efficacy on Student Engagement. Chii-Fong Chang, McGill University; So Yeon Lee, McGill University; Nathan C. Hall, McGill University
What Really Counts? Investigating the Effects of Creative Role Identity and Self-Efficacy on Teachers’ Attitudes Toward the Implementation of Creative Teaching. Xianhan Huang, University of Hong Kong; John Chi Kin Lee, Education University of Hong Kong; Xiaoping Yang
Understanding Teachers’ Self-Efficacy for Teaching English Language Learners. Kit Marie Saizdelamora, Montclair State University

45.093-2. Inclusive Teacher Education Practice Across Contexts. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Rhonda Suzanne Bondie, Harvard University
Participants:
Examining Preservice Special Education Teachers’ Biases About Families Through a Family as Faculty Approach. Cristina Corrine Santamaria Graff, Indiana University - Purdue University at Indianapolis; Josh Manlove, Indiana University - IUPUI; Shanna Marie Stuckey, Indiana University - Indianapolis
Inclusive Education: Implications for Teacher Education. William Patrick Kinsella, University College Dublin
In Search of Effective Implementation: Fostering Universal Design for Learning Through Special Education Teachers’ Practices. Majed Aisalem, King Saud University

45.093-3. To Be Good, Ethical, and True: Conceptualizing Teaching. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Nathan Koerber, The University of Tennessee - Knoxville
Participants:
Dilemmas in the Profession of Teaching. Paula McAvooy, North Carolina State University; Lauren Gatti, University of Nebraska - Lincoln
“It Is So Difficult to Talk About”: What Does Being a Good Teacher Mean? Kimberly A. Grant, University of Calgary
Kinds of Teachers: Pursuing a Posthuman Engagement With(in) Ideas About “Good Teaching.” Maria Ferris Greene Wallace, Millsaps College; Kathryn Jill Strom, California State University - East Bay
The Perplexed and the Passionate: Views of Truth and Instructional Practice. Kevin Scott Cranenbuhl, Middle Tennessee State University

45.093-4. Undoing Deficit Discourses in Teacher Education: Troubling Notions of Student Engagement and Success. Division K - Teaching and Teacher Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Lauren C Johnson, University of North Georgia
Participants:
Developing Better Approaches to Disengagement of Students in School. Carmel Hobbs, La Trobe University; Diane Poulsen, Save The Children Australia; Jeffrey Thomas, University of Tasmania; Jo Lampert, La Trobe University
Preservice Teachers Position Educational Agency Opportunities as Positively Contributing to the Facilitation of Critical Consciousness. Barb Anne Pollard, University of Windsor
Understanding Teacher Perceptions of Socioeconomic Status and the Implications for Student Labeling and Success. Heather Marie Thompson, University of Nevada - Las Vegas; Sarah Margaret Wells, University of Nevada - Las Vegas; Sean W. Mulvenon, University of Nevada - Las Vegas

45.093-5. Teacher Education in an International Context. SIG-International Studies; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Sony Shariffard, Pepperdine University
Participants:
From First-Order Teachers to Second-Order Teachers: Leveraging Research for Cross-Cultural and Intercultural Understanding. Carmel Geneva Roafoe, The University of the West Indies - Mona Campus; Sudha Saunders; Kulwinder Maude, Kingston University
Teacher as Stranger: “Releasing” Imagination for Teaching Controversial Public Issues. Yu-Han Huang, University of Houston - Downtown
Teacher Education Reform in China Since Deng: An Analysis in the Context of Global Neoliberalism. Katrina Liu, University of Nevada - Las Vegas; Richard C. Miller, University of Nevada - Las Vegas; Chengcheng Li, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas
Motivations to Become a Teacher in Finland, Sweden, and the United States. Jason Giersch, University of North Carolina - Charlotte; Carina Carldell Ylday, Stockholm University; Vesa Karhonen, Tampere University Foundation

Chair: Daniel M. Levin, University of Maryland - College Park
Participants:
Interactions Between Teacher Education in Professional Development and Their Co-Designed Lessons. Claudia Hagen, Georgia State University; Ozlem Acel Okan, Florida State University; Samantha Skrob, Florida State University; Harini Krishnan, Florida State University; Jennifer Schellinger, The Florida State University; Patrick James Enderle, Georgia State University; Sherry A. Southerland, Florida State University
Science Teachers’ Views and Practices of Inquiry and Technology-Enhanced Teaching: A Large-Scale Professional Development Initiative. Kamini Jaisal-Jamani, Brock University; Xavier Eric Fazio, Brock University
Preparing Teachers for Leading Invention Education in High Schools. Audra Skukauskaiti, Academic Research Consulting; Stephanie Renee Couch, Masschusetts Institute of Technology
Science in a New Zealand Indigenous School: Insight Into Teacher Beliefs About Science Inquiry. Craig Roje, Victoria University of Wellington

Out-of-Classroom Knowledge for Urban Science Teaching: An Exploration of Pedagogical Context Knowledge. Lisa Marco-Bujosa, Villanova University; Audrey A. Friedman, Boston College; Bernard G David, The University of Texas at Austin; Allison Kramer, Villanova University

45.093-7. Teacher Identity and Beliefs in the Education of Emergent Bilinguals. SIG-Second Language Research; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Rubia Hoss, University of Rhode Island
Participants:
Does Language Matter? Secondary Teachers’ Interpretations of Culturally and Linguistically Responsive Instruction. David Nieto, University of Colorado - Boulder; Astrid Nicholl Sambolin Morales, University of Colorado - Boulder; Molly Hamm-Rodriguez, University of Colorado - Boulder
Navigating Cultural Divides: The Learning, Practices, and Beliefs of Novice Indonesian Teachers of English. Tabitha Kidwell, University of Maryland - College Park
Raising Teacher Candidates’ Critical Multilingual Language Awareness Through Language Learning. Gail Lori Prasad, University of Wisconsin - Madison; Esther Bettney, University of Wisconsin - Madison
Teaching’s Beliefs About Rigor of Curriculum for English Language Learners. Audrey Figueroa Murphy, Saint John’s University; Bruce Torff, Hofstra University

45.093-8. Teachers’ Well-Being and Social-Emotional Competencies. SIG-Social and Emotional Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Lorea Martinez, Lorea Martinez, SEL Consulting
Participants:
Sharing Understandings of Well-Being: An Exploratory Study in Irish Schools Incorporating the Voices of Teachers. Margaret M Nohilly, Mary Immaculate College; Fionaalla Tynan, Mary Immaculate College
Longitudinal Tracking of Preservice Teachers’ Emotion-Regulation Ability. Raisan P. Corcoran, University of Nottingham; Joanne O’Flaherty, University of Limerick
Development of a Social Emotional Learning Teacher Self-Efficacy Scale for Preservice Teachers. Alexander Gist, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Eva Oberle, The University of British Columbia

45.093-9. The Impact of Successful Teacher Induction Initiatives. SIG-Research on Teacher Induction; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Chair: Monica B. Glina, New York University
Participants:
Induction Into the Profession Through a Summer Enrichment Program: An Authentic Experience With Urban Students. Andre M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama; Benterah C. Morton, University of South Alabama; Elizabeth Allison, University of South Alabama; Kelly Byrd, University of South Alabama; Joel P. Lewis, University of South Alabama; Paige Vitturi, University of South Alabama; Susan Ferguson Martin, University of South Alabama
Networking, Huddles, and Coaching: Early Findings About Learning Networks and Beliefs Among New Teachers in a Multidistrict Induction Program. Kate Rollert French, Wayne State University; Christopher Dean Lee, Oakland Schools; Andrea Zellner, Oakland Schools
A Deficit in Perspective? How NYC Teaching Fellows View Their Students. James Groff, University of Maryland - College Park
The Hybrid Mentoring Program: Mentors’ Point of View on the Unfolding of Their Participation. Aline M.R. Reali, Federal University of Sao Carlos; Ana Paula G. Souza, Federal University of Sao Carlos; Carmen Passos, Federal University of Sao Carlos; Fabiana Marini, Federal University of Sao Carlos; Rosa M.A. Oliveira

45.093-10. The Many Voices of Youth Organizing. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Participants:
Homeless Youth and Civic Engagement: Opportunities and Obstacles. Kate Haq, Independent Scholar
Real Talk: The Pain and Love of Youth Organizing. Blanca Elena Trejo, University of Colorado - Boulder; Janiece Zalina Mackey, Young Aspiring Americans for Social and Political Activism (YASPA); Candi CdeBaca, Project VOYCE
Discussant: Ana Carolina Fernandes de Bessa Antunes, University of Utah

45.093-11. The Persistence of Women and Girls in Educational Settings. SIG-Research on Women and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 9:55-11:25am
Participants:
Belief in the Promise of Education: Latinas’ Persistence in the Context of Canadian Education. Phillipa Myers, University of Western Ontario
Designing CS Experiences to Encourage Participation for Girls From Low Socioeconomic Backgrounds. Katarina Pantic, Utah State University
Jody E. Clarke-Midura, University of Alabama - Birmingham; Jerry T Aldridge, The University of Alabama - Birmingham; Jennifer Kilgo, The University of Alabama - Birmingham
Discussion: Krystal Wolfe, The University of Mississippi

45.094. Sheraton Roundtable Session Seven; Roundtable Session

45.094-1. Novel Topics in Higher Education Measurement. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 9:55-11:25am
Participants:
Measuring Institutional Effects on Student Activism. John Zilnikis, Binghamton University - SUNY; Demetri L. Morgan, Loyola University Chicago; Brendan J Dugan, Indiana University - Bloomington
Pre-K–16 Pathways of Promise: A Partnership to Explore the Truth of College Readiness. Matthew R. Lavery, Bowling Green State University; Rabab Darwish, Bowling Green State University; Melissa Cardenas, Bowling Green State University; Dawn Shinew, Bowling Green State University; Brian Michael Campbell, Bowling Green State University
Timing and Stability of Poverty: Related Variables and Postsecondary Enrollment Outcomes. Lauren Elizabeth Muu, International Association for the Evaluation of Educational Achievement; Joel McFarland, National Center for Education Statistics
What We Know and What We Need to Know About Undergraduate Research. Heather Haeger, California State University - Monterey Bay; John E Banks, California State University - Monterey Bay; Camille Smith, California State University - Monterey Bay; Monique Armstrong-Land, California State University - Monterey Bay

45.094-2. Student Success in Study Abroad and Global Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 9:55-11:25am
Chair: Frim Ampan, Central Michigan University
Participants:
An Exploration of International Student Experiences and Decision-Making Processes. Destiny D McLennan, University of California - Los Angeles; Sidonio Jacobo, University of California - Los Angeles
Black and Abroad: A Case Study of a Culturally Responsive Study Abroad Program. Leonard Donovan Taylor, Mississippi State University; Hannah Holcomb
Community Colleges as a Safety Net and Helping Tool: Perspectives of International Reverse Transfer Students. Yu Chen, Louisiana State University; Ran Li, Iowa State University; Linda Serra Hagedorn, Iowa State University
Upwardly Mobile and Global: Predicting Study Abroad Participation Among Scholarship Recipients From Adverse Backgrounds. Radomir Mitic, New York University; Gregory C. Wolniak, University of Georgia; Laura A. Davis, New York University

45.094-3. Innovations in Complexity Theory Applications. SIG-Complexity and Complexity Theories; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 9:55-11:25am
Chair: Matthias Koopmans, Mercy College
Participants:
Blockchain Peer-to-Peer Networks as Complex Systems: Positive and Negative Bifurcations. Donald L. Gilstrap, The University of Alabama
The Complexivist Museum: Tinkering With Conditions to Cause
Emergence in Science Museums. William Katzman, Louisiana State University; Thomas E. Ricks, Louisiana State University

The Power of Self-Directed Youth Innovator Mentor Networks: Research-Based Mentor Network Designs to Prevent Youth Innovator Entropy Over a Lifetime. Eugene Gary Kowch, University of Calgary

Understanding Students' Game Design: A Complexity Perspective. Reyhanah Bastani, University of Calgary; Beaunie Kim, University of Calgary

**45.094-4. Arts Education in Schools.** SIG-Arts and Learning; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 9:55-11:25am

Chair: Jade Kim, University of Toronto

Participants:

- Polivocality and Ethical Truth-Seeking: Arts-Based, Everyday Social Action in the Classroom. Jessica Whitelaw, University of Pennsylvania
- Storied Forms of Assessment: The Aesthetic Experiences of Young Learners. Peter J. Gouzouasis, The University of British Columbia; Matthew Yanko, The University of British Columbia
- Arts Education Toward International-Mindedness: Arts Education at International Baccalaureate World Schools. Kenneth Elpus, University of Maryland - College Park

**45.095-1. Mathematics Teachers Instructional Decision Making.** Division C - Learning and Instruction; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 9:55-11:25am

Chair: Claudia Mandekic, University of Toronto

Participants:

- Developing Children's Computational Thinking: Algorithmic Thinking and Debugging. Ka Wai Gary Wong, The University of Hong Kong

**45.095-2. Motivational Dynamics in Higher Education.** Division C - Learning and Instruction; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 9:55-11:25am

Chair: O'Shea M O'Shea, PA

Participants:

- How Sense of Belonging Develops in Postsecondary: A Conceptual Model of Belonging. Laura Yvonne Bulk, The University of British Columbia; Minnie Teng; Mary-Lou Brown; Tal Jars, University of British Columbia
- The Effects of a Positive College Classroom Motivational Environment on Procrastination and Achievement. Danya Marie Corkin, University of Houston - Downtown; Suzanne Fischer Lindt, Midwestern State University; Patrick S. Williams, University of Houston - Downtown

**45.095-3. Project-Based Learning Application.** Division C - Learning and Instruction; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 9:55-11:25am

Chair: Zehra Ozturk, Georgia State University

Participants:

- Assessing Computational Thinking in a Project-Based STEM+CT Learning Environment. Dazhi Yang, Boise State University; Bhaskar Chittoori, Boise State University; Yibo Fan, Boise State University; Jongpil Cheon, Texas Tech University; Yu-Hui Ching, Boise State University; Sasha Wang, Boise State University; Steve Swanson
- Democratizing School-Wide, Project-Based Learning: A Cultural-Historical Activity Theory Perspective. Laura Venegas, Yleta Independent School District; Pei-Ling Hsu, University of Texas - El Paso
- Elementary School Teachers' Collaborative Planning Sessions in a Project-Based School. Zehra Ozturk, Georgia State University

**45.095-4. Division C Section 1e Roundtable 1.** Division C - Learning and Instruction; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 9:55-11:25am

Chair: Tibua Ketenci, Georgia Institute of Technology

Participants:

- After-School Coding Club: What Students Learned and How Teachers Should Teach. Kyungbin Kwon, Indiana University - Bloomington; Jongril Cheon, Texas Tech University; Da Yue Yang, Indiana University - Bloomington
- Tangible and Collaborative Coding in the Elementary Classroom: A Pilot of CodeSnaps. Teomara Rutherford, North Carolina State University; Andrea Kunze, University of Illinois at Urbana-Champaign; Sarah Marina Karamarkovich, North Carolina State University; Jessica Vandenber, North Carolina State University; Wavey Logan, North Carolina State University; Allison S Liu, North Carolina State University
- The Effects of Individual Cognitive Differences on Secondary Education Students' Understanding of the IF-THEN-ELSE Structure. Charoula M. Angelis, University of Cyprus; Katerina Tortouris
- What's Behind the Screen? Middle School Girls Learning to Code. Mauren M Doyle-Neumann, University Of Vermont

**45.095-5. Division C Section 1e Roundtable 2.** Division C - Learning and Instruction; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 9:55-11:25am

Chair: R. Michael Sedas, Indiana University - Bloomington

Participants:

- CT in ES, "Oh My": Developing Computational Thinking in Elementary Schools. Yune Kim Tran, Montclair State University
- Developing Children's Computational Thinking: Algorithmic Thinking and Debugging. Ka Wai Gary Wong, The University of Hong Kong
Shan Jiang, The University of Hong Kong
Development and Validation of a Computational Thinking Affective Scale. Qiao Lin, University of Illinois at Chicago; Yue Yin, University of Illinois at Chicago; Xiaodan Tang, University of Illinois at Chicago; Roxana Hadad, Northeastern Illinois University

Effects of a Computational Thinking Module on Preservice Teachers’ Knowledge and Beliefs. Lautaro Cabrera, University of Maryland - College Park; Diane Jass Kettellhu, University of Maryland - College Park; Emily E. Hestness, University of Maryland; Kelly Mills, University of Maryland - College Park; J. Randy McGinnis, University of Maryland

Identifying Formative Assessment Strategies for Computational Thinking in Makerspaces Focused on Physics and Engineering Learning. Kate Thomas, Northeastern Illinois University; Roxana Hadad, Northeastern Illinois University; Mila Kachovska, Become, Inc.; Yue Yin, University of Illinois at Chicago; Xiaodan Tang, University of Illinois at Chicago; Qiao Lin, University of Illinois at Chicago

Classifying Emergent Student Learning in a Computational High School Chemistry Unit. Golnaz Arastoopour Irgens, Northwestern University; Sumit Chandra; Sugat Dabholkar, Northwestern University; Michael S. Horn, Northwestern University; Uri J. Wilensky, Northwestern University

45.096-2. What Do We Know, What Do We Need to Know About Disciplinary Literacy? Division C - Learning and Instruction; Poster Session

Shan Jiang, The University of Hong Kong
Development and Validation of a Computational Thinking Affective Scale. Qiao Lin, University of Illinois at Chicago; Yue Yin, University of Illinois at Chicago; Xiaodan Tang, University of Illinois at Chicago; Roxana Hadad, Northeastern Illinois University

Effects of a Computational Thinking Module on Preservice Teachers’ Knowledge and Beliefs. Lautaro Cabrera, University of Maryland - College Park; Diane Jass Kettellhu, University of Maryland - College Park; Emily E. Hestness, University of Maryland; Kelly Mills, University of Maryland - College Park; J. Randy McGinnis, University of Maryland

Identifying Formative Assessment Strategies for Computational Thinking in Makerspaces Focused on Physics and Engineering Learning. Kate Thomas, Northeastern Illinois University; Roxana Hadad, Northeastern Illinois University; Mila Kachovska, Become, Inc.; Yue Yin, University of Illinois at Chicago; Xiaodan Tang, University of Illinois at Chicago; Qiao Lin, University of Illinois at Chicago

Classifying Emergent Student Learning in a Computational High School Chemistry Unit. Golnaz Arastoopour Irgens, Northwestern University; Sumit Chandra; Sugat Dabholkar, Northwestern University; Michael S. Horn, Northwestern University; Uri J. Wilensky, Northwestern University

45.096-5. Using the Lenses of Race and Emotion in Understanding Motivation. Division C - Learning and Instruction; Roundtable Session

Chair: Nathan Napoleon Alexander, Morehouse College

Participants:

Examiing Students’ Color-Blind Racial Ideology, Emotion Regulation, and Reconciliation of Stigmatizing Thoughts About Race. Jessica T. Decar-Aunby, North Carolina State University; Elizabeth Marie Allen, University of North Carolina - Chapel Hill; Janet Kim Boone, North Carolina State University

Exploring Domain-Related Differences in Measuring Urban African Americans’ Achievement Goals. Leigh M. Harrell-Williams, The University of Memphis; James Ford, The University of Memphis; Caroline Hart, The University of Memphis; Christian E. Mueller, The University of Memphis; Martin H. Jones, University of New Mexico

45.097-7. Post-Qualitative Inquiring: Discussions on Transcripts, Writing, Fields, and Research. SIG-Qualitative Research; Roundtable Session

Chair: Tsun-Jui Cheng

Participants:

Research to Create New Worlds: Narrating Difference Through Paradox. Laura Elizabeth Smithers, Old Dominion University

The Spacetimemattering and Frankenstein-esque Nature of Interview Transcriptions. Stephanie Anne Shelton, The University of Alabama; Maureen Alice Flint, The University of Alabama - Tuscaloosa

Unfiling and Stitching Fields. Susan Opheila Cannon, Georgia State University

Relational Spaces: Wit(h)ness-ing in Writescapes. Mirka E. Korol-Ljungberg, Arizona State University; Teija Laytonen, Aalto University; Tim Wells, Arizona State University

Division and SIG Posters

45.096. MTCC Poster Session 10; Poster Session

45.096-1. Supporting Educators in and With Technology Tools. Division C - Learning and Instruction; Poster Session

Chair: Nathan Napoleon Alexander, Morehouse College

Participants:

Establishing a University Partnership to Train Preservice Teachers to Use Educational Technology. Lauren Eustler, University of North Texas; Chryistine Mitchell

Next-Generation Teacher Education: Preparing Student Teachers for Heterogeneous Classrooms Through Complex Simulations. Nele McElvany, TU Dortmund University; Alan Koeng, University of California - Los Angeles; Franziska Schwabe, Technical University of Dortmund; Justine Stang, Technical University of Dortmund; Miriam Marleen Gebauer, TU Dortmund University

Combining Teacher and Peer Status to Improve Online Communication. Stephanie Ann Sadownik

4. Design Considerations for Building a More Collaborative MOOC for In-Service Teacher Professional Development. Katherine M Miller, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania; Jooeun Shim, University of Pennsylvania; Daniel Wendel; Ilana Schoenfeld; Emma Anderson, Massachusetts Institute of Technology

5. PBS KIDS Scratchy Family Creative Learning Workshops: Implementing a Family Engagement Model in 16 Communities. Breniel Lemley, Northwestern University; Claire Christensen, SRI International; Alexandra Elizabeth Adair, Education Development Center, Inc.; Sarah Nixon Gerard, SRI International

45.096-2. What Do We Know, What Do We Need to Know About Disciplinary Literacy? Division C - Learning and Instruction; Poster Session

Metro Toronto Convention Centre, 300 Level, Hall C; 9:55-11:25am

Posters:

6. A Review of Disciplinary Literacies: Building Socially Just Critical Literacies in a Diverse World. Lynn Shanahan, University at Buffalo - SUNY; Mary B. McVee, University at Buffalo - SUNY

7. Considering the Possibility of Disciplinary Literacy as a Critical Construct. Christina L. Dobbs, Boston University; Jacy C. Ippolito, Salem State University; Megan Charner-Laird, Salem State University


9. Experiences of Disciplinary Reading and Reading Identities of Middle School Students of Color. Elizabeth E. Blair, University of Wisconsin - Whitewater; Sabina Rak Neugebauer, Temple University

10. Exploring Disciplinary Literacy Practices and Perspectives Among High-Achieving Adolescents. Emily C. Rainey, University of Pittsburgh; Michelle Nguyen Kwok, Texas A&M University - College Station; Corey Humphrey, University of Pittsburgh

Sunday, April 7, 11:00 am

Division Sessions

46.010. Division D Executive Committee Meeting. Division D - Measurement and Research Methodology; Invited Speaker Session

Fairmont Royal York Hotel, Mezzanine Level, The Boardroom; 11:00am to 1:00pm

Sunday, April 7, 11:50 am

Governance Meetings and Events

47.001. Review of Educational Research Closed Editorial Board Meeting. AERA Governance; Governance Session

InterContinental Toronto Centre, Upper Lobby, Haliburton; 11:50am to 1:20pm

AERA Related Activities

47.010. AERA International Relations Committee: Closed Meeting Honoring International Travel Award Recipients. AERA Related Activities; Invited Speaker Session

InterContinental Toronto Centre, Upper Lobby, Caledon; 11:50am to 1:20pm

47.011. AERA Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop

Metro Toronto Convention Centre, 600 Level, Room 605; 11:50am to 1:20pm

Chair: Rick Peacock, All Academic, Inc.

3. Combining Teacher and Peer Status to Improve Online Communication. Stephanie Ann Sadownik

4. Design Considerations for Building a More Collaborative MOOC for In-Service Teacher Professional Development. Katherine M Miller, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania; Jooeun Shim, University of Pennsylvania; Daniel Wendel; Ilana Schoenfeld; Emma Anderson, Massachusetts Institute of Technology

5. PBS KIDS Scratchy Family Creative Learning Workshops: Implementing a Family Engagement Model in 16 Communities. Breniel Lemley, Northwestern University; Claire Christensen, SRI International; Alexandra Elizabeth Adair, Education Development Center, Inc.; Sarah Nixon Gerard, SRI International

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46.010. Division D Executive Committee Meeting. Division D - Measurement and Research Methodology; Invited Speaker Session

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Governance Meetings and Events

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InterContinental Toronto Centre, Upper Lobby, Caledon; 11:50am to 1:20pm

47.011. AERA Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop

Metro Toronto Convention Centre, 600 Level, Room 605; 11:50am to 1:20pm

Chair: Rick Peacock, All Academic, Inc.

47.012. Learning Sciences, School Reform, and Teacher Preparation: Juxtaposing Knowledge and Methods for Equity and Social Justice. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104B; 11:50am to 1:20pm
47.013. **Gentrification, Neighborhoods, and School (Re Segregation).** AERA Presidential Session; Invited Speaker Session

**Metro Toronto Convention Centre, 100 Level, Room 104A; 11:50am to 1:20pm**

**Chair:** Janelle T. Scott, University of California - Berkeley; Jennifer Jellison Holme, The University of Texas at Austin

**Participants:** Terrance L. Green, The University of Texas at Austin; Linn E. Posey-Maddox, University of Wisconsin - Madison; Maia B. Cucchiara, Temple University; Kara S. Finnigan, University of Rochester; Diana K Cordova-Cobo, Teachers College, Columbia University

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### AERA Sessions

47.014. **AERA Distinguished Contributions to Research in Education Award (2018) Address.** AERA Sessions; Invited Speaker Session

**Metro Toronto Convention Centre, 100 Level, Room 104 CD; 11:50am to 1:20pm**

**Chair:** Kenneth Wong, Brown University

**Presenter:** Dreaming in Public: Renewing the Commitment to Education for Democracy. Gloria J. Ladson-Billings, University of Wisconsin - Madison

47.015. **Leveraging the Test Standards to Improve Research Validity.** AERA Sessions; Invited Speaker Session

**Metro Toronto Convention Centre, 200 Level, Room 206B; 11:50am to 1:20pm**

**Chair:** Frank C. Worrell, University of California - Berkeley

**Participants:**
- Using the Standards to Improve the Validity of Research Measures. Joan Herman, University of California Los Angeles/CREST
- Using the Standards to Support the Fairness of Research Measures. Linda L. Cook, Educational Testing Service

**Discussants:**
- Michael T. Kane, ETS; Francesca Lopez, The University of Arizona; Editor, American Educational Research Journal; Derek C. Briggs, University of Colorado Boulder; Former Editor, Educational Measurement: Issues and Practices; Steve Graham, Arizona State University, Editor, Journal of Educational Psychology

47.016. **Connecting Research to Policy on Capitol Hill--The True Story from Education Research Fellows.** AERA Sessions; Invited Speaker Session

**Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 11:50am to 1:20pm**

**Chair:** Deborah Stipek, Stanford University

**Participants:** Kendrick Davis, American Educational Research Association; Daniel Elchert, American Statistical Association; Rachel C. Feldman, American Educational Research Association; Jenna Sabian, Georgetown University; Zewelandi Serpell, Virginia Commonwealth University; Kathryn R. Wentzel, University of Maryland

**Commentator:** Lori Diane Hill, American Educational Research Association

47.017. **Triennial Travesties 2019.** AERA Sessions; Invited Speaker Session

**Metro Toronto Convention Centre, 100 Level, John W.H. Bassett Theater - Room 102; 11:50am to 1:20pm**

**Participants:**
- Chalkboard Improv. Melisa Misha Cahnmann-Taylor, University of Georgia
- Recognizing Nanolevel Educational Research: A Proposal for Modest Awards. Stephen J. Schellenberg, Blue Dog Data, LLC; Glynn Ligon, ESP Solutions Group
- Participatory Action Research and the Ego: What Happened When One Researcher Went Too Far. Micia Mosley
- Lif in Educational Research. Dylan R. Wilham, UCL Institute of Education
- The School Reform Blues (Reprise). William G. Wraga, University of Georgia
- Ode to Errors: How Do I Still Have a Job? Gregory J. Cizek, University of North Carolina - Chapel Hill
- 50 Years of Fun: An Archaeological Travestite's Greatest Hits. W. James Popham, University of California - Los Angeles

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Gender Disparities in High Achievement: The Gender Composition of High-Achieving Elementary and Middle School Students. Erin Michelle Fahlé, St. John's University
Gender Gaps in Student Self-Efficacy From Kindergarten Through High School. Erin Michelle Fahlé, St. John's University; Monica G Lee, Stanford University; Susanta Loeb, Brown University
Measuring Math Achievement and Self-Efficacy as Joint Developmental Processes: A Window Into the Male-Female Math Gap. James Soland, NWEA
Language and Gender Equity in Online Classrooms. Lily Feiler, Stanford University; Thomas Dee, Stanford University; Brent Joseph Evans, Vanderbilt University; Rachel Baker, University of California - Irvine
Discussant: Sarah Theule Lubinski, Indiana University

International Organization Sessions

47.022. Current and Future Directions in Teacher Education Across the Globe. Canadian Society for the Study of Education - CSSE. Association of Canadian Deans of Education; Invited Speaker Session
Metro Toronto Convention Centre, 800 Level, Room 803A; 11:50am to 1:20pm
Chair: Catherine D. Bruce, Trent University
Participants: Christine C. M. Goh, National Institute of Education; Nanyang Technological University; Lynn Gangone, American Association of Colleges for Teachers of Education (AACTE); Allan David Walker, The Education University of Hong Kong; Lorena Medina, Pontificia Universidad Católica de Chile; James Robert Watterston, The University of Melbourne

47.023. Leading High-Need Schools. Commonwealth Council for Educational Administration and Management - CCEAM; Invited Speaker Session
Metro Toronto Convention Centre, 800 Level, Room 809; 11:50am to 1:20pm
Chair: Ken Brien, University of New Brunswick
Participants:
Leadership for the Improvement of a High-Poverty/High-Minority School. Elizabeth T. Murakami, University of North Texas; Sean Kearney, Texas A&M University - San Antonio
The Leadership, Culture, and Context Nexus: Lessons From the Leadership of Improving Schools. Fiona Longmuir, Monash University; Kieran Mcrohan; Lawrence George Drysdale, University of Melbourne
School Leadership and STEM Enactment in a High-Needs Secondary School in Belize. Noemi Waight, University at Buffalo - SUNY; Dr. Lorena Chisolm, University at Buffalo - SUNY

Committee Sessions

47.019. Culturally Sustaining Policies and Practices for Promoting Latinx Student Success in Hispanic-Serving Institutions. Committee on Scholars of Color in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203C; 11:50am to 1:20pm
Chair: Lorna Rivera, University of Massachusetts - Boston
Participants:
Culturally Sustaining Learning Environments in Public, Hispanic-Serving Community Colleges. Liya Escalera, Bunker Hill Community College
Challenges and Opportunities for Latinx STEM Students at a Hispanic-Serving Institution in New England. Fabian Torres-Ardilla, University of Massachusetts - Boston
Understanding Latinx Voices in Shaping Higher Education State Completion Policies. Stephanie Fernandez, University of Massachusetts - Boston

47.020. Division E Fireside Chat. Navigating Funding Resources in a “Post-Truth” Era. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 11:50am to 1:20pm
Chair: Chelsey Bowman, Boston University
Participants: Dorothy L. Espelage, University of Florida; Kathleen H. Corriveau, Boston University
Discussant: Libby North, University of Michigan

47.021. Gender Inequality in Achievement, Self-Efficacy, and Classroom Interactions in U.S. Education. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 11:50am to 1:20pm
Chair: Erin Michelle Fahlé, St. John's University
Participants:

Division Sessions

47.024. Curriculum Protests, Uprisings, and Revivals. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, York; 11:50am to 1:20pm
Chair: Ericka Roland, The University of Texas at Austin
Participants:
Consequential Affect and Emotional Landscapes: Urban Experience as Curriculum. Tanetha Jamay Grosland, University of South Florida; Cheryl E. Mattas, University of Colorado - Denver
Necropower, Progress, and Phantasmatic Rights: Toward a Politically Reactive Rendering of the Civil Rights Movement. Peter Nelson, Michigan State University
The Jega Tradition: Using Africana Heritage Knowledge to Restore Excellence in Education. Lasana Kazémbe, Indiana University - IUPUI
Discussant: Peter Pericles Trifonas, University of Toronto - OISE

47.025. Entangled Sensualities: Bodies, Arts, Aesthetics, and Beyond in Qualitative Methodologies. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 11:50am to 1:20pm
Chair: Mila Zhu, Dallas Independent School District
Participants:
Ethnography of a Nonmaterial Body: Following Teacher Activism. Jenna
8. Scaling Up Equity With E-Textiles: Stitch the Loop Unit Results

7. Using Online Practice Spaces to Investigate Challenges in Enacting

5. Using a Research-Practice Partnership to Bolster CS Education:

3. Race(ing) to Computer Science for All: Disrupting Color-Blind

2. Towards Using Virtual Identities in Computer Science Learning for

1. Translanguaging as a Frame for More Equitable Computer Science

Participants:

Discussant: Walter S. Gershon, Kent State University

47.026. Silence as Evidence: Resistance and Epistemicide in Educational Systems. Division B - Curriculum Studies; Symposium Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 11:50am to 1:20pm

Chair: Andrea Lira, Teachers College, Columbia University

Participants:

Silences in Practitioner Inquiry: Investigating the Complexities of Student Resistance and Teacher Positionality in Classroom Research. Vella Douglas, University of Toronto; Daniela Bascuñán, OISE/University of Toronto

The Sites of Memory: Settler Colonialism in Initial Teacher Education Curriculum. Andrea Lira, Teachers College, Columbia University

What Counts as Knowledge in Educational Research Funding? AnaLuisa Munoz-Garcia, Pontificia Universidad Catolica de Chile

Discussant: Ligia L. López, The University of Melbourne

47.027. CS for All: An Intersectional Approach to Unpacking Equity in Computer Science Education. Division C - Learning and Instruction; Structured Poster Session Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 11:50am to 1:20pm

Chairs: Jean J. Ryoo, University of California - Los Angeles; Joanna Goode, University of Oregon

Participants:

1. Translanguaging as a Frame for More Equitable Computer Science Learning. Christopher Hoadley, New York University; Sara Vogel, The City University of New York; Laura Ascenzi-Moreno, Brooklyn College - CUNY; Kate Menken, Queens College and Graduate Center, City University of New York

2. Toward Using Virtual Identities in Computer Science Learning for Broadening Participation. Sneh Varghoudar, Massachusetts Institute of Technology; Maya Wagoner; Dominic Kao, Purdue University; Danielle Olson; Aziria Rodriguez; D. Fox Harrell, Massachusetts Institute of Technology

3. Race(ing) to Computer Science for All: Disrupting Color-Blind Discourse in Professional Development. Joanna Goode, University of Oregon; Stephany RunningHawk Johnson, University of Oregon - Center on Teaching and Learning; Allison Ivey, University of Oregon; Makesem Angel Skorodinsky, University of Oregon; Jean J. Ryoo, University of California - Los Angeles

4. Study of Access and Outcomes From Advanced Computer Science Coursework in an Urban Setting. Steven Mccge, The Learning Partnership; Randi L. Mcgee-Teakla, The Learning Partnership; Jennifer Duck, The Learning Partnership; Lucia Dettrori, DePaul University; Andrew Rasmussen; Erica Wheeler, Chicago Public Schools; Ronald I. Greenberg, Loyola University Chicago

5. Using a Research-Practice Partnership to Bolster CS Education: Challenges and Opportunities for Equity. Jill Denney, Education, Training, and Research Associates; Emily Joyce Kaseno Green, ETR Associates

6. Centering Youth Perspectives on Agency in CS Education. Jean J. Ryoo, University of California - Los Angeles; Jane S. Margolis, University of California - Los Angeles; Cynthia Estrada, University of California - Los Angeles; Tiera Tankesley, University of Southern California; Dawn Guest-Johnson

7. Using Online Practice Spaces to Investigate Challenges in Enacting Principles of Equitable Computer Science Teaching. Kevin Robinson, Massachusetts Institute of Technology; Justin Frie Reich, Massachusetts Institute of Technology

8. Scaling Up Equity With E-Textiles: Stitch the Loop Unit Results in Exploring Computer Science. Justice Tobin Walker, University of Pennsylvania; Deborah A. Fields, Utah State University; Yasmin B. Kafai, University of Pennsylvania; Tomoko M. Nakajima, University of California - Los Angeles; Debora Lui, University of Pennsylvania; Joanna Goode, University of Oregon; Jane S. Margolis, University of California - Los Angeles; Gaylirri Jayathirtha, University of Pennsylvania; Mia Shao, University of Pennsylvania

9. Better Data, Better Progress: Methods for Measuring Inequities in Access to Computer Science Education. Jayce R. Warner, The University of Texas at Austin; Carol Fletcher, The University of Texas at Austin; Lisa Garbrecht, The University of Texas at Austin

10. Implementing a Hybrid Instruction Model to Democratize Computing: Online Content With a Classroom Facilitator. Lien Diaz, The College Board; Kamaau I. Bobb, National Action Council of Minorities


Discussant: Karen D. King, National Science Foundation

47.028. Diverse Perspectives on Social Justice Inquiry in Education and Psychology. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 11:50am to 1:20pm

Chair: DeLeon Gray, North Carolina State University

Participants:

Combating Gender and Sexuality Norms Through Queer Contemplative Pedagogy. Stephanie Anne Shelton, The University of Alabama

Ya’tahe: Race-Reimagining Sense of Belonging Among Indigenous Community College Students to Predict Academic Outcomes. Carlton Jing Feng, Texas State University; Adam Alejandro, Texas State University; Megan Krou, Texas State University; John Segovia, Texas State University; Karen Johnston-Ashton, Texas State University

The Conceptualization of Costs and Barriers of a Teaching Career Among Men of Color. Bradley W. Bergey, Queens College, CUNY; John Reynelucci, Hunter College; Awi Kaplan, Temple University

Next-Generation Sheltered Instruction to Support English Learners in Secondary Science Classrooms. Cory A. Buxton, Oregon State University; Linda Caswell, Ab Associates; Martha A. Alleksaht-Snider, University of Georgia

Handling a Horrid History: Students Narrate Connections Between Racism and Slavery. Justine Hwei Chi Lee, University of Maryland - College Park

47.029. Epistemic Cognition and Reasoning in Science Learning. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 11:50am to 1:20pm

Chair: Heidi Carlone, University of North Carolina - Greensboro

Participants:

First-Grade Students as Epistemic Agents in Engineering at a High-Needs Elementary School. Heidi Carlone, University of North Carolina - Greensboro; Alison Kay Mercer, University of North Carolina - Greensboro; Salem Rainey Metzger, University of North Carolina - Greensboro

Mediating Effects of Epistemological Beliefs and Value of Collaboration on Inquiry-Based Teaching and Science Achievement. Stephanie Beck, McGill University; Shan Li, McGill University; Juan Zheng, McGill University

Students’ Use of Epistemic Criteria Across Model Evaluation Tasks. Nâma'a T. Av-Shalom, Rutgers University; Brandon Macaulay-Augustin, Rutgers University; Hебbах El-Moslimany, Rutgers University; Veronica Cavena, Rutgers University; Ravit Golan Duncan, Rutgers University; Clark A. Chinn, Rutgers University

The Nature of Practical Work and Its Utilization for the Development of Thinking Skills. Kristy Phillips, University of the West Indies, St. Augustine, Trinidad & Tobago

Using Drama and Theater Methodologies to Explore the Epistemic Insights of High School Science Students. Lydia E Carol-Ann Burke, University of Toronto; Alison McAlivna, OISE/University of Toronto; Anne Weissel, Tarragon Theatre - Toronto

What Constructs “Knowledge”? Detaching Instructional Effects of “Playing” and “Telling” on Learning of Science Concepts. Lin Zhang, Providence College; Jennifer Van Reet, Providence College
47.030. Interpersonal Processes and Social Context of Learning. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 11:50am to 1:20pm Chair: Akane Zasho, Fordham University Participants: Enhancing Teacher-Student Relationships in Secondary Schools. Christine Calderon Vriensena, University of California - Santa Barbara; Carly Dolan Robinson, Harvard University; Rebecca Mireles-Rios, University of California - Santa Barbara; Hunter Gehrlich, University of California - Santa Barbara Social Acceptance and Achievement: A Meta-Analytic Study. Sophie Jablansky, University of Maryland - College Park; Nicole Scalise, University of Maryland - College Park; Kathryn R. Wentzel, University of Maryland Understanding the Social Costs of Academic Engagement. Naysan Safavian, University of California - Irvine; Marcus Lee Johnson, University of Cincinnati; Gita Taasboekhazari, Kennesaw State University Discussant: Allison M. Ryan, University of Michigan - Ann Arbor

47.031. Mixed-Methods Research on Learning and Motivation in Social and Cultural Contexts. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 11:50am to 1:20pm Chairs: Gwen C. Marchand, University of Nevada - Las Vegas; Matthew T. McCrudden, The Pennsylvania State University Participants: Speaking Their Language: The Role of Cultural Content Integration and Spanish Language for Academic Achievement Among Latino Children. Jamaal Matthews, Montclair State University; Francesca Lopes, The University of Arizona, Editor American Educational Research Journal Teachers’ Relevance Statements and How They Shape Middle School Students’ Perceptions of Science Utility. Jennifer A. Schmidt, Michigan State University; Stephen S. Kaakas, Northern Illinois University; Kimberly S. Maier, Michigan State University; Lee Shamow, Northern Illinois University; Hayal Zeynep Kackar-Cam, Northern Illinois University African American College Students’ Identity Development as Scientists: A Mixed-Methods Study. Angela M White, North Carolina Agricultural and Technical State University; Jessica T. Decuir-Gunby, North Carolina State University Culturally Inclusive and Responsive Curricular Learning Environments: An Exploratory Sequential Mixed-Methods Study. Jeffery Wranke, University of Toledo; Rezvaly Kamar, University of Toledo; Stuart A. Karabenick, University of Michigan; Susan L. Hany, University of Toledo; Nancy Seay, University of Toledo Discussant: Paul A. Schutz, The University of Texas - San Antonio

47.032. Science Disciplinary Talk in K–2 Classrooms: Developing Supports for Teachers. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 11:50am to 1:20pm Chair: Amelia Wenk Gotwals, Michigan State University Participants: Characterizing Science Talk in Early Elementary Classrooms: The Development of an Observational Tool. Tanya S. Wright, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Lisa Domke, Michigan State University Starting With Students’ Ideas: How Teachers Use and Modify Curricula to Elicit Students’ Incoming Ideas. Kirsten D. Edwards, Michigan State University; Christa Haverly, Michigan State University Capturing Word Consciousness Talk in Kindergarten Science Lessons. Blythe E. Anderson, Michigan State University; Tanya S. Wright, Michigan State University Discussant: Elizabeth A. Davis, University of Michigan

47.033. The Road to Validity Through Student Motivation, (Dis) Engagement, and aberrant Behavior Detectors. Division D - Measurement and Research Methodology; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 11:50am to 1:20pm Chair: Matthew R. Lavery, Bowling Green State University Participants: Aberrant Testing Behavior Detection With Response and Response Time-Based Distance Measures. Anqi Li, University of Illinois at Urbana-Champaign; Chunmao Zheng; Ching-Wei D Shin, Pearson Comparisons of Methods of Identifying Unmotivated Test-Takers. Wei Xu, National Council of State Boards of Nursing; Doyoung Kim, National Council of State Boards of Nursing Students’ Emotions, Engagement, and Writing Performance: An Investigation Based on Individual Pen Pressure Parameters. Claudia Schrader, University Ulm Using Data Mining to Predict Student Disengagement in Tutoring Systems. Elizabeth Adele Patton, University of North Carolina - Greensboro Discussant: Qiwei He, Educational Testing Service

47.034. Parenting Influence on Child Development. Division E - Counseling and Human Development; Paper Session Metro Toronto Convention Centre, 700 Level, Room 717A; 11:50am to 1:20pm Chair: Keitha-Gail Martin-Kerr, Saint Paul College Participants: Adopted and Disabled: Parent Perspectives on Internationally Adopted Students’ Experiences With Schooling. Abyssa Emery, Ohio Northern University; Naima Khardaker, The Ohio State University; Robin Sayers, The Ohio State University - Columbus; Jacqueline von Spiegel, The Ohio State University; Lynley H. Anderman, The Ohio State University Multilevel Analysis of Paid Maternity and Paternity Leave Influence on NEET (Not in Employment, Education, or Training) Outcomes Internationally. Heather Hodge; Duan Zhang, University of Denver Autism Spectrum Disorder Diagnosis to Intervention: The Process for Immigrant, Mexican-Heritage Mothers. Jessica Trejos, University of California - San Diego; Jessica Miguel, University of California - San Diego; Shana R. Cohen, University of California - San Diego Maternal Depression and Child-Directed Speech: Influences on Toddlers’ Communication Abilities and Socio-Emotional Competence. Joana Gaviria, University of Delaware; Myae Han, University of Delaware; Jason Husted, University of Delaware; Rena Hallam, University of Delaware


47.037. The Family Goes to College: Understanding Family Engagement in College Choice and Access for Diverse Students. Division G - Social Context of Education; Paper Session
47.038. Beyond Classroom Walls: Community Innovations to Support Education. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 11:50am to 1:20pm
Chairs: Neera R. Jain, University of Auckland; Tai Jarus, University of British Columbia
Participants:
More than Meets the Eye: What policies exist for accommodating medical learners with disabilities and what do learners think of them? Tai Jarus, University of British Columbia; Pam Liu, University of Toronto; Alfiya Battalova, The University of British Columbia; Julia Tikhonova, The University of British Columbia; Shyama Das, The University of British Columbia; Vera Krejcik, University of Calgary.
Risking Capability for Access: Disabled Students Negotiating the Capability Impairment in Medical Education. Neera R. Jain, University of Auckland.
Disability Epistemology: Bridging the Gap Between Clinicians’ Lived Experiences of Disability and Client-Centered Care. Alfiya Battalova, The University of British Columbia; Laura Yvonne Bulk, The University of British Columbia; Laura E. Nimmon, The University of British Columbia; Tai Jarus, University of British Columbia; Rachelle Hole, University of British Columbia; Terry Krapa; Michael Lee; Yael Mayer.
Discussions: Alfiya Battalova, The University of British Columbia; Arno K. Kamagai, University of Toronto
47.040. Cultivating and Supporting Diverse STEM Talent. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 11:50am to 1:20pm
Chair: Claudia Garcia-Louis, The University of Texas San Antonio
Participants:
Identifying and Cultivating STEM Talent. Hector Vicente Ramos, University of California - Los Angeles; Krystle Cobian, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles
Comparative Advantage in STEM During the First Year as a Mechanism Behind the Gender Gap in Community College. Elizabeth Park, University of Southern California
Strong and Weak Ties in STEM Educational and Occupational Experiences. Julie J. Park, University of Maryland - College Park; Cinthya Salazar, University of Maryland - College Park; Roshan Parikh
Transforming Student-Faculty Relationships Into Social Capital in STEM: The Influence of Race and Gender. Cinthya Salazar, University of Maryland - College Park; Julie J. Park, University of Maryland - College Park; Roshan Parikh
An Examination of the Role of College-Level Mathematics on STEM Major Persistence. Jaimi Paschal, California State University - Bakerfield; Amanda Taggart, Utah State University
Discussant: Elvira Julia Abruña, University of Nebraska - Lincoln
47.041. Demystifying the Publication Process: A Candid Conversation With Editors and Reviewers. Division J - Postsecondary Education; Invited Speaker Session
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 11:50am to 1:20pm
Chairs: Stephen Santa-Ramirez, Mary Lou Fulton Teachers College Arizona State University; Carrie Klein, George Mason University; Karley Riffe, Auburn University
Participants: Lucy Anne LePau, Indiana University - Bloomington; Deborah Liddell, University of Iowa
Presenters: Mitchell J. Chang, University of California - Los Angeles; Kimberly Griffin, University of Maryland; Ana Martinez-Aleman, Boston College; Catherine Hartman, The University of Texas at Austin; Berenice Sanchez, Indiana University - Bloomington; Yi Hao, College of William and Mary
Discussant: Samantha Silverstein, Indiana University - Bloomington
47.042. Emergent Methodological Considerations for Higher Education Outcomes. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kent; 11:50am to 1:20pm
Chair: Annie M. Wofford, University of California - Los Angeles
Participants:
How Much Do Low-Stakes Assessments Underestimate Ability? A Case Study Using CLA+. Jon Lehrfeld, Council for Aid to Education; Doris Zahner, Council for Aid to Education
Integrative Learning: Development of a Measure. Ethan W. Youngerman, New York University; Laura Stilz Dahl, The Ohio State University; Matthew J. Mayhew, The Ohio State University.
The Influence of Response Styles on the Validity of Student Evaluation of Teaching Scores. Edgar Valencia, Pontificia Universidad Catolica de Chile
Unintended Consequences: Exploring the Impact of Assessment on Institutional Change and Policy? Cynthia A. Cogswell, Ohio University; Giannina R Baker, University of Illinois at Urbana-Champaign; Marjorie L. Dorime-Williams, University of Missouri - Columbia
What are the Beneficial Effects of Mobile Devices on Higher Education Learning? A Meta-Analysis. Yao-Ting Sung, National Taiwan Normal University; Je-Ming Yang, National Taiwan Normal University
Discussant: Benjamin S. Selznick, James Madison University
47.043. Exploring Boundaries, Illuminating Processes: Conducting Relational Research in Education. Division J - Postsecondary Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Churchill; 11:50am to 1:20pm
Chair: Sunear Kolluri, University of Southern California
Participants:
Reconsidering the Role of College Advisors as Key Relationship Brokers in High School Networks. Hoori Santikian Kalamkarian, Community College Research Center; Anthony Lising Antonio, Stanford University; Tamara Gilkes, Stanford University; Jesse Dawn Foster, Stanford University
Transactions, Power, and Multiple Perspectives: How a Relational Approach Can Enrich Research on Remedial Education. Michael Landon, University of Southern California
Black Undergraduate Networking: A Relational Understanding of Connections, Constraints, and Capital. Liane Indira Hypolite,
47.044. Faculty at Mid-Career: A Time of Reinvestment and Intentional Growth. Division J - Postsecondary Education; Symposium Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 11:50am to 1:20pm
Chair: Anita Gale Welch, Ball State University
Participants: Mid-Career Faculty: Who Are They? W. Michael Tervillegar, Ball State University; Jocelyn H. Bolin, Ball State University
The Sea Change in Locus of Control for Mid-Career Faculty: From External to Internal. Anne Marie DeFelippo, Salem State University; Jay R. Dee, University of Massachusetts Boston
The Academic Mother at Mid-Career: Integrating Motherhood, Academia, and Life to Obtain Satisfaction and Well-Being. Amanda Rockinson-Szapkiw, University of Memphis; Jillian L. Wendi, University of the District of Columbia
Reinvention: An Institution’s Responsibility, Not Mid-Career Diverse Women’s. Carrie Gremain, Catawba College

47.045. How Place and Time Shape the College Choice Process. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 11:50am to 1:20pm
Chair: Adam Fullerton, University of Nebraska - Lincoln
Participants: Choosing Transfer Institutions: Examining the Decisions of Texas Community College Students Transferring to Four-Year Institutions. Huriya Jabbour, The University of Texas at Austin; Wesley Edwards, The University of Texas at Austin
College Choice, Interrupted: Understanding the Postsecondary Transitions of Puerto Rican Students Displaced by Hurricane Maria. Awilda Rodriguez, University of Michigan - Ann Arbor; Enid Marie Rosario-Ramos, University of Michigan - Ann Arbor; Ana Mireya Diaz, University of Michigan - Ann Arbor; Jennifer Sawada, University of Michigan - Ann Arbor; Paula Clasing-Manquian, University of Michigan - Ann Arbor
Rurality and Social Trust: Implications for Rural College Access and Postsecondary Choice Sets. Shannon M. Calderone, Washington State University - Tri Cities
An Investigation of the Pathways of Adult Learners With Prior College Experience Seeking to Return to College. Constance Ilohi, University of California - Irvine
Discussant: Anthony Abraham Jack, Harvard University

47.046. (Re)Visiting and (Re)Imagining Youth (Transformational) Resistance. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 707; 11:50am to 1:20pm
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants: Sowing the Seeds for Transformation: Transformational Resistance in a High School Ethnic Studies Course. Eduardo Lopez, University of California - Los Angeles; Roxana Daylen Duenas, University of California - Los Angeles/ LAUSD; Jorge Lopez, Claremont Graduate University
Toward a Ratchet’s Resistance in Schools: Understanding the Nuanced Experiences of Brown Youth. Sylvia Mendoza, Palomar College; Socorro Morales, University of Utah
(Re)Imagining Transformational Resistance: Seeds of Resistance and Pedagogical Ruptures. Sharim Hanneweg-Martinez, University of California - Los Angeles; Sylvia Mendoza, Palomar College; Dolores Delgado Bernal, California State University - Los Angeles; Daniel Gilbert Solorzano, University of California - Los Angeles
Bang on the System: ReC conflict Praxis, Youth Resistance, and the End to Dispossession. David O. Stovall, University of Illinois at Chicago; Patrick Camangian, University of San Francisco
Discussant: Dolores Delgado Bernal, California State University - Los Angeles

47.047. Examining the Role of Teacher Education as Identity-Forming Site: Democratizing Our Work as Teacher Educators. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 714A; 11:50am to 1:20pm
Chair: Megan Madigan Peercy, University of Maryland - College Park
Participants: Black Students as Architects of Future Designs for Teacher Education. Marcelle M. Haddix, Syracuse University; Kimberly Natalia Williams Brown, Vassar College
Recentering Race and Teacher Identity in an Elementary Teacher Education Program. Manka M. Varghese, University of Washington
“But We’re in New Hampshire!” Troubling Our Assumptions of and Expectations for Teachers of Immigrant Youth. Judy A. Sharkey, University of New Hampshire
Modeling Vulnerability in the Preparation of Teacher Educators. Hilary Gehlhabn Conklin, DePaul University
Examining Teacher Educator Ontological Stance in Practice-Based Teacher Education. Megan Madigan Peercy, University of Maryland - College Park; Francis J. Troyan, The Ohio State University
Discussant: Clare Kosnik, University of Toronto/OISE

47.048. Exploring Opportunities and Challenges of Professional Development Models for Teachers of English Language Learners. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 703; 11:50am to 1:20pm
Chair: Rhonda Suzanne Bondie, Harvard University
Participants: How Does an Evidenced-Based Pedagogical Model Work for English Language Learners? Challenges From a Randomized Field Experiment. Pedro R. Portes, University of Georgia; Manuel S. Gonzalez Canche, University of Pennsylvania; Diego Boada Beltran, University of Georgia - Athens
“I See More Improvement in Their Learning”: An Investigation of Culturally Responsive Instruction and English Learners. Pamela Carroll, Missouri State University; Victor Malo-Juarez, University of North Carolina - Wilmington; Susan Cantrell, University of Kentucky; Rebecca Powell, Georgetown College
Mentoring Matters: Findings From a Five-Year English Learner Professional Development Grant Program. Stella M. Flores, New York University; Lisa Pry, Vanderbilt University; Daniela Torre Gibney, SRI International
Shifting Gradually to Asset-Based Understandings: A Discourse Analysis of Teachers’ Discussions About Teaching English Learners. Lottie L. Baker, The George Washington University
Discussant: Vera J. Lee, Drexel University

47.049. It’s Complicated: Examining LGBT Teacher Identities. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 706; 11:50am to 1:20pm
Chair: Brittany Nicole Anderson, University of Tennessee-Knoxville
Participants: Expressions of Marriage Equality Within a Conservative Public School Community: An Instrumental Case Study. Zachary William Stumbo, The University of Tennessee - Knoxville; Lauren Moret, The University of Tennessee - Knoxville
“’The Other Side of Me’: Struggling Between Teacher and Sexual Identity. Ciaraín Ó Gallchóir, University of Limerick; Caoléin Shinnem- Kennedy, University of Limerick
Queer Teachers of Color Exploring and Developing Personal and Professional Identities. Allison Mattheis, California State University - Los Angeles; Jose Corado, California State University - Los Angeles; Andrew Gutierrez
Work(s) in Progress: Professional Teacher Identity Development in Lesbian and Gay Preservice English Language Arts Teachers. Summer J Davis, Indiana University - Bloomington
Discussant: Edward Brockenbrough, University of Pennsylvania

47.050. Re-Visioning Teacher Leadership for the 21st Century: What’s Next? Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 712; 11:50am to 1:20pm
Chairs: Jill Bradley-Levine, Ball State University; Sabre Lynn Cherkowski, University of British Columbia
Participants: Building a Research Community, Developing a Coherent Field of Study. Jill Harrison Berg, Educational Consultant; Cynthia L. Carver, Oakland University; Melinda M. Mangin, Rutgers University
The Emergence and Failure to Launch of Hybrid Teacher Leadership. Sylvia Straulberg Bagley, University of Washington - Seattle; Jason M. Margolis, Duquesne University
Advocacy as a Practice of Critical Teacher Leadership. Jill Bradley-Levine, Ball State University
Positive Teacher Leadership: Building Mind-Sets and Capacities
47.051. Sociocultural Traditions to Study Teaching and Teacher Education for the Inclusive Classroom. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 714B; 11:50am to 1:20pm
Chair: Patricia Martínez-Alvarez, Teachers College, Columbia University
Participants:
Conceptual Frameworks for the Study of Bilingual Children With Dis/abilities. Dina C. Castro, University of North Texas
What Can Teachers Learn From Hmong and Latina/o Parents and Youth? Cultural Historical Change Informing Inclusive Education. Taucia Gonzalez, University of Wisconsin - Madison; Mariana Pacheco, University of Wisconsin - Madison; Yang Sao Xiong
Analytical Tools to Design Inclusive Contexts: Conversations in Clinical Experiences About Compensating and Removing Barriers. Patricia Martínez-Alvarez, Teachers College, Columbia University; Minhye Son; Belinda Arana, Teachers College, Columbia University
Teaching Staff Collaboration as a Key for Inclusive Education: Case Example From Finland. Birgit Paju, University of Helsinki; Anu Kajamaa, University of Helsinki; Elina Kontu; Raija Pirttimaa
Understanding the Construction of Dual Language Learner Academic Competence in a Multitiered System of Supports. Sarah Lopez Alvarado, Arizona State University
Discussant: Federico R. Waiteoller, University of Illinois at Chicago

47.052. The Power of Ethnic Studies: Impact on Teacher and Curriculum Development. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 711; 11:50am to 1:20pm
Chair: Joycl Sacramento, University of California - Berkeley
Participants:
Ethnic Studies Community Responsive Teacher Development. Allyson Tintiangco-Cubales, San Francisco State University
Praxis-Oriented Development: Lessons From an Ethnic Studies Teacher Collective. Joycl Sacramento, University of California - Berkeley
Ethnic Studies, Teacher Education, and Filippo American Teachers. Edward Ryan Carammeng, California State University - Dominguez Hills
Community Matters: Ethnic Studies Pedagogy in Hope Valley. Orlando Leonel Carreon, University of California - Davis
Discussant: Allyson Tintiangco-Cubales, San Francisco State University

Metro Toronto Convention Centre, 700 Level, Room 705; 11:50am to 1:20pm
Chair: Cecilia Henriquez Fernandez, University of Michigan - Ann Arbor
Participants:
Making a RUCCAS: Community Change-Based Social Justice Teacher Education. H. Bernard Hall, West Chester University of Pennsylvania; Hannah Ashley, West Chester University of Pennsylvania
Teaching Interrupted: A Case Study of Teacher Education Methods in Restorative Justice. Parissa MClark, University of California, Riverside; Omar Saife, University of California - Riverside
Discussant: Beatrice S. Fennimore, Indiana University of Pennsylvania

47.054. Analyzing Equity and Equality in School Safety and Discipline. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 202A; 11:50am to 1:20pm
Chair: Waguna S. Mommandi, University of Colorado - Boulder
Participants:
Effects of Restorative Practices on Suspended Pupils’ School Engagement, Academic Achievement, and Postsecondary Destinations. Stefanie De Jesus, Toronto District School Board; Samuel M. Zheng, Toronto District School Board
Predicting School-Level Disparities in Suspension: A National Analysis of All Census-Designated Racial/Ethnic Student Groups. Nicholas Paul Tripplett, University of North Carolina - Charlotte
Zero Tolerance (ZT) Policy Analysis: A Look at 20 Years of School-Based ZT Policies in Practice. Natasha N. Johnson, Georgia State University; Thaddeus L. Johnson, Georgia State University

47.055. Curricular Policy and Language-Minority Student Inclusion. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 11:50am to 1:20pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
Dual-Language Immersion Access and Outcomes Under Statewide Expansion. Jennifer L. Steele, American University; Graziezzo Covello, American University; Robert Slater, American Councils for International Education; Gena Zamarro, University of Arkansas; Troy Miller, RAND Corporation; Jennifer Li, RAND Corporation; Michael Bacon, Portland Public Schools
English Learner Education in the Era of the Every Student Succeed Act: A Three-State Comparison of Teacher Preparedness. Adam Kirk Edgerton, University of Pennsylvania; Erica Saldívar Garcia, University of Pennsylvania; Nelson Flores, University of Pennsylvania
Inequalities in Postsecondary Attainment by English Learner Status: A Case of Levelled Tracking. Brian Holzman, Rice University
Exploring the Long-Term English Learner Student Population Using Large-Scale Assessment Data. Narek Sahakyan, University of Wisconsin - Madison; Sarah Ryan, Wisconsin Center for Education Research

47.056. The Social Context and Structural Inequalities of School Discipline Policies. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 11:50am to 1:20pm
Participants:
Race, Place, and Exclusion: The Metropolitan Landscape of Racial Inequality in School Discipline. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University; Morgan DeBusk-Lane, Virginia Commonwealth University; Ashlee Morgan Lester, Virginia Commonwealth University; Rachel Anne Levy; David Bryant Naff, Virginia Commonwealth University; Virginia Palencia, Virginia Commonwealth University
The State of School Discipline: A Comprehensive Review of Disparities and Alternative Approaches. Richard Welsh, University of Georgia; Shafqat Hill, University of Georgia
Out-of-School Suspension Rates in Maryland: Interactions of Race, Gender, and Disproportionality. Erin Janulis, University of Maryland - College Park; Bradley Quares, University of Maryland College Park
Zero-Tolerance School Discipline Policies and Black Girls. Terri Nicol Watson, City College of New York - CUNY
The Contribution of Schools to Student Suspension: A Value Added Approach. Samantha L Viano, University of Washington; Ben Fisher, University of Louisville; Chris Carran, University of Maryland - Baltimore County; Francis A Pearlman, University of Pittsburgh; Joseph H. Gardella, Vanderbilt University
Discussant: Carla Sheld, Graduate Center - CUNY

SIG Sessions

47.057. Multimodal Art Practices for Well-Being and Storytelling. SIG-Arts and Learning; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 11:50am to 1:20pm
Participants:
Beyond Words: A Posthuman Exploration of Music, Learning, and Well-Being for Postverbals People. Jocely Quinn, Plymouth University
Facing Depression: Pedagogical Discoveries of Students Creating a Devised Theater Project. Matt Omasta, Utah State University; Alyssa Landroche, Utah State University; Facing Depression Project Team
47.058. Educational Policies Shaping Bilingual/Dual-Language Education. SIG-Bilingual Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 11:50am to 1:20pm
Chair: Elena Izquierdo, The University of Texas - El Paso
Participants:
Intake and Enrollment: Within-State Policy Variation Regarding Adolescent Newcomers. Lorna Porter, University of Oregon
Reparative Shifts in Language Education Policy: A Case Study of Language Ideologies in Urban Charter Schooling. Victoria F. Trinder, University of Illinois at Chicago; P. Zitlah Morales, University of Illinois at Chicago
“Sí se pudo”: Top-Down and Bottom-Up Language Policy Processes in the Adoption of Dual Language. Lina Martín Corrada, The University of Texas - San Antonio; Kathryn L. Henderson, The University of Texas - San Antonio; Adriana Alvarez, University of Colorado - Denver
Demystifying the Wizard of Oz: A Review of Research on School Leadership in Dual-Language Education. Sandra E Leu, University of Utah
Examining English Language Development Instruction in the Primary Grades in an 80/20 Spanish-Immersion Two-Way Program. Meg Burns, Lesley University
Discussant: Garrett Delavan, California State University - San Marcos

47.059. Pioneering Women. SIG-Biographical and Documentary Research; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 11:50am to 1:20pm
Chair: Jonathan Lightfoot, Hofstra University
Participants:
Reflecting on Biography for Youth: The Case of Oprah. Kevin Vonica Hinton, Old Dominion University
Reimagining Beneficence Through the Eyes of the Women: When Biographical Projects Reshape Higher Education. Thalia Mulvihill, Ball State University
Discussant: Louise Lockard, Northern Arizona University

47.060. Using an Equity-Based Lens to Interrogate Curricula and Education Opportunities. SIG-Caribbean and African Studies in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203B; 11:50am to 1:20pm
Chair: Andrew Anthony Hunte, The University of Trinidad and Tobago
Participants:
“A Look at Africa”: Framing Analysis of Curriculum Materials on Nigeria in U.S. Classrooms Context. O. Matthew Odebyi, The University of Alabama; Cynthia S. Sunal, The University of Alabama
Curriculum Choice in Rural Zambia: Empowering Poor Families via Accessible and Equitable Education. Christopher B. Yahuma, The Ohio State University - Columbus
“I’m Not Ashamed of Being African”: Examining Culturally Relevant/ Sustaining Pedagogical Practices in an African Club. Michelle G. Knight-Manuel, Teachers College, Columbia University; Sandra Schmidt, Teachers College, Columbia University; Nicole Limperopolous, Bank Street College of Education; Jordana Bell, New York City Department of Education; Dramane Ouedraogo, Teachers College, Columbia University
Perception, Reality, and Access: Understanding and Bridging Educational Gaps for Ghana’s Secondary School Girls. Abigail Akosa Amaoako Kayser, University of Virginia; Brian Kayser, University of Virginia
Postcolonial Curriculum in Zimbabwe: A Critical Review of the Literature. Lovemore Sibanda, University of North Texas; Jeminih L Young, University of Iowa
Discussant: Makere Semese Rosy Qhosola, University of the Free State

47.061. Geographic School Choice Research Across the Local-Global Scale. SIG-Charters & School Choice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201A; 11:50am to 1:20pm
Chair: Chris Lubinski, Indiana University
Participants:
Examining the Relationship Between Instructional Approaches and Geographic Contexts: The Case of California Charter Schools. Charies Ithagbas Galesino, University of Memphis; Jonah Liebert, Columbia University
Public Transit and School Choice in Philadelphia: Exploring Spatial Equity and Social Exclusion. Michael R. Scott, The University of Texas at Austin; David T. Marshall, Auburn University
Schools as Imagined Communities: Geographic Constraints in a Mature Education Market. Amanda U. Potterton, University of Kentucky
Discussant: Chris Lubinski, Indiana University

47.062. Rating Quality Issues in Classroom Observation. SIG-Classroom Observation; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 11:50am to 1:20pm
Chair: Stefanie A. Wind, The University of Alabama - Tuscaloosa
Participants:
A Mixed-Methods Study of Factors Affecting Rater Agreement During Teacher Observations. Julie Brockman Smart, Clemson University
Longitudinal Invariance of Teachers’ Observational Ratings of Children’s Emergent Literacy Skills. Thomas J Rezza, University of Louisville; Jason C. Immekeus, University of Louisville
The Practical Impact of Differences in Rater Severity in Classroom Observations for Teacher Evaluation. Stefanie A. Wind, The University of Alabama - Tuscaloosa; Eli Andrew Jones, Columbus State University; Christi Crosby Bergin, University of Missouri
Understanding Interrater Reliability in a Diverse Group of Raters: Considerations for the Frame of Reference Training. Abbas Abbasov, Teachers College, Columbia University; Corbin M. Campbell, Teachers College, Columbia University
Discussant: Roque do Carmo Amorim Neto, Davenport University

47.063. Validating Theories of Learning for Classroom Assessment Design: Sources of Evidence. SIG-Cognition and Assessment; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 11:50am to 1:20pm
Chair: Leanne R. Ketterlin-Geller, Southern Methodist University
Participants:
Cycle for Validating a Learning Progression. Edith Aurora Graf, ETS; Peter Van Rijn, ETS Global
Working at Scale to Recover Learning Trajectories Empirically for Grades 6–8 Math Through Ongoing Validation. Jere Confrey, North Carolina State University; Emily Toutkoushian, University of North Carolina - Chapel Hill; Metal Shah, North Carolina State University
Evidence From Educators: Empirical Recovery of the Learning Progression Through the Lens of Teachers. Leanne R. Ketterlin-Geller, Southern Methodist University; Lindsey Perry, Southern Methodist University; Elizabeth Lynn Adams, Southern Methodist University
Fostering and Evaluating Coherence in Assessing Learning Progressions. Paul D. Nichols, ACT, Inc.

47.064. Constructivist-Aligned Teaching Practices: Implementation, Principles, and Fidelity. SIG-Constructivist Theory, Research, and Practice; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201C; 11:50am to 1:20pm
Chair: Lucy K. Spence, University of South Carolina
Participants:
What Would Vygotsky Say? Effectiveness of Standards-Based Learning Environment. Dorothy Holley, Clayton High School; Kathryn Stevenson; Soo Hye Park, North Carolina State University
Teach Me How to Talk, Read, and Think! A Literacy and Language Development Response to Intervention Model. Joanna Lynn Neel,
47.065. Advances in Cooperative Learning Theory and Research. SIG-Cooperative Learning: Theory, Research and Practice; Paper Session Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 11:50am to 1:20pm

Chair: David R. Johnson, University of Minnesota
Participants:
- Exploring the Epistemic Development Trajectories in Jigsaw-Based Collaborative Problem Solving. Biaw Ku, East China Normal University; Handan Sung, University of Wisconsin - Madison
- Bilingual Teachers’ Application of Cooperative/Peer-Tutoring Strategies in Teaching CALP in a Randomized Control Study. Shijang Tang, Texas A&M University - College Station; Fulun Tong, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station
- The Effect of Computer-Supported Collaborative Learning on Students’ Performance: A Meta-Analysis. Fei Wang, East China Normal University; Xiaojing Gu, East China Normal University; Dacheng Feng, East China Normal University
- Using a Teacher Engagement Model During a Development Study to Facilitate Implementation of Large-Scale Peer Tutoring Randomized Controlled Trial. Maria Paz Cockrell, Queen’s University - Belfast; Allen Thurston, Queen’s University Belfast
- Students’ Goal-Setting as Predictor of Growth in Social Reasoning in Small-Group Discussions. Elizabeth Kraatz, The Ohio State University - Columbus; Seung Yon Ha, The Ohio State University; Tzu-Jung Lin, The Ohio State University, Narmada Paul, University of Kentucky; Alyssa Tonissen, The Ohio State University

Discussant: Roger T. Johnson, University of Minnesota

47.066. Gap in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Invited Speaker Session Metro Toronto Convention Centre, 200 Level, Room 202C; 11:50am to 1:20pm

Participants:
- Managing Mismatch: Bridging the Gap or Stubbornly Standing Still. Crystal Diane Neill, University of Oklahoma; Qian Wang, The University of Oklahoma; Dionne Indera Cross Francis, Indiana University; Alexandra Parsons, University of Oklahoma; Laura A. Lewis, University of Oklahoma; Ji Yoon Hong, University of Oklahoma
- The Discipline Gap: Issues and Remedies in Racially Disproportionate Discipline. Maria D.S. Andrade Johnson, Loyola Marymount University
- The Gifted Gap, STEM Education, and Economic Immobility. Lenora Mosley Crabtree, University of North Carolina - Charlotte; Sonyia Richardson, University of North Carolina - Charlotte; Chance W. Lewis, University of North Carolina - Charlotte
- Picture This! Examining How Pre-K Children Mobilize Making and Movement to See Speculative Futures With Photography. Jon Michael Wargo, Boston College
- Saving a Picture Forever: Curating “Truthful” Images of Life at School. Haeny Susan Yoon, Teachers College, Columbia University

Discussant: Tran Templeton, University of North Texas

47.069. Sociocultural and Dialogic Approaches to Moral Development and Identity Across the Life Span. SIG-Cultural-Historical Research; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 11:50am to 1:20pm

Chair: Dana Walker, University of Northern Colorado
Participants:
- Citation Metrics and Meta-Analysis: The Rise of Bakhtin in English Education. Christian George Gregory, Columbia University
- The Sociohistorical Development of a Preschool’s Institutional Identity. Lois A. Yamauchi, University of Hawaii - Manoa; Stephanie Char, University of Hawaii - Manoa; Caroline Li Soga, University of Hawaii - Manoa; Leilani Au

Discussant: Natalia Gajdamaschko, Simon Fraser University

47.070. Collaborative Data Use: Why, How, and When Does It (Not) Work? SIG-Data-Driven Decision Making in Education; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 11:50am to 1:20pm

Chair: Ellen B. Mandinach, WestEd
Participants:
- Teacher Interactions in Data Use: Development Through the Inquiry Cycle and Potential for Learning. Roos Van Van Gasse, University of Antwerp; Kristin Vanlommel, University of Antwerp; Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp
- Affordances of Narrative and Numerical Data for Data Teams: A Social-Semiotic Approach to Data Use. Henning Fjørtoft, The Norwegian University of Science and Technology; Mei Kun Lai, The University of Auckland
- Enabling and Hindering Factors: Data Teams in a U.S. Context. Jon Beth Jimerson, Texas Christian University; Vanessa B. Garry, University of Missouri - St. Louis; Kim Schildkamp, Universiteit Twente; Cindy Louise Poortman, University of Twente
- When Data Use Efforts Don’t Succeed: Factors Hindering the Work of Data Teams. Amanda Datnow, University of California - San Diego

Discussant: Julie A. Marsh, University of Southern California

47.071. Deweyan Insights for Living Well in the World With Others. SIG-Dewey Studies; Paper Session Metro Toronto Convention Centre, 200 Level, Room 206A; 11:50am to 1:20pm

Chair: Chetanath Gautam, Delaware State University
Participants:
- Community and Harmony in a Post-Truth Era: Cross-Cultural Dialogues on Pragmatism. Zitong Wei, China Women’s University
- Dewey and Political Communication in the Age of Mediation. Lance E
47.072. Model Contemplations: Identification, Detection, Effects, and Errors. SIG-Educational Statisticians; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, New Burnswick; 11:50am to 1:20pm
Chair: Delwin Carter, University of California - Santa Barbara
Participants:
- Accurate Model Versus Accurate Estimates: A Study of Bayesian Single-Case Experimental Designs. Prathiba Natesan, University of North Texas; Larry V. Hedges, Northwestern University
- Identification Issues in the Curve-of-Factors Model. Yanyun Yang, Florida State University; Yachen Luo, Florida State University
- Regularized Structural Equation Modeling to Detect Measurement Bias in Complex Structural Equation Modeling Models. Xinya Liang, University of Arkansas; Ross Jacobucci, University of Notre Dame
- The Impact of Ignoring the Treatment-Mediator Interaction on Traditional Tests of Indirect Effects. Tiffany Ann Whittaker, The University of Texas at Austin; Pierce Cappelli, The University of Texas at Austin
- Type I Error and Power Rates for Discrete Multilevel Survival Models With Varying Sample Size. Julie Ann Lorah, Indiana University - Bloomington; Yiming Qian; Anthony Dematteo; Poh Li Lau, University of Malaya
Discussant: Ramon Emilio Fernandez, Pace University

47.073. Weaving Stories Into STEM Learning. SIG-Informal Learning Environment Research; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 11:50am to 1:20pm
Chair: Deborah Siegel, Institute for Learning Innovation
Participants:
- Experts, Partners, and Narratives: Mapping Informal STEM Challenges Across a Cohort of Four Similar Projects. Sue Allen, Maine Mathematics and Science Alliance; Scott Byrd, Maine Mathematics and Science Alliance; Alexandria Brasili, Maine Mathematics and Science Alliance
- Using Narratives to Evoke Empathy in Museum-Based Engineering Activities. Dorothy Bennett, New York Hall of Science; Susan M. Lertonneau, New York Hall of Science; Katherine McMillan Calp, New York Hall of Science; ChangChia James Liu, New York Hall of Science; Yessenia Argudo, New York Hall of Science
- Narrative as a Tool to Create Inclusive Engineering Experiences. Christine M. Cunningham, Museum of Science, Boston; Cathy Pauline Lachapelle, Museum of Science
- Engaging Experts in the Use of Oral Narratives During Informal Science Programs for Families. Graciela Solsi, Loyola University Chicago; Diana Acosta, Loyola University Chicago; Lauren Christine Pagano, Loyola University Chicago; Catherine A Haden, Loyola University Chicago
- Novel Engineering: Integrating Engineering and Literacy. Merrieth Portmore, Tufts University; Elissa Milto, Tufts University; Jessica Watkins, Vanderbilt University
- Scientist Constructors: A Case Study of How Narratives Inform a Family’s Conception of Their Connections to STEM. Kimberly Marie Sheridan, George Mason University; Asia Williams, George Mason University; Hyle Daly, George Mason University; Christie C. Byers, George Mason University; Abigail W Konopasky, George Mason University
- STEM Learning Through a Web of Stories and Storytelling. Deborah Siegel, Institute for Learning Innovation; Christina Cic, High Desert Museum; Jon Nelson, High Desert Museum; Carolyn Nesbitt, High Desert Museum; Theresa Cobly, University of Missouri - St. Louis; Josie Hanneman, Deschutes Public Library; Tim Hiller, Wildlife Ecology Institute; Francois Schnieder; Chandra vanEijnsbergen, Deschutes Public Library; Alyssa Wolf, High Desert Museum
- Family Camp, Lightning Storms, and Eagle Relatives: How Family Stories Bring Significance to Robotics Learning. Carrie T. Tzou, University of Washington - Bothell; Philip L. Bell, University of Washington - Seattle; Megan Bang, The Spencer Foundation; Meixi Ng, University of Washington; Enrique (Henry) Suarez, University of Washington - Seattle; Don LaBonte, University of Washington - Seattle
- Teachers Becoming Actors in Authentic Data Stories. Michael Giamellaro, Oregon State University; Kari O’Connell, Oregon Natural Resource Education Program; Melinda Knapp, Oregon State University - Cascades
- Study Time STEM: Disciplinary Learning Through Shared Reading Experiences. Antony T. Smith, University of Washington - Bothell; Allison Beth Hintz, University of Washington - Bothell
Discussant: Ananda Maris, University of California - Los Angeles

47.074. Learning Experiences: In Inquiry and Perceptions. SIG-Instructional Technology; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715B; 11:50am to 1:20pm
Chair: Justin Olmanson, University of Nebraska - Lincoln
Participants:
- Adopting e-Learning Teaching Strategies at a Research University: The Voice of Faculty Members. Jayson W. Richardson, University of Kentucky; Ericka Hollis, Regis College; John Eric M Lingat, University of Kentucky
- BLAAL Survey: Evaluating Undergraduate Student Persistence Within Blended Learning Science Environments That Support Active Learning. Brenda Such, University of Florida
- Buggy Genetics: Designing a Learning Experience to Foster Creativity and Science Learning in Elementary Classrooms. Tonia A. Dousay, University of Idaho; Jennifer Lynn Weible, Central Michigan University
- Instructional Orchestration With Digital Games: Influences on Students’ Learning Experiences. Danielle Cadieux Baudou, North Carolina State University; Eric N. Wiebe, North Carolina State University; Osman Aksit, North Carolina State University; Karen Mutch-Jones, TERC; Santiago Gasca, TERC; Chad Dorsey, The Concord Consortium; Frieda Reichman, The Concord Consortium; James Lester, North Carolina State University; Trudi Lord
- Mobile Learning Acceptance in Higher Education: Students’ Perception. Elian-ÖK Rek, California State University - San Bernardino; Qi Guo, California State University - San Bernardino
- Perceptions of Learning Technology Usability Predict Science Learning Self-Efficacy, Interest, and Understanding of Content. Pasha Antonenko, University of Florida; David Julian, University of Florida; Andrew Hill, University of Florida; Robert Hester
Discussant: Bryce L. Walker, George Washington University

47.075. Dialogic Pedagogy and Participation: Considering Student Choice and Agency. SIG-Language and Social Processes; Symposium
Metro Toronto Convention Centre, 700 Level, Room 715A; 11:50am to 1:20pm
Chair: Mary M. Jozefowicz, Michigan State University
Participants:
- Power to Choose: The Role of Dialogic Pedagogy for Empowerment of Writers. Debra Ann Myhill, University of Exeter
- (Re)Knowing Through Poetry: Illuminating the Local, the Personal, and the Everyday Through Dialogic Pedagogy. Maureen P. Boyd, University at Buffalo - SUNY; Emma Janicki-Gechoff, Elmwood Village Charter School; Laurel Shields, University at Buffalo - SUNY; John P Iorio, University at Buffalo - SUNY; Christopher Vasquez, Buffalo Public Schools
- Street Smarts and Critical Thinking: An Examination of Students’ Voices on Critical Thinking. Márce Davies, University of Auckland
- Student Learning Through Participation in Dialogic Classroom Activity in English Primary Schools. Sara Hennessy, University of Cambridge; Neil McKay Mercer, University of Cambridge; Elisa Calzagni, University of Cambridge; Alvin Leung, University of Cambridge; Joyce Lin, University of Cambridge
Discussant: Maren S Aukerman, University of Calgary

47.076. Mathematics Achievement, Achievement Gap, and Collaborative Problem Solving in Large-Scale Assessments. SIG-Large-Scale Assessment; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 11:50am to 1:20pm
Chair: Mehmet “Dalı” Öztürk, College of the Sequoias
Participants:
Examining Temporal Validity With Regression to Examine Which Math and Science Courses Predict ACT Scores. Courtney Donovan, University of Colorado - Denver; Janice Thorpe, University of Colorado - Colorado Springs

Reciprocal Relation Between Intelligence and Mathematical Achievement. Steffani Soff, Kerstin Schütte, Leibniz Institute for Science and Mathematics Education (IPN); Nle Nicole Kampa, Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education

Large-Scale Assessment in Mathematics: The Relationship Between Teachers’ Views and Classroom Practice. Ina Lazarescu, University of Ottawa

International Reading Gaps Between Boys and Girls From 1970 to 2011. Ida Steinnmann, University of Dortmund; Rolf Streitholt, TU Dortmund University; Monica Rosen, University of Gotenburg

The Effects of Social Support and Achievement Motivation on Collaboration Problem Solving. Jingwen He, Beijing Normal University; Danhui Zhang, Beijing Normal University

Discussant: Sabine Menck, IEA Hamburg

47.077. Teacher Agency as a Complex and Emergent Phenomenon: International Perspectives. SIG-Lives of Teachers; Symposium Metro Toronto Convention Centre, 200 Level, Room 203A; 11:50am to 1:20pm

Chair: Mark Priestley, University of Stirling

Participants:
Teacher Agency: Repertoires for Maneuver in an Era of Technology. Kathryn M. Hibbert, University of Western Ontario; Mary Ott, University of Western Ontario
Teacher Agency in Context: Examining Teachers’ Narratives of Curriculum Change in the Republic of Cyprus. Stavroula Kontovourki, University of Cyprus; Stavroula Philippou, University of Cyprus; Elieni Theodorou, European University
Understanding Teacher Agency in the Swedish National Standards-Based Curriculum Reform. Daniel Alvunger, Linnaeus University
The Interrelation Between Teachers’ Professional Agency and Perceived Personal Recognition in a Five-Year Follow-Up Study. Tiina Sointiluoto, Tampere University Foundation sr; Kirti Maria Pyhältö, University of Helsinki; Janne Pietarinen, University of Eastern Finland

Teachers in the Lead in Dutch National Curriculum Reform: Lessons Learned. Nienke Nieveen, SLO - The Netherlands Institute for Curriculum Development; Elvira Folmer, The Netherlands Institute for Curriculum Development; Sanne Tromp, SLO - The Netherlands Institute for Curriculum Development

Discussant: Mark Priestley, University of Stirling

47.078. Longitudinal Studies of STEM Interests, Choices, and Outcomes. SIG-Longitudinal Studies; Paper Session Fairmont Royal York Hotel, Mezzanine Level, Tutor 8; 11:50am to 1:20pm

Chair: Chandra Muller, The University of Texas at Austin

Participants:
Evaluating Early Mathematics Achievement Growth of Language-Minority Students and Native English Speakers Using the Early Childhood Longitudinal Study--Kindergarten 2011. Hyun Joo Jung, University of Massachusetts - Amherst; Bitnara Jasmine Park, American Institutes for Research; Mengyi Li, American Institutes for Research; Yuan Zhang, American Institutes for Research; Thomas Y Sun, American Institutes for Research; Xiaying Zheng, American Institutes for Research
Using Logistic Regression Analysis to Predict Student STEM Majors. Christina Witta Gillespie, Valencia College; Haiyan Bai, University of Central Florida
A Linkage Between Computer Science Education and STEM Major Selection: Multilevel Structural Equation Modeling. Ahlam Lee, Xavier University
Do Both Intrinsic and Identified Motivations Have Long-Term Effects? Yuan Liu, Southwest University; Kit-Tai Hau, The Chinese University of Hong Kong; Zheng Xin, Southwest University; Xiaofang WANG, Shenzhen University

47.079. EMPOWERED: What Superheroes and Comics Can Teach Us About Social Justice Pedagogies and Democratic Education. SIG-Media, Culture, and Learning; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 11:50am to 1:20pm

Chair: Christopher Emdin, Teachers College, Columbia University
Participants:
Black Heroes Matter: Resisting White Supremacy Through Superhero Narratives in the Classroom. Michael B Dando, University of Wisconsin
- Madison
Schools of the Walking Dead. Jordan Corson, Teachers College, Columbia University
Schools, Hypertime, and a Multiverse of Possibilities: Crisis on Infinite Reforms! Daniel Friedrich, Teachers College, Columbia University
Storm Is Coming: A Feminist Critique of Superhero Comics. Sarah Ishmael, University of Wisconsin - Madison

47.080. The Value of Mentoring to Improve Teaching Practices: International Perspectives. SIG-Mentorship and Mentoring Practices; Symposium Metro Toronto Convention Centre, 800 Level, Room 802A; 11:50am to 1:20pm

Chair: Juanjo Mena, Universidad de Salamanca
Participants:
Mentoring as Enculturation of New Teachers Into Communities of Ongoing Professional Learning for Change. Tira Ratnam, Independent Teacher Educator
The Role of Mentoring in Brazilian Context: Experiences in Dialogue. Martha Maria Prata-Linhares, Federal University of Triângulo Mineiro; Maria Alzira Pimenta, Sorocaba University; Helena Amaral da Fontoura, State University of Rio de Janeiro
Mentoring of Novice Teachers’ Induction to the Profession in Russia. Roza A. Valeeva, Institute of Psychology and Education, Kazan Federal University, Russia; Aydar M. Kadymullin, Kazan Federal University
A Value-Added Approach to Teacher Learning. Michelle Attard Tonna, University of Malta
Mapping Instructional and Emotional Mentoring Skills That Unlock the Learning of the Teaching Profession in Spain. Juanjo Mena, Universidad de Salamanca; Victoria De Miguel, Universidad de Salamanca; Marta Martin del Pozo, Universidad de Salamanca; Maria-Luisa García Rodríguez, Universidad de Salamanca
Challenges in Practicum and Mentoring in the Post-Bologna Context in Portugal. Maria A. Flores, Minho University, Portugal

Discussants: Susan E. Elliott-Johns, Nipissing University; Margery Ann McMahan, University of Glasgow

47.081. Systematic Reviews, Thematic Syntheses, and Gap Analyses in Online, Distance, and Blended Learning. SIG-Online Teaching and Learning; Paper Session Metro Toronto Convention Centre, 600 Level, Room 606; 11:50am to 1:20pm

Chair: Lesley Willon, University of Toronto - OISE

Participants:
A Bibliometric Exploration of the Qualitative Research Literature in Distance Education Using a Network Approach. Sara E. Wolf, Auburn University; Carey E. Andrzejowski, Auburn University; Kristine Nicole Forney, Auburn University
Enhancing Academic Self-Efficacy in Online Settings: A Systematic Review. Tia S Farmer, Purdue University; Victoria Lynn Lowell, Purdue University
Factors Influencing Students’ Online Learning Experiences: A Thematic Synthesis. Seul Caskurlu, Purdue University; Jennifer C. Richardson, Purdue University; Yukiko Maeda, Purdue University
Gap Analysis: Smart Strategies for Identifying Courses Impeding Student Success. Karen P. Swan, University of Illinois at Springfield; Bill Bloemer, University of Illinois - Springfield; Scott L. Day, University of Illinois at Springfield; Leonard Ray Bogle, University of Illinois at Springfield
What Has Been Discussed in Online, Distance, and Blended Learning? A Review of Co-Cited Research. Hyein Park, University at Albany - SUNY; Peter Shea, University at Albany - SUNY

Discussant: Lisa J. Lynn, Chicago Public Schools


Chair: Deana Darling, Horizons National

Participants:
Summer as an Accelerator for Teacher Professional Growth. Bryan Hall, BELL; Danielle Fontaine, BELL; Brenda McLaughlin, BellXcel; Allison Cream Davis, Bellwether Education Partners; Marnie Kaplan, Bellwether Education Partners
Measure Once, Cut Twice: Using Data for Continuous Improvement and Impact Evaluation in Summer Programs. Charles Smith, Q-Turn Group LLC; Steve Peck, University of Michigan; Leanne Roy, David P. Weikart Center for Youth Program Quality

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47.083. Performing Dissertation Research and Liberating Academic Writing. SIG-Qualitative Research; Demonstration/Performance Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 11:50am to 1:20pm
Chair: Sonia E. Janis, University of Georgia
Directors: William (Bill) H. Schubert, University of Illinois at Chicago; William C. Ayers, University of Illinois at Chicago
Participants: Performing Dissertation Research and Liberating Academic Writing. Ming Fang He, Georgia Southern University

47.084. The Black Student Experience in Higher Ed. SIG-Research Focus on Black Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 713A; 11:50am to 1:20pm
Chair: Antar Akari Tichavakunda, University of Cincinnati
Participants: A Critical Race Examination of Socialization Experiences of Black Male Doctoral Students. Royel M. Johnson, The Pennsylvania State University; Terrell Lamont Strayhorn, LeMoyne-Owen College
Black Males Negotiating Leadership in College. Derrick R. Brown, University of Cincinnati
Black Males Who Hold Advanced Degrees: Critical Factors That Promote Success With Educational Attainment. Lawrence Lowell Scott, Texas A&M University - San Antonio; Laurie A. Sharp, West Texas A&M University
Black Student Understandings of Affirmative Action in Brazil. Jeana E. Morrison, Boston University
Student Resistance Movements in Higher Education: An Analysis of the Depiction of BLM Protests. Molly Sarabji, The University of Denver; Meselet Haile, The Ohio State University

47.085. Novel Approaches to Sport and Education Research. SIG-Research Focus on Sport Education and Sport; Paper Session Metro Toronto Convention Centre, 600 Level, Room 604; 11:50am to 1:20pm
Chair: Monique Ositela, New America
Participants: A Decade of Research Literature in Sports Coaching (2005–2015). Jannelle Marie Griggs, Arizona State University; Melissa Jensen, Oklahoma State University - Stillwater; Chantal C. Anthony; Timothy Baghurst; Pamela Hodges Kulina
Evolving Coach Identities Within a Community of Practice: Learning About Ourselves. Richard Bowles, Mary Immaculate College; Anne O'Dwyer, Mary Immaculate College
Examining the Experiences of Latino Male Student-Athletes. Guillerme Ortega, University of Houston; Francisco J Ramirez Rueda, University of California - Riverside
Institutional and Contextual Correlates of Black Athletic Overrepresentation at Predominantly White Institutions. Jonnells H. Braddock, University of Miami; Felicia Theune, University of Miami; Marvin P. Dawkins, University of Miami
Returning to the Classroom Following Sport-Related Concussion: Perspectives of College Student Athletes. Amanda Acord-Vira, West Virginia University; Reagan Curtis, West Virginia University
Discussant: Erianna Wright, The University of North Carolina at Chapel Hill

47.086. Fusing Mentoring Frameworks: A Critical Praxis to Affirm Women’s Endeavours in a Post-Truth Era. SIG-Research on Women and Education; Symposium Metro Toronto Convention Centre, 600 Level, Room 603; 11:20am to 1:20pm
Chair: Joanne Beverly De Four-Babb, University of Belize/UWI Open Campus
Participants: Leadership as Critical Praxis: The Case of African American Women Faculty. Deirdre Cobb-Roberts, University of South Florida; Tala Randa Ennad, The University of the West Indies - St. Augustine
Impacts of Mentorship in the Context of Intragender Workplace Aggression. Susan Porter, National University; Dina Castillo Pachi, National University San Diego; Nilsa J. Thorsos, National University
Co-Mentoring as a Spiritual and Humanizing Practice. Christine Wanjiku Nganga, The George Washington University; Makini Z. Beck, Rochester Institute of Technology; Joanne Beverly De Four-Babb, University of Belize/UWI Open Campus
“Spiritual Rituals”: A Catalyst for High Performance Among Jamaican Women Athletes. Paula Carole Daley-Morris, University of the West Indies; Mona; Camille Alicia Berry, The University of the West Indies - Mona Campus
A Mentoring Framework for Engaging K–12 Females in the STEM Pipeline. Jillian Cadwell; Anne L. Kern, University of Idaho
Promoting Leadership Through Mentoring: Access and Community Cultural Wealth in Two Pre-Collegiate Programs. Antonne M. Aragon, Colorado State University; Makini Z. Beck, Rochester Institute of Technology
Discussant: Nilsa J. Thorsos, National University

47.087. Rural Schools and Communities: Conflict and Collaboration. SIG-Rural Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 713B; 11:50am to 1:20pm
Chair: Amy Price Azano, Virginia Polytechnic Institute and State University
Participants: Mapping Rural Education Research: A Systematic Review of Methods, Geographies, and Definitions. Jesse Moon Longhurst, Southern Oregon University; Michael Thier, International Baccalaureate; Sheryl D Craig, University of Oklahoma; Phillip D Grant, University of West Georgia; Casey Jakubowski, Albany State University
White Working Class Rural Young People, Populism, and the Growth of “Dark” Bonded Social Capital. Carl Bagley, Queen’s University - Belfast
Adaptive Rural School District Improvement: The Case of One Statewide Research-Practice Partnership. Elizabeth Wargo, University of Idaho; Davin Carr-Chellman, University of Idaho; Kathryn Marie Canfield-Davis, University of Idaho; Kathleen M. Budge, Boise State University

47.088. Overcoming Challenges in Developing and Implementing Next Generation Science Standards–Aligned Instructional Materials and Assessments. SIG-Science Teaching and Learning; Symposium Metro Toronto Convention Centre, 700 Level, Room 709; 11:50am to 1:20pm
Chair: Anesha Badrinarayanan, Achieve, Inc.
Participants: Designing Curriculum Materials to Embody the Vision of the Framework for K–12 Science Education. Joseph S. Kraiczek, Michigan State University; Emily Miller, University of Wisconsin - Madison
How the Next Generation Science Standards Science Instructional Shifts and Language Instructional Shifts Support Each Other for All Students Including English Learners. Okheee Lee, New York University; Lorena Llosa, New York University; Alison Marie Haas, New York University; Marcelle Goggins, New York University; Scott Grapin, New York University
Leveraging a Virtual Chemistry Lab Environment to Engage Students in 3-D Learning. Jodi Davenport, WestEd; David Yaron, Carnegie Mellon University
Designing and Implementing Instructionally Supportive Assessment Tasks for Promoting Three-Dimensional Learning: Challenges Faced and Lessons Learned. Christopher J. Harris, WestEd; James W. Pellegrino, University of Illinois at Chicago; Joseph S. Kraiczek, Michigan State University; Dan Damelin, The Concord Consortium; Nonye Alozie, SRI International; Kevin McElhany, SRI International; Brian Douglass Gane, University of Illinois at Chicago; Diksha Gaur, University of Illinois at Chicago; Mon-Lin (Monica) Ko, University of Illinois at Chicago; Krystal Nacole Alberta Madden, University of Illinois at Chicago
47.089. English Learners With Disabilities: Equity, Opportunity, and Pathways Forward. SIG-Second Language Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206D; 11:50am to 1:20pm
Chair: Sara E.N. Kangas, Lehigh University
Participants:
Is There Cultural and Linguistic Bias in the Special Education Identification of English Learners? Seyoung Park, The University of Texas at Austin
The Trade-Offs of Service Provision for Middle School English Learners With Disabilities. Sara E.N. Kangas, Lehigh University
Parent Involvement in Reclassification Processes for English Learners With Disabilities. Jamey Burho, Oregon State University; Karen D. Thompson, Oregon State University; Cameron Fischer, University of Oregon
Discussant: Julie Esparza Brown, Portland State University

47.090. Social-Emotional Learning Measurement and Continuous Improvement: Lessons From the CORE Districts. SIG-Social and Emotional Learning; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206C; 11:50am to 1:20pm
Chair: Heather J. Hough, Stanford University
Participants:
Measuring Stability in School Effects on Social-Emotional Learning (SEL): Evidence From Three Years of SEL Data. Hans Fricke, Stanford University; Susanna Loeb, Brown University; Robert H. Meyer, Education Analytics; Andrew B Rice, Education Analytics Inc.; Michael Christian, Education Analytics; Libby Pier, Education Analytics; Heather J. Hough, Stanford University
Can We Measure High-Quality Social-Emotional Learning (SEL) Instruction? Exploring Teacher Effects on Students’ SEL. Robert H. Meyer, Education Analytics; Libby Pier, Education Analytics; Jordan Mader, Education Analytics; Andrew B Rice, Education Analytics Inc.
Setting Targets for School Improvement on Social-Emotional Learning and Other Nonacademic Indicators. Rachel Sue White, Old Dominion University; Morgan S. Polikoff, University of Southern California; Shira Korn, University of Southern California
Growth Mind-Set Versus Not a Fixed Mind-Set: Comparing Positively and Negatively Worded Survey Items. Caroline Wang; Libby Pier, Education Analytics; Robert H. Meyer, Education Analytics; Daniel M. Bell, University of Wisconsin - Madison
Discussant: Clark McKown, Rush NeuroBehavioral Center

47.091. Marking the Invisible: Articulating Whiteness in Social Studies. SIG-Social Studies Research; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 11:50am to 1:20pm
Chair: Andrea M Hawkman, Utah State University
Participants:
Theoretical Frames to Interrogate Whiteness in Social Studies. Sohyun An, Kennesaw State University; Christian D. Chan, Idaho State University; Jehan Hill, Idaho State University; Sarah Baquet, Idaho State University; Danielle Walker, University of Colorado - Denver; Pete Nealove, University of Colorado - Denver
Articulating Whiteness in Social Studies Curricular Spaces. Neil Shanks, Baylor University; Delandra Hall, The University of Texas at Austin; Erica Southworth, St. Norbert College; Lauren Colley, The University of Alabama - Tuscaloosa; John P. Broome, University of Mary Washington
Challenging Whiteness in the Official Knowledge of Social Studies Education. Breton A. Varga, University of South Florida - Tampa; Vorezell Agosta, University of South Florida; Sara Beth Demoiny, Auburn University; Jake Potter Gates, Pennsylvania State System of Higher Education; Rene Rodriguez-Astacio, The Pennsylvania State University
Student and Teacher Challenges of Whiteness in Social Studies Education. Ryan Oto, University of Minnesota - Twin Cities; William Toledo, University of Nevada - Reno; Natasha C. Murray-Everett, West Virginia University
Pushing Through and Tripping Over the Boundaries of Whiteness in Social Studies Education. Ryan Oto, University of Minnesota - Twin Cities; Jennifer Lynn Gallagher, East Carolina University; Melissa Leigh Gibson, Marquette University
Addressing Whiteness in Social Studies Teacher Education. Elizabeth A. Kenyon, Kent State University; Travis L. Seay, University of Florida; Amy Munger, Green Mountain College
Discussant: Sarah B. Shear, The Pennsylvania State University - Altoona

47.092. Self-Regulated Learning in Postsecondary Education Settings. SIG-Studying and Self-Regulated Learning Copresented with Division C - Learning and Instruction; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 11:50am to 1:20pm
Chair: Maria K. DiBenedetto, University of North Carolina - Greensboro
Participants:
Academic Success in Online Colleges: The Role of Self-Regulated Learning Profiles. Erica R. Panol, Rutgers University; Timothy J. Clearay, Rutgers University; Jacqueline Stemp, The State University of New Jersey; Jamal Waire, Rutgers University; Jason Broyer, Excelsior College; Thomas Gambino, Rutgers University
Digital Distraction Across Courses: Self-Regulation of Digital Device Use in Favorite Versus Least Favorite Courses. Abraham Flanagan, Ohio University; Markeya Peteranetz, University of Nebraska - Lincoln
Does the Use of Motivational Self-Regulation Strategies Affect University Students’ Performance and Dropout Intentions? Olena Kryshko, University Duisburg - Essen; Jens Fleischer, University Duisburg - Essen; Julia Waldmeyer, Ruhr University Bochum; Joachim Wirth, Ruhr University Bochum
Impact of a Retrieval Practice Intervention on Undergraduates’ Monitoring and Control Processes Using Feedback. MeganCaire Cagliano, Nevada State College; Matthew L. Bersnicki, University of North Carolina Chapel Hill; CarolAnne M. Kardash, University of Nebraska - Las Vegas
Self-Regulated Learning Partially Mediates the Effect of Self-Regulated Learning Interventions on Achievement: A Meta-Analysis. Renee Jansen, Utrecht University; Anoushka Van Leeuwen, Utrecht University; Jeroen Janssen, Utrecht University; Suzanne Jak, University of Amsterdam; LisaBeth Kester, Utrecht University
Discussant: Hefer Benbenisty, Queens College - CUNY

47.093. Supporting Learners in STEM, Making, and Computational Thinking. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205C; 11:50am to 1:20pm
Chair: Margaret Josephine Cox, King’s College London
Participants:
Using Virtual Reality for Multidisciplinary Science and Literacy Learning. Amy Carter Hutchinson, George Mason University
Mathematics Apps in the App Store: Low Transparency Impedes Educators’ Ability to Find Quality Apps. Adam Kenneth Dube, McGill University; Gudahac Kocanaz, McGill University; RUN WEN, McGill University; Chu Xu, McGill University; Sabrina Shajeen Alam, McGill University
Coding, Circuits, and Sewing: Learning Through Making at After School. Cristyne Hebert, University of Regina; Jennifer Jenson, York University
Making Animal-Inspired Robots With Fifth and Sixth Graders: Introducing Engineering in Preservice Teacher Education. Jennifer Jill Kidd, Old Dominion University; Krishnanand Kaipa, Old Dominion University
Influencing the Factors Affecting Computational Thinking in Secondary Education: Focusing on Biggs’ 3P Model. Myungwha Lee, Ewha Womans University; Jeongmin Lee, Ewha Womans University; Eunji Ko, Ewha Womans University
Discussant: Florence R. Sullivan, University of Massachusetts - Amherst

47.094. Critical Digital Literacies in a “Post-Truth” Era. SIG-Writing and Literacies; Working Group Roundtable
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group C; 11:50am to 1:20pm
Chairs: Cynthia J. Lewis, University of California, Santa Cruz; Jessica Zacher Pandya, California State University - Long Beach
Participants:
Critical Digital Literacy Pedagogies: Challenges and Possibilities. Anna Smith, Illinois State University; Olivia Grace Stewart, St. John’s University; Jessica Zacher Pandya, California State University - Long Beach
47.095-4. Learning Environments. Division I - Education in the Professions; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Chair: Michael Dekhtyar, American Medical Association
Participants:
Examining the Relationship of Medical Students’ Metacognition, Critical Thinking, Learning Strategies, and Academic Performance. Chi Chang, Michigan State University; Megan Colen-Berlinger, Michigan State University; Brian Mavis, Michigan State University; David J. Solomon, Michigan State University; Ling Wang; Carol Parker; Heather Laird-Fick, Michigan State University
Flipped Classroom Effectiveness and Medical Students’ Personality Traits. Jinjie Zheng, Morehouse School of Medicine; Michael Powell, Morehouse School of Medicine; Shawn Garrison, Morehouse School of Medicine
Self-Regulated Learning Strategies: How Does It Affect Medical Students’ Learning Outcome in a Flipped Learning Environment? Binbin Zheng, Michigan State University; Yining Zhang, Michigan State University

47.095-5. Transforming Culturally Relevant Pedagogies During Field Experiences for Preservice Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Chair: Vanessa Ann Klein, University of Maine at Orono
Participants:
Developing Preservice Teachers’ Intercultural Competence Through Service-Learning: Investigating Facilitating Conditions. Rachel M.B. Callopy, University of Dayton; Sharon Tjaden-Glass, University of Dayton
Examining Student Teachers’ Understanding and Enactment of Culturally Responsive Teaching in Urban Social Studies Classrooms. Omniaota N. Ukpeokop, University of Missouri - Kansas City
Indigenous Teacher Candidates: Their Struggles, Successes, and Goals for the Future. Marjori M. Krebs, University of New Mexico; Cheryll A. Torres, University of New Mexico

47.095-6. Troubling the Water: Innovative Epistemologies for Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Chair: Tairan Qiu, University of Georgia - Athens
Participants:
Articulating a Feminist Framework for Antiracist Teaching: A Feminist Phenomenological Study of Antiracist Teacher Educators. Esther Oganda Ohiito, Denison University
Community Cultural Wealth of Latina/o Teacher Candidates of Immigrant Parents in a Nontraditional Preparation Program. Selenda Kay Cumby, Texas Tech University; Selenda Kay Cumby, Texas Tech University
Storying Place: Exploring Land-Based Pedagogies in Teacher Education. Christine Bridge, University of the Fraser Valley

47.095-7. Exploring Structural Inequalities in High Schools: Implications for Student Preparation, Completion, and Achievement. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Participants:
An Examination of Relationships Between Factors That Support STEM Pathways at Selective STEM High Schools. Xavier J. Monroe, Stanford University; Anthony Muro Villa, Stanford University; Elizabeth B. Dyer, WestEd; Jessica Triant, WestEd; Dennis J. Ciancio, The University of Texas; Mingyu Feng, WestEd; Joshua Valcarcel, WestEd; Kim Lutgten,
47.095-8. Career Development and Career and Technical Education. SIG: Career and Technical Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Participants:
A Landscape of How Professionals Identify Themselves in STEM Fields. Jose A. Morales Collazo, Binghamton University - SUNY; Amber Simpson, Binghamton University - SUNY; John Zilvinskis, Binghamton University - SUNY; Adam V. Maltese, Indiana University
Career Interest and Educational Decision-Making Processes Among Female Veterans in Engineering Programs. Julie Shank, George Mason University; Amy Swan, George Mason University
Relationship of Parental Support, Vocational Identity, Career Adaptability, and Gender in Chinese Technical College Students. Jiuhong Zhang, The University of Hong Kong; Gaowei Chen, The University of Hong Kong; Man-Tak Yuen, University of Hong Kong
Determinants of Adolescents’ Career Development Competencies in Junior Secondary Schools of South Korea. In Heok Lee, University of Georgia; Joo-Ho Park, Hanyang University
Chair: Weili Zhao, The Chinese University of Hong Kong
Discussant: Charles Tocci, Loyola University Chicago

47.095-9. Advancing Self and Social Transformation Through Cross-Cultural Conversation. SIG: Confucianism, Taoism, Buddhism and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Chair: Weli Zhao, The Chinese University of Hong Kong
Participants:
The Impact of Social Culture on Creativity: A Comparative Study Between the United States and China. Dengting Boyanton, Shenzhen Tsianli Education
Teaching by Making Spiritual Connection With Students Toward Self-Transformation. Huajun Zhang, Beijing Normal University
Taoist Intersubjective Thinking and Critical Reflective Judgment: A Trans-Paradigm Inquiry. Xin Li, California State University - Long Beach
Mindfulness: Teachers Connect With Colleagues and Breathe Through Stress. Shara Cherniak, University of Georgia
Discussant: Charles Tocci, Loyola University Chicago

47.095-10. Examining Power: Discipline, Displacement, and Deficit Discourses. SIG: Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Chair: Daniel Losen, University of California - Los Angeles
Participants:
Critical Restorative Justice in Action: A Case Study. Hilary Lustick, Texas State University - San Marcos; Orlando Hinojosa, Texas State University - San Marcos
“Watching Versus Watching Out”. Ethical Surveillance in Schools. Garry Mitchel
Using Observational Data to Navigate the Terrain of Refugee and Hurricane Displaced Youth Educational Supports. Melinda Lenke, University at Buffalo - SUNY; Amanda B. Nickerson, University at Buffalo; Jennifer L. Saboda, University at Buffalo - SUNY
“Delinquency” and Disposability: California Continuation High Schools and the Management of Difference. Chrrissy Anderson-Zavala, University of California - Santa Cruz
Chair: Jade Kim, University of Toronto
Participants:
Cross-Cultural Comparisons of Early Mathematics Pedagogies in the Context of Unit Block Play. Jie Zhu, The University of Hong Kong; Jeannette A McCollum, University of Illinois at Urbana-Champaign; Wujiang Hsieh, University of Northern Iowa; Qinq Liu, The University of Hong Kong
Investigating Preschool Teachers’ Pedagogical Content Knowledge in Numbering. Xia Li, Brooklyn College - CUNY; Karen McFadden, Brooklyn College - CUNY
Different Block Building Training Methods to Improve Spatial Skills for Children Aged 4–5. XIAOXIA ZHANG, Beijing Normal University; Tao Yang, Beijing Normal University
Fostering Preschools’ Mathematical Knowledge Through Cooking Activities. SeungJung Jo, University at Buffalo - SUNY; Ji-Won Son, University at Buffalo - SUNY
Chair: Weili Zhao, The Chinese University of Hong Kong
Discussant: Charles Tocci, Loyola University Chicago

47.095-12. Facilitating Mathematics Discourse: Classroom Conventions and Teacher Tensions. SIG: Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 11:50am to 1:20pm
Chair: Alayne Cheryl Armstrong, University of Regina
Participants:
Student Accusations and Conventions: Understanding How Students Respond to Changes in Common Classroom Activities. Darrius D Robinson, University of Michigan - Ann Arbor; Charles Wilkes, University of Michigan; Deborah Loewenberg Ball, University of Michigan - Ann Arbor
Students’ and Teachers’ Responses to Questions Meant to Support Mathematical Discourse. Sarah Ann Roberts, University of California - Santa Barbara; Alexis Deidre Spina, University of California - Santa Barbara
Chair: Elizabeth B. Kozleski, Stanford University
Participants:
The Tyranny of the Universal. Maya Kalyanpur, University of San Diego
Uses of Inclusion Amid Structural Violence Evidence From Guatemala and Malawi. Alfredo J. Artiles, Arizona State University; Rolf Wernig, University of Hannover; Myriam Hummad, Leibniz Universität Hannover; Marta Zoila Caballeros, Universidad Rafael Landivar
Chair: Maria Teresa Tatto, Arizona State University
Participants:
The Institutional and Pedagogical Consequences of Market Reforms and Increased Regulation in Teacher Education. Maria Teresa Tatto, Arizona State University; Ian Menter, University of Oxford
Constructing the Curriculum of Initial Teacher Education: Introducing the Process of Practical Theorizing. Katharine Burn, University of Oxford; Trevor Mutton, The University of Oxford
The Role and Nature of Subjects as Discipline-Based Tools for Teaching. Trevor Mutton, The University of Oxford; Ian Thompson, University of Oxford; Maria Teresa Tatto, Arizona State University
Chair: David C. Berliner, Arizona State University
Participants:
The Challenges and Possibilities of Market-Based Reforms on Teacher Education in England and the United States. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Maria Teresa Tatto, Arizona State University
Participants:
The Role and Nature of Subjects as Discipline-Based Tools for Teaching. Trevor Mutton, The University of Oxford; Ian Thompson, University of Oxford; Maria Teresa Tatto, Arizona State University
Discussant: David C. Berliner, Arizona State University

2019 AERA Annual Meeting > Program Schedule > SUNDAY, APRIL 7, 11:50 AM - 1:20 PM
1:20pm
Chair: Dena Dillensger Slanda, University of Central Florida
Participants:
Explorations of Preservice Teachers’ Linguistic Funds of Knowledge in a Post-Truth Era. Jacqueline Ann D’warte, University of Western Sydney Australia; Katrina Zammit, Western Sydney University; Lynde Tan, Western Sydney University
Integrating Indigenous Perspectives in Literacy Teacher Education: Studying Perceptions of Student Teachers. Pooja Dharamshi, Simon Fraser University
Sankofa: Examining the Impact of a Preservice Teacher Culturally Responsive Curriculum at a Historically Black College/University. Janelda M. Burt, Bowie State University; Julius Davis, Bowie State University; Kinetta Reynolds Hairston, Bowie State University; Lynne G. Long, Bowie State University
Sustaining Bilingual Teacher Candidates’ Bilingualism in a Teacher Education Program. Maria Teresa (Maite) Sanchez, Hunter College, CUNY; Carla Espańa, Hunter College - CUNY; Brian A. Collins, Hunter College - CUNY

47.096-3. The Stakes Are High: Critically (Re)Assessing Teacher Education Practice. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Rebecca Buchanan, University of Maine
Participants:
An Examination of Key Assessments in a Teacher Education Program: Muddy Water With Purpose. Joe D. Nichols, Purdue University Fort Wayne
Do Teacher Candidates Get a Fair Shake on High-Stakes Performance Assessments? Christina Ykins, Gallaudet University
Perception Versus Reality: edTPA Perceptions and Performance for Teacher Candidates of Color and Their Peers. John Andrew Williams, University of North Carolina - Charlotte; Laura Hart, University of North Carolina - Charlotte; Robert F. Algozzine, University of North Carolina - Charlotte
Teacher Education Reform: A Genealogy of Standards of Practice and Its Implications. Jane McIntosh Cooper, University of Houston

47.096-4. Welcoming, Encouraging, and Celebrating the Authentic Voices of Kindergarten to 12th Students of Color. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Danny C. Martinez, University of California - Davis
Participants:
Investigating How and Why My Sixth Graders Use Mainstream English, Ebonics (African American Vernacular English), Spanglish, and Hmonglish. BernNadette Nalozole Best-Green, University of California - Davis
Bilingual Third-Grade English Language Learners and Spanish Language Learners Use Translanguaging. Elizabeth Vieyra, Palm Springs Unified School District

47.096-5. Strategic Approaches to School Reform: Technology, Infrastructure, and Four-Day School Weeks. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Judith I. Brooks-Buck, J. Brooks-Buck Educational Consulting
Participants:
A Policy Evaluation of the Four-Day School Week in a Rural District. Liz Hollingworth, University of Iowa; Brian An, University of Iowa; Ashi Askew-Garmager, University of Iowa
Building Education Technology Infrastructure: A Policy History of Universal Service and the E-Rate, 1927–Present. Sounas Arafah, Southern Connecticut State University
Course Choice? Exploring Student Enrollment and Academic Outcomes in Online Schools. Ayeshah Hashim, University of North Carolina - Chapel Hill

47.096-6. Academic Impacts of Parental Involvement, Motivation, and Arts Education. SIG-Adolescence and Youth Development; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Mickey Fenzel, Loyola University Maryland
Participants:
Examining the Role of Parental Psychological Control Using a Construct Validation Approach. Sumeeya Sahbaz, Oklahoma State University; Daniel Lapsley, University of Notre Dame
Parental Involvement, Learning Motivation, and Science Achievement Among Young Adolescent Children. Yue Zhang, Santa Clara University; Eunjoo Jung, Syracuse University
Predicting College Enrollment for Students Who Partake in Music or Dance Lessons Using Propensity Score Matching. Julio Caesar Cabrera, University of Minnesota; Stacy R. Karl, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota

47.096-7. Postsecondary Investigations of Challenges in Race and Gender Equity. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Participants:
A Statistical Comparison of the Number of Reported Sex Offenses at Predominantly Black Colleges and Predominantly White Colleges. Angela Taylor, Loyola University Chicago; Yoruba Taiyseerh Mutakabbir, Texas Southern University; Terence Turner, Texas Southern University; Teryana Lamb, University of Houton-Downtown
"Bonded Over Discrimination": An Examination of Low-Income Underrepresented College Students’ Social Networks. Eleni Oikonomidoy, University of Nevada - Reno; Maria Sandra Jimenez, University of Nevada - Reno; Matthew Aguirre, University of Nevada - Reno; Mariluz Cristina Garcia, University of Nevada - Reno; Jody Lykes, University of Nevada - Reno; Adrienne Edwards; Tamara Dawn Steinmann, University of Nevada - Reno
Exploring Support Networks and Strategies of Resistance for Black College Students at a Hispanic-Serving Institution. Eddie Coneaux, University of California - Riverside; Sara Grummert, University of California Riverside

47.096-8. College Enrollment and Experiences in STEM. SIG-Sociology of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Lauren Schudde, The University of Texas at Austin
Participants:
Experience With Peers as a Source of Science Motivation for First-Generation Students. Joshua Prema, Washington State University - Pullman; William B. Davis, Washington State University - Pullman
Intersectional Inequalities: STEM and Non-STEM Student Pathways in College. Sarah M. Ovek, Virginia Polytechnic Institute and State University; William Carson Byrd, University of Louisville; Megan Nunney, Virginia Polytechnic Institute and State University
Warming the Chill: Insights for Institutions and Researchers to Keep Women in STEM. Emily Dinaa Saras, Florida State University; Lara Perez-Felkner, Florida State University; Samantha Nix, Florida State University
What Has High School Got to Do With It? High School Composition, Structures, and College Enrollment. Isis Vandelanotte, Ghen University; Jannick Demanet, Ghen University

47.096-9. Ed Law SIG Roundtable: Counsels of Record on Social Science Use in Amicus Briefs. SIG-Law and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Participant:
Trust, Networks, and Pie Charts: Counsels of Record on Social Science Use in Amicus Briefs. Patricia Marin, Michigan State University; Catherine L. Horn, University of Houston; Lilliana M. Garces, University of Texas at Austin

47.096-10. Innovative Models and Programs in Urban Settings. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm
Chair: Anne Hafner, California State University - Los Angeles
Participants:
Applying the Generalist Intervention Model to K–12 Education in Detroit. Cassandra Northrup, Wayne State University; Shantala Johns, Wayne State University
A Search for Equity: An Exploratory Study of Practice-Based Teacher Education at a Minority-Serving Institution. Nakeshia N Williams,
North Carolina A&T State University; Kelle Watkins, North Carolina A&T State University; Brian Williams, North Carolina A&T State University; Tyrette Carter, North Carolina A&T State University

Paying It Forward: The Transformative Potential of College-Based Aspirational-Peer Mentorship for Urban High School Students. Deborah Angela Perez, University of Miami; Lydia L. Ocasio-Stoutenburg, University of Miami; Wendy Cavendish, University of Miami

Post-Truth Relationship Troubles: Can Perceptions of Stakeholders Challenge a Community College/University STEM Teacher Transfer Pipeline? Steven Samuel Fletcher, Saint Edward's University; Wan Sin Lim, University of Massachusetts - Boston; Shelly Renee Rodriguez, The University of Texas at Austin

47.096-11. Beyond the Schoolhouse Door: Full Participation for Individuals With Disabilities. SIG-Special Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm

Chair: Dorea D. Bonneau, University of North Carolina - Pembroke

Participants:
Barriers to Sex Education for Individuals With Intellectual and Developmental Disabilities and Recommended Interventions. Kathleen Doyle, Fordham Graduate School of Education; Su-He Cho, Fordham University; Holly Rittenhouse, Fordham University
Inclusive Extracurricular Activities as a Pathway to Social Inclusion in High Schools. Emily McDowell, University of Massachusetts - Boston; Holly Jacobs, University of Massachusetts - Boston; Jeffrey Stokes, Illinois State University; Andrea Cahn, Special Olympics; Gary Siperstein, University of Massachusetts - Boston
Recreation as a Related Service: Focusing on the Quality of Life of Students With Disabilities. Melissa Rose Diodato, Southern New Hampshire University

47.096-12. Language Across Domains: Literacy and Oracy Experiences for Emergent Bilinguals in the Curriculum. SIG-Second Language Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm

Chair: Sharon H. Ulanoff, California State University - Los Angeles

Participants:
A Study of Academic Reading Experiences of English Language Learners (ELLs) in High School ELL and Content-Area Classrooms. Hyun Kyung Kim, The Ohio State University
High Achievers’ Learning Experience in English for Academic Purposes: Transitioning From High School to University. Natalie Fong, The University of Hong Kong; Kevin W. H. Yang, The Education University of Hong Kong
Individual Differences’ Impacts on English Public Speaking Self-Efficacy. Xue Zhang, Washington State University; Yuliya Ardasheva, Washington State University - Tri-Cities
Scaffolding Students’ Literacy Development ‘Through the Use of Purposeful Repetition. Loren Jones, University of Maryland - College Park; Sharon Lynn Smith, University of Miami; Luciana C. de Oliveira, University of Miami
Toward Nonbiased Diagnostic Assessment Based on Shared Reading Features Across First and Second Language Learners. Yuqing Park, University of Tennessee; Clara Lee Brown, The University of Tennessee - Knoxville; Jackook Park, Pusan National University; Hyejung Koh, Uidak University

47.096-13. The Effect of School Climate and Culture on Teachers. SIG-School Community, Climate, and Culture; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 11:50am to 1:20pm

Chair: Yuqing Li, American Institutes for Research

Participants:
Compassion Fatigue Among Science and Mathematics Teachers: Investigating Climate Influences on Educator Burnout and Attrition. John Settlage, University of Connecticut - Avery Point; Alanna Cooney, University of Connecticut - Avery Point
Measuring Teacher Stress: Development and Validation of a Contemporary Teacher Stress Scale. Kevin Agenlo, University of Connecticut - Storrs; Aarti P. Bellara, University of Connecticut - Storrs
The Good, the Bad, and the Ugly of Environmental Chaos: ‘Teachers’ Perspectives on School Order. Ashley Anne Grant, Johns Hopkins University

47.097. Sheraton Roundtable Session Eight; Roundtable Session

47.097-1. Navigating the Academic Career. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Participants:
Authorship and Publishing Ethics: A Needed Conversation in Higher Education. CARMEN Michele MCCALLUM, Eastern Michigan University; Julie Libarkin, Michigan State University; Angela M. Leeks, California State University - Long Beach
Early Career Faculty and the Pursuit of National Institutes of Health Funding for Academic Research. J Michael Mathis, Louisiana State University - School of Veterinary Medicine; Karri A. Holley, The University of Alabama

Institutional Expectations of Faculty Work: Making Meaning of the Message. Karla L Loya, University of Hartford

Navigating a Career in Academia: Insights From Emeriti Engineering Faculty. Sylvia L. Mendez, University of Colorado - Colorado Springs; Valerie Martin Conley, University of Colorado - Colorado Springs; Jennifer Alyane Tyget, University of Colorado - Colorado Springs; Katie Johanson, University of Colorado - Colorado Springs; Kinnis Gosa, Morehouse College; Rosario Gerhardt, Georgia Institute of Technology; Comas Haynes, Georgia Institute of Technology

47.097-2. New Approaches to Understanding Student Success in Community Colleges. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Participants:
A Spatial Analysis of Community College Student Retention. Lindsey Hammond, University of Georgia; Austin Lyke, University of California - Los Angeles
Navigating the Curricular Maze: Examining the Complexities of Articulated Pathways for Transfer Students in Engineering. Dustin Grote, Virginia Polytechnic Institute and State University; Abbey Rowe Erwin; David Knight, Virginia Polytechnic Institute and State University; Walter Lee
Transfer Degrees: Time to Degree Confrontal, Unit Accumulation, and Transfer Attainment for Community College Students. Maria Wright, California State University - Fresno; Nancy Akhavan, California State University - Fresno

47.097-3. Organizational Administration in 21st Century Institutions of Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Chair: Geni Cowan, California State University - Sacramento

Participants:
Student Conduct Administrator Professional Identity. Brian M. Glick, Northern Illinois University; David A. Walker, Northern Illinois University
The Work of University Research Administrators: Bridging the Professional-Academic Divide. Sandra Acker, OISE/University of Toronto; Michelle K. McGinn, Brock University; Caitlin Campisi, University of Toronto; Pushpa Hamal, University of Toronto
Leading Change in the Education Doctorate: Using Multimodal Evidence for Program Development. Eileen Boiswell, University of Nebraska - Lincoln; Edmund T. Hamann, University of Nebraska - Lincoln

47.097-4. Underrepresented Faculty Voices. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Participants:
Career and Technical Education Faculty Learning: A Case Study of Designing and Implementing Peer Observation. Jason Robinson, Pasadena City College
The Academic Career Research Universities in Chile. Daniela Véliz Calderón, Pontificia Universidad Catolica de Chile; Daniel Thuriellat, Pontificia Universidad Catolica de Chile; Victoria Paredes-Walker, Pontificia Universidad Catolica de Chile; Astrid Pick enamel, Pontificia Universidad Catolica de Chile
The Mobility of Academician Members of Chinese Academy of Science: Professional and Personal Determinants. Shan Jiang, Shanghai Jiao
Tong University; Alenough Saroyan, McGill University; Shaohue Liu, Shanghai Jiao Tong University

The "New Normal" in College Instruction: Contingent Faculty in STEM and Its Differential Effects on Student Outcomes by Gender and Institutional Type. Ray Franke, University of Massachusetts - Boston; Katty van Kirk, University of Massachusetts - Boston

47.097-5. What Matters in Postsecondary Student Success: From Local to National to International. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Participants:
Incentivizing STEM Participation: Evidence From the National Science and Mathematics Access to Retain Talent (SMART) Grant Program. Margaret Blume-Kohout, Colgate University; Jacob P. Scott, Colgate University

Land of Promise: Comparing the Academic Outcomes of Kalamazoo Promise to Public School Students in a Four-Year Institution. Daniel A. Collier, Western Michigan University; Derek A. Houston, University of Oklahoma; Dan Fitzpatrick, Western Michigan University

Math Matters: Toward a K–16 System. Jacqueline D. Spears, Kansas State University; Carolyn Elizabeth Barber, University of Missouri - Kansas City

Windows of Opportunity in Academic Science: A Cross-National Study of Policies for International Collaboration. Cesare Sa, University of Toronto; Nadiya Kachynska, University of Toronto; Magdalena Martinez, University of Toronto; Emma Salzaleva, University of Toronto

47.097-6. Art Studies in Education: Theater, Science, and EFL. SIG-Arts and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Chair: Shiyan Jiang, Carnegie Mellon University

Participants:
Embracing the Authentic Unknown: How Science Classrooms Can Benefit From Arts-Based Notions of Emergence. Melita Maria Morales, Boston College; Miriam Gates, Boston College; James D. Slotta, Boston College; Mark Golden, Brookline Public Schools; Tom Moher, University of Illinois at Chicago

Creative Interventions, Preadolescents' Self-Regulation, and Stress Management: A Pilot Study. Koon-Hwee Kan, Kent State University; Ya-Fen WANG, Kent State University - Kent

Educational Drama and Theater Pedagogy as an Integral Part of Training. Wendy K. Mages, Mercy College

47.097-7. Out of the Box: Performance and Arts-Based Approaches in Narrative Inquiry. SIG-Narrative Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Chair: Mary B. McVée, University at Buffalo - SUNY

Participants:
If Only Had a Brain: Scholarly Identity at Oddz in the World of Academia. Denise M. McDonald, University of Houston - Clear Lake

“My Body, Their Choice”: An Auto-Ethnography of Size, Gender, and Race. Bahar Haghighat, Memorial University of Newfoundland

Positioning Self in Figured Worlds: Using Poetic Inquiry to Theorize Transnational Experiences in Education. Guiniko Monobe, Kent State University - Kent; Joy L. Wiggins, Western Washington University

47.097-8. Truth-Telling in Contemporary Events. SIG-Foucault and Contemporary Theory in Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 11:50am to 1:20pm

Chair: Austin James Pickup, Aurora University

Participants:
Historical Ontology and Critical Inquiry: A Historical-Material Analysis of School Shootings and Student Activism. Austin James Pickup, Aurora University


Transgender Children Must Be Defended. Omi S Salas-SantaCruz, University of California - Berkeley

47.098. Sheraton Roundtable Session Eight; Roundtable Session

47.098-1. Culture, Identity, and Reflective Artistic Practice in Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 11:50am to 1:20pm

Chair: Monica M. Prendergast, University of Victoria

Participants:
Artistic Selves, Epistemological Expansion, and Reflexive Inquiry. Heather Skye McLeod, Memorial University; Cecile Marie Badenhorst, Memorial University; Haley Toll, Memorial University of Newfoundland

Teaching for Inquiry and Creative Thinking: Daring to Be A/R/Toigraphy. Delane Ingalls Vanada, University of Florida - Boston University

Impression Management, Popular Culture, and Social Media Practices: Canadian Adolescents’ Visual and Cultural Identity Considerations. Fiona Blaikie, Brock University

Renewed Understandings, Dialogue, and Reflective Practices: Engaging With Indigenous Experience and Worldviews Through Art. Christine Waywood Vettell, University of Wisconsin - Milwaukee; Elizabeth A. Rex, University of Wisconsin - Milwaukee; Candance Doerr-Stevens, University of Wisconsin - Milwaukee; Barbara Blackdeer-Mackenzie, Ho-Chunk Nation

47.098-2. Freire SIG Roundtable. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 11:50am to 1:20pm

Chair: Oded Zipory, University of Dayton

Participants:
Bridging Education and Mindfulness Practice. Oren Ergas, Beit Berl College and Hebrew University

Learning-as-Experience: A Phenomenological Account of Educative Erlebnis. Anja Kraus, Linnaeus University; Norm Priesen, Boise State University

The Moment of Study in Learning: A Phenomenological Resistance to Neoliberalism’s Learning Discourse. Clarence Joldersma, Calvin College

When Rancière and Critical Race Theory Meet: An Ethics of Using Difficult Images in the Classroom. Lisa M. Perhamus, Grand Valley State University; Clarence Joldersma, Calvin College

47.098-3. Conceptions of Learning. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 11:50am to 1:20pm

Chair: Oded Zipory, University of Dayton

Participants:
Bridging Education and Mindfulness Practice. Oren Ergas, Beit Berl College and Hebrew University

Learning-as-Experience: A Phenomenological Account of Educative Erlebnis. Anja Kraus, Linnaeus University; Norm Priesen, Boise State University

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47.098-4. New Possibilities, Traditional Methodologies. SIG-Qualitative Research Co-sponsored with Division D - Measurement and Research Methodology; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 11:50am to 1:20pm

Chair: Elizabeth K. Jeffers, University of New Orleans

Participants:
A Thousand Mondays: Reading Toward Smooth Methodological Spaces. Susan Naomi Nordstrom, The University of Memphis; Rachel Diane Askew, The University of Memphis; Leslie Bailey-Tarbett, The University of Memphis; Margie King, The University of Memphis; Wesm A. Salem, The University of Memphis

Avowal as Healing in Qualitative Inquiry: Exceeding Constructions of Narrative Inquiry and Confession in Research With Undocumented Youth. Sophia Rodriguez, University of North Carolina - Greensboro; Aaron M. Kuntz, The University of Alabama

Facts and Ethics in an Era of Antifactualism: Dreamers on an Entangled Road to Social Justice. Barbara Dennis, Indiana University

Research as Being: Life in Methodological Ruins. Petra Munro Hendry, Louisiana State University; Roland W. Mitchell, Louisiana State University; Paul William Eaton, Sam Houston State University

Division and SIG Posters

47.099. MTCC Poster Session 11; Poster Session
47.099-1. Division D Section 2 Statistical Theory and Quantitative Methodologies. Division D - Measurement and Research Methodology; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 11:50am to 1:20pm
Posters:
1. Accounting for Student Attrition in Power Calculations: Benchmarks and Guidance. Jordan Rickles, American Institutes for Research
2. Assessment of Using Equal Cluster Size Assumption to Calculate Sampling Variance in Meta-Analysis. Sunyoung Park, The University of Texas at Austin
3. Data Size Planning for Multifactor ANOVA Designs via Adequately Narrow Confidence Intervals for Partial Eta-Squared. Reza Norouzian, Texas A&M University - College Station; Michael Anthony de Miranda, Texas A&M University - College Station
4. Design Parameters for Impact Evaluations of Science and Mathematics Interventions Involving Teacher Outcomes. Carl Westine, University of North Carolina - Charlotte; Fatih Unlu, RAND Corporation; Jessica K. Spybrook, Western Michigan University; Joseph Taylor, UCCS; Qi Zhang, Western Michigan University; Brent Anderson, RAND Corporation
5. Generalized Propensity Score Estimation for Continuous Treatments With Skew T Distribution Regression Model. Zeyuan Jing, University of Florida; Walter L. Leite, University of Florida; Huan Kuang, University of Florida
6. Impacts of Measurement Error in Pretest on Treatment Effect Estimate in Pretest-posttest Design Analysis. Yasuo Miyazaki, Virginia Polytechnic Institute and State University; Akhito Kamata, Southern Methodist University; Kazuaki Uekawa, ICF International
7. Improving the Precision of Bounds for Generalization. Wendy Chan, The University of Pennsylvania; Jabipir Gill, Orleans Parish School Board
10. The Association of Poverty and Food Insecurity With School Performance in Georgia. Allison Ames Boykin, University of Arkansas; Glenn Ames, University of Georgia - Athens; Simone Angioloni, University of Georgia - Athens
11. The Robustness of Multisite Randomized Designs Against Misspecified Site-by-Treatment Variance. Yani Xie, University of Cincinnati; Benjamin Kelsey, University of Cincinnati; Kyle T. Cox, University of Cincinnati
12. MultiStCED: A Tool for (Meta-)Analyzing Single-Case Experimental Data With Multilevel Modeling. Lies Declerq, KU Leuven; Wilfried Cools, Catholic University of Leuven; Susan Natasha Beretvas, The University of Texas at Austin; Mariola Moeyaert, University at Albany; John M. Ferron, University of South Florida; Wim Van den Noortgate, KU Leuven
13. Sensitivity Analysis for Omitted Confounder in Structural Equation Modeling. Huan Kuang, University of Florida; Walter L. Leite, University of Florida; Zeyuan Jing, University of Florida

47.099-2. Applied Research in Schools Poster Session. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 11:50am to 1:20pm
Posters:
14. Improving the Argumentation Skills of Third and Fourth Graders Through a Short Intervention. Susie Stanley, Moraine Park Technical College; Lawson Chris, University of Wisconsin - Milwaukee
15. Assessing the Effectiveness of a Multicomponent Intervention Program for High-Risk Students. Alfonso Ang, University of California - Los Angeles; Eiara Fujardo; Stephanie Ang, University of California - Los Angeles; Kimberly Cheng; Vincent Joaqui
16. Implementing and Mobilizing the Middle Years Development Instrument to Improve Equity and Educational Opportunities. Malak Askar, Hamilton-Wentworth District School Board; April Aa, Hamilton Wentworth District School Board; Brandi Doan, Hamilton Wentworth District School Board

47.099-3. Division I Section 8 Poster Session. Division I - Educational Policies and Politics; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 11:50am to 1:20pm
Posters:
20. Student-Teacher Race/Ethnicity Matching and Student Outcomes. NaYoung Hwang, University of Notre Dame; Patrick Graff, University of Notre Dame; Mark Berenda, University of Notre Dame

47.099-4. International Experiences of Educational Leaders. SIG-International Studies; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 11:50am to 1:20pm
Chair: Antonina Lukenchuk, National-Louis University
Posters:
22. The Daily Professional Lives of Arab Female Principals. Ahlam Alhuddithi, University of Northern Colorado; Linda R. Vogel, University of Northern Colorado
23. The Principalship in Rural Central America: Leadership Beyond the Schoolhouse. Yanina Oliveras-Ortiz, The University of Texas - Tyler; Wesley Hickey, The University of Texas - Tyler

47.099-5. Learning Sciences SIG Poster Session. SIG-Learning Sciences; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 11:50am to 1:20pm
Posters:
24. Changing High School Students’ Perceptions of Wealth Inequality in the United States Through Agent-Based Participatory Simulations. Yu Guo, Northwestern University; Uri J. Wilensky, Northwestern University
25. Computational Thinking as Public Experiences: The Role of Professional Vision. Stephanie Hladik, University of Calgary; Jordan Kidney, University of Calgary; Marie-Claire Shanahan, University of Calgary; Pratim Sengupta, University of Calgary
26. Conflicts in Context: Opportunities to Learn in a University Kinesiology Classroom. Allison Ritchie, University of Toronto
27. Ethical Dilemmas and Deliberative Dialogue as Means for Increasing Students’ Science Capital: A World Café-Inspired Design. Yael Kali, University of Haifa; Katie Van Horne, University of Colorado - Boulder; Douglas Adam Watkins, Denver Public Schools; Jennifer J. Jacobs, University of Colorado; William R. Pennel, University of Colorado - Boulder; Tamara Sumner, University of Colorado
28. Examining Synergistic Learning of Physics and Computational Thinking Through Collaborative Problem Solving in Computational Modeling, Shuchi Grover, Looking Glass Ventures; Nicole Hutchins, Vanderbilt University; Gastam Biswas, Vanderbilt University
29. Exploring Teaching and Course Assistants’ Interventions With Groups During Collaborative Problem Solving. Saadeddine S. Shlehab, University of Illinois at Urbana-Champaign; Emma M. Mercier, University of Illinois at Urbana-Champaign
30. Integrating Immersive Virtual Worlds With Computational Modeling to Support Scientific Practice in Elementary Learners. Amanda Catherine Dickes, Harvard University; Amy M. Kamaraínes, Harvard Graduate School of Education; Shari J. Metcalf, Harvard University; Karen A. Brennan, Harvard University; Tina A. Grotzer, Harvard University; Christopher J. Dedo, Harvard University
31. Labeling and Learning: “English Language Learners” in Agentive Mathematics Pedagogy. Misia Tiekucht, University of Calgary
32. Students’ STEM Stereotypes and Attitudes: The Impact of a School–STEM Professionals’ Collaboration Programme. Yu Chen, Education University of Hong Kong; Winnie Wing-Mui So, The Education University of Hong Kong; Qianwen He, The Education University of Hong Kong
33. Theorizing Technologies for Learning as Mutable Mobiles. Samantha Gooch, University of Queensland; Rebecca M. Franklin, Monash University
34. Play, Modeling, and Play-as-Modeling in Early Elementary Science. Xintian Yu, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; Chris Georgen, Indiana University - Bloomington; Megan Alyse Hamburg, Indiana University - Bloomington; Neil D. Johnston, Indiana University - Bloomington
Sunday, April 7, 1:00 pm

**Presidential Sessions**

**48.010. Education Research at the Intersection of Art and Design: A Site Visit Session at OCAD University in Downtown Toronto.** AERA Presidential Session; Off-Site Visit

OCAD University, 100 McCaul Street, Toronto; 1:00-2:45pm

Visit Leaders: Emille Brancato, OCAD University; Cary DiPietro, OCAD University; Sarah Ferguson

Participants: Travis Freeman, OCAD University; David L. Griffin, OCAD University; Lynn Helley, OCAD University; Marie-Josee Therrien, OCAD University

Discussant: Caroline Langill, OCAD University


Sunday, April 7, 1:45 pm

**AERA Sessions**

**49.010. 2019 AERA Awards Ceremony and Celebration.** AERA Sessions; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Constitution Hall; 1:45-3:15pm

Chair: Amy Stuart Wells, Teachers College, Columbia University

Award Presenters: Borka Boldo, Stanford University; Tabbye Chavous, University of Michigan; Joseph R. Cavan, New York University; James Earl Davis, Temple University; Christopher Emdin, Teachers College, Columbia University; Michael J. Feuer, The George Washington University; Megan L. Franke, University of California, Los Angeles; Kris Gutiérrez, University of California - Berkeley; Na’ila Saad Nasir, Spencer Foundation; Anna Neumann, Teachers College, Columbia University; Guillermo Solano-Flores, Stanford University; Deborah Stipek, Stanford University; Kenneth Wong, Brown University


Sunday, April 7, 3:30 pm

**Division Sessions**

**50.010. University Learning Gardens: Cultivating the Margins, on Borrowed Land and Time.** Division B - Curriculum Studies; Off-Site Visit

University of Toronto, Ontario Institute for the Study of Education (OISe) - 252 Bloor Street West, Toronto; 3:30-5:30pm

Visit Leaders: Hilary J. Inwood, University of Toronto - OISE; Julia Kathleen Ostertag, Independent Scholar

Chair: Susan Gerofsky, The University of British Columbia

Participants: Ontario Institute for the Study of Education at the University of Toronto; Julia Kathleen Ostertag, Independent Scholar

Seeds of Change and Renewal: Building a Campus Community Garden in Precarious Times: Joshua James Russell, Canisius College; Erin Robinson, Canisius College; Nancy Rouke, Canisius College; Susan Margulis, Canisius College

When the Garden Becomes the Campus: Four Strategies for Just Sustainability: Marna Hauk, PhD, Institute for Earth Regenerative Studies and Prescott College

Narratives of Negotiation: Unpacking Acts of “Staking” at a Faculty of Education Outdoor Learning Space/Garden: Mindy Roberta Carter, McGill University; Mitchell McLarnon, McGill University

“We Say That Relationships Matter...”: Cultivating Ethical Relationships Through Campus Gardening: Julia Kathleen Ostertag, Independent Scholar; Julie Vaudrin-Charette, University of Ottawa

Felt Places: The Ragged Strength of Campus Learning Garden Networks: Susan Gerofsky, The University of British Columbia

Discussant: Dilafraz R. Williams, Portland State University


Sunday, April 7, 3:40 pm

**Governance Meetings and Events**

**51.001. AERA International Relations Committee: Closed Meeting.** AERA Governance; Governance Session

InterContinental Toronto Centre, Upper Lobby, Kingsways; 3:40-5:10pm

Chair: Gustavo E. Fischman, Arizona State University

**51.002. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting.** AERA Governance; Governance Session

InterContinental Toronto Centre, Upper Lobby, Humber; 3:40-5:10pm

**Sunday, April 7, 1:00 pm**

**Presidential Sessions**

**51.010. Ethnic Studies at 50: The Unfulfilled Promise of Equity and Justice.** AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 101D; 3:40-5:10pm

Chair: Roland Sintos Coloma, Wayne State University

Participants: James D. Anderson, University of Illinois at Urbana-Champaign; Karen L. Graves, Denison University; Daniel Gilbert Solorzano, University of California - Los Angeles; Angela Valenzuela, The University of Texas at Austin

**Sunday, April 7, 1:45 pm**

**SIG Sessions**

**48.011. (RE)Imagine, Believe, (CO)create: TDSB School Resource Officer-free and Beyond!** SIG-Grassroots Community and Youth Organizing for Education Reform; Off-Site Visit

University of Toronto, 2-205; 1:00-4:00pm

Visit Leader: Esa Syeed, California State University - Long Beach


**Sunday, April 7, 3:30 pm**

**AERA Sessions**

**51.011. Forging a New Digital Commons: Youth Re-Imagining and Re-Claiming Public Life.** AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104B; 3:40-5:10pm

Chair: Participating Youth, Local Area

Participants: Janelle Quintans Bence, North Dallas High School; Antero Garcia, Stanford University; Kris D. Gutiérrez, University of California - Berkeley; Clifford H. Lee, Saint Mary's College of California; Nicole Mirra, Rutgers University; Ernest D. Morrell, University of Notre Dame; Elisabeth M. Soep, Youth Radio

**51.012. What Can Researchers, Philanthropies, and Practitioner-Educators Do to Democratize Evidence in Education?** AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104X; 3:40-5:10pm

Chairs: Caitlin Farrell, University of Colorado - Boulder; William R. Penner, University of Colorado - Boulder; Jim Kohlmoores, EDGE Consulting LLC; Vivian Tseng, William T. Grant Foundation

Participants: Megan Ban, The Spencer Foundation; John B. Diamond, University of Wisconsin - Madison; Ruth Lopez Turley, Rice University; Douglas Adam Watkins, Denver Public Schools; Esther Quintero, Albert Shanker Institute

**Sunday, April 7, 3:40 pm**

**AERA Sessions**

**51.013. AERA Early Career Award (2018) Lecture.** AERA Sessions; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104 CD; 3:40-5:10pm
**Division F Fireside Chat. Transnational Histories of the Americas: Citizenship, Schooling, and Identity Formation.**
Graduate Student Council; Invited Speaker Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A;

**International Organization Sessions**

51.021. Internationalization, Immigration, and Refugee Student Integration: Canadian Experiences and Perspectives. Canadian Society for the Study of Education - CSSEE; Comparative and International Education Society of Canada (CIESEC); Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 705; 3:40-5:10pm
Chair: Shibao Guo, University of Calgary

Participants:
What's Behind the Canada Brand? Seeking Ethical Internationalization of Higher Education. Kumari Beck, Simon Fraser University
Inclusive and Equitable Education: Canadian Perspectives on Inclusive Education in an Era of Internationalization. Steve Sider, Wilfrid Laurier University
Revisiting Education in the Age of Transnational Migration: Toward a Research Agenda. Shibao Guo, University of Calgary
Stigma, Bullying, Racism: School Integration of Syrian Refugee Children in Canada. Yan Guo, University of Calgary; Srabani Maitra, University of Glasgow
Political Representation as Justice in #WelcomeRefugees. Melody Viczko, University of Western Ontario; Yadira Lizama-Mué, University of Western Ontario

**Committee Sessions**

Graduate Student Council; Invited Speaker Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 3:40-5:10pm
Chair: Carolyn Souza Fonseca da Silva, University of Florida
Participants: Derrick Alridge, University of Virginia; Dionee Daans, Indiana University; K. Tisina Lomawaima, Arizona State University; Mario Rios Perez, Syracuse University
Discussant: Lori M. West, University of Illinois at Urbana-Champaign

51.019. Grad Camp: Collaborative Conversations About Current Topics in Education. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 3:40-5:10pm
Chair: Gina Tesoriero, University of Washington - Seattle
Participants: Nikki McDaid-Morgan, Northwestern University School of Education and Social Policy Learning Sciences; Amyt Gann, Temple University; Robbin Reidy, University of Colorado - Boulder; Megan Marie Hamilton, Utah State University; Erin Lane, University of Washington - Seattle; Amanda Solarz; Alysha Meloche, Drexel University; Sarah Arvey, University of Washington - Seattle; Jordan Taittinger, University of Washington - Seattle; Shondricka Burrell, Temple University
Discussant: Gina Tesoriero, University of Washington - Seattle

51.020. Inter/national Knowledge Production and Mobilization in Education in a Post-Truth Era. International Relations Committee; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206D; 3:40-5:10pm
Chair: D. Brent Edwards Jr., University of Hawaii - Manoa
Participants:
Media-Based Knowledge Mobilization and Neoliberalization in the Trump/DeVos Era. Joel R Malin, Miami University - Oxford; Christopher A. Lubinski, Indiana University; Quenstar Mensa-Bonsu, Miami University
Dissecting Diffusion: The Movement of Research Evidence Throughout a School District. Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester; Danielle Edith Luengo-Arunvika, University of Rochester; Christina Curti Leal, University of Rochester
"Becoming European" or "Phasing Out" Culture: New Modes of Topological Governance and Knowledge Mobilization. Steven Lewis, Deakin University
Reconstituting Educational Expertise and Evidence Through Statisticians and Statistics: The Texas Teacher Evaluation Support System. Jessica Holloway, Deakin University; Steven Lewis, Deakin University
Discussant: Robert L. Lingard, University of Queensland

**Division Sessions**

Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 3:40-5:10pm
Presenter: Karen Marrongelle, National Science Foundation
Moderator: Deborah Loewenberg Ball, University of Michigan - Ann Arbor

51.017. Journal Talks 5. AERA Sessions; Invited Roundtable
Metro Toronto Convention Centre, 700 Level, Room 718B; 3:40-5:10pm
Participants:
1. Journal for STEM Education Research. Yeping Li, Texas A&M University - College Station
2. International Journal of Disability, Development and Education. Robyn Margaret Gillys, The University of Queensland
3. eJournal of Education Policy. Chow Chin Yew, The University of Hong Kong
7. Journal of Research in Rural Education. Cindy C. Byers, The University of North Dakota
8. The SoJo Journal. Bradley J. Porfilio, Seattle University
10. Teaching and Teacher Education. Lauren Ashby, Elsevier Inc.; Robert C. Kleinsasser, Arizona State University
12. Computer Science Education. Brian Dorn, University of Nebraska - Omaha; Jan Vahrenhold, University of Munster
13. Education Law and Policy Brief Journal. Nahed Abdelrahman, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Mario S. Torres, Texas A&M University - College Station
14. Journal for Research in Mathematics Education. Jinf a Cai, University of Delaware
51.024. Educational Data Mining: Affordances and Constraints in the Analysis of Behavior and Performance in STEM. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine; Pine East; 3:40-5:10pm
Chair: Danielle S. McNamara, Arizona State University
Participants:
Theory-Driven Data Mining to Understand Self-Regulated Learning Processing in a Higher Education Biology Course. Jeff A. Greene, University of North Carolina - Chapel Hill; Christopher J. Urban, University of North Carolina - Chapel Hill; Robert D. Plumley, University of North Carolina - Chapel Hill; Matthew L. Bernacki, University of North Carolina Chapel Hill; Kathleen M. Gates, University of North Carolina - Chapel Hill; Kelly Hogan, University of North Carolina - Chapel Hill; Cynthia Demetriou, University of North Carolina-Chapel Hill; A. T. Panter, University of North Carolina - Chapel Hill
Examining the Power of Multiple Data Sources in Predicting Academic Achievement in Undergraduate STEM Courses. Wonjoon Hong, University of Nevada - Las Vegas; Matthew L. Bernacki, University of North Carolina Chapel Hill; Finding Patterns Within Patterning: Data Mining of Relational Reasoning Utterances in Engineering Design. Sophie Jablansky, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park; Linda Schmidt
Learning Analytics as a Tool for Understanding Clinical Reasoning. Susanne P. Lajoie, McGill University; Eric G. Poitras, University of Utah
Discussant: Philip H. Winne, Simon Fraser University

51.025. EFLs and English Learners: Innovations for Teaching and Learning. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 3:40-5:10pm
Chair: Eric Claravall, California State University - Sacramento
Participants:
Longitudinal Relationships Between Working Memory and Reading Among English-as-L1 and L2 Students. Shuai Zhang, Texas A&M University - College Station; R. Malatesha Joshi, Texas A&M University - College Station
Second Language Acquisition and Literacy Development in Kindergarten Students. Linda Ventriglia-Nava, University of California - Riverside; Evelyn Morales Vazquez, University of California - Riverside
Strategies to Promote Oral Language Success Among English Language Learners. Sara Newkirk, University of California - Irvine; Liane R. Brouillette, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
The Effects of Web-Based Text Structure Instruction on Chinese English Learners’ Higher Order Reading Comprehension Skills. Zhihong Xu, Texas A&M University - College Station; Kausalal K. Wijekumar, Texas A&M University - College Station; Shuqing Lin, American Institutes for Research; Xinyuan Yang, Texas A&M University - College Station; Be Nan
Tutoring Chinese EFL Learners to Read: An Exploratory Research of Customized Reading Scaffolding Instruction. Xiaochen Hua, The University of Kansas

51.026. Motivation, Engagement, and Achievement in STEM Learning. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 3:40-5:10pm
Chair: Shiyun Jiang, Carnegie Mellon University
Participants:
Boys Are Affected by Parents More Than Girls Are: Parental Utility Value Socialization in Science. Minhye Lee, Korea University; Dajung Diane Shin, Korea University; MiMi Bong, Korea University
Combined Cognitive-Motivational Interventions With Substantial Benefits for Undergraduate Biology Grades: A Meta-Analysis of 10 New Experiments. Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Avi Kaplan, Temple University; Tony Perez, Old Dominion University; Ting Dai, University of Illinois at Chicago; Kyle R. Mara, University of Southern Indiana; Michael Balsat
Student Engagement Profiles in Formal and Informal STEM Learning Settings. Patrick Neil Beyer, Michigan State University; Matthew James Schell, Michigan State University; Kimberly Marie Alberts, Michigan State University; Joshua Michael Rosenberg, The University of Tennessee - Knoxville; Jennifer A. Schmidt, Michigan State University
The Role of High School Students’ Motivation and Course-Taking in Their STEM Career Plans. Adem Ekmekci, Rice University; Danya Marie Corkin, University of Houston - Downtown

51.027. Pedagogies of Joy :) Joy as Resistance at the Intersection of STEM Learning Pathways. Division C - Learning and Instruction; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 3:40-5:10pm
Chairs: Deana Scipio, IslandWood; Danielle Keifer, Vanderbilt University
Participants:
1. Toward a Framework for Pedagogies of Joy. Danielle Keifer, Vanderbilt University; Deana Scipio, IslandWood; Dean J. Grosshandler, University of Illinois at Chicago
4. Unfolding Joy: Expressive Mathematics in Ensemble Performance. Lauren Vogelstein, Vanderbilt University; Roger B. Hall, Vanderbilt University; Corey Brady, Vanderbilt University
5. Critical Moments of Joy in STEM: A Participatory Exploration. Day W Greenberg, Michigan State University; Angela Calabrese Barton, Michigan State University
7. Collaborative Joy Building With Digital Stickers. Daniel Paun, University of Maryland - College Park; Lautaro Cabrera, University of Maryland - College Park; Kenna Hernly, University of Maryland - College Park; Hannoori Jeong, University of Maryland - College Park; Kelly Mills, University of Maryland - College Park; Caroline Pitt, University of Washington - Seattle; June Ahn, University of California - Irvine; Elizabeth Bonignore, University of Maryland - College Park; Tamara Lynette Clegg, University of Maryland - College Park
Discussant: Ananda Maria Marin, University of California - Los Angeles

51.028. Teaching and Learning Engineering in K – 12 Contexts. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 3:40-5:10pm
Participants:
Metro Toronto Convention Centre, 800 Level, Room 801A; 3:40-5:10pm
Chair: Mariola Moeyaert, University at Albany
Participants:
1. Synthesizing Single-Case Studies: Model Selection Considering Data Complexity. Ke Cheng, University of South Florida; Tampa; ZHIYAO YI, University of South Florida; John M. Ferron, University of South Florida.
2. Replicating Model Uncertainty Using Bayesian Model Averaging of Effect Sizes for Multiple-Baseline Design Data. Bethany Hamilton, The University of Texas at Austin; Susan Natasha Beretvas, The University of Texas at Austin; Mariola Moeyaert, University at Albany.
8. Meta-analysis of Single-Case Design Using Multilevel Modeling: Modeling Between-Outcomes Variation in Autocorrelation. Eunyung Baek, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station; Maria Antoun Henri, Texas A&M University - College Station.
10. A Systematic Review of Meta-Analyzing Single-Case Data Using Multilevel Modeling. Eunyung Baek, Texas A&M University - College Station; Brandie Semma, Texas A&M University - College Station; Fatma Altinsoy, Texas A&M University - College Station; Melissa Y. Ji, Texas A&M University - College Station; Maria Antoun Henri, Texas A&M University - College Station; Amy Lam, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station; Christopher Glen Thompson, Texas A&M University - College Station.
11. An Examination of Measurement Procedures and Baseline Behavioral Outcomes in Single-Case Research. James Eric Vosters, The University of Texas at Austin; Daniel Swan, University of Oregon; Kyle Warren English, The University of Texas at Austin.
Discussant: Joshua R. Polamin, American Institutes for Research
51.030. Violence Research Across Academic Generations. Division F - Counseling and Human Development; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717A; 3:40-5:10pm
Presenters: Dorothy L. Espelage, University of Florida; Katherine Ingram, University of Florida; Melissa K. Holt, Boston University; Chelsey Bowman, Boston University
Discussant: Melissa K. Holt, Boston University
51.031. Contested Histories, Contested Spaces: Education in Oklahoma. Division F - History and Historiography; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Huron; 3:40-5:10pm
Chair: Mirelis Velazquez, University of Oklahoma
Participants:
Under the Missionary Gaze: Education of the Five Civilized Tribes. Jennifer L. Johnson, University of Oklahoma
“Education Is the Watchword”: Schooling in the All-Black Towns of Indian Territory, 1890–1935. Eric Sourie, University of Oklahoma
Organizing an Education of White Violence: White Mothering White Supremacy in Oklahoma. Moni Ozua, University of Oklahoma
Metro Toronto Convention Centre, 700 Level, Room 712; 3:40-5:10pm
Chair: Esther Ohito, Denison University
Participants:
Searching for Somewhere: Fugitive Black Youth Literacies as Destabilizers to Antiblackness. Justin Avery Coles, Fordham Graduate School of Education
The Letter F in Early Childhood Education: Fugitivity, Fantasy, Futurity, and Freedom. Brooke Harris Garad, Indiana University - Bloomington
Remaking the World Through the Word: Multimodal Fiction Writing as a Fugitive Literacy Practice. Esther Ohito, Denison University
Vision-Driven Justice: Fugitive Literacies and the Inscription of Freedom. Jamila Lyiscott, University of Massachusetts - Amherst
Discussant: Korina Jocson, University of Massachusetts - Amherst
Metro Toronto Convention Centre, 700 Level, Room 710; 3:40-5:10pm
Chair: Deborah P. Britzman, York University
Participants:
Queer Liaisons: Challenging Carceral Logics in HIV Education. Erica R. Meiners, Northeastern Illinois University
“Don’t Ever Wipe Tears Without Gloves”: Educational Discourses on AIDS/HIV in the Nordic Countries. Jon Ingvar Kjaran, University of Iceland; Brynja Elisabell Hallröðsdóttir Gudjonsson, University of Iceland; Jukka Lehtonen, University of Helsinki
Setting Queer Theory Loose: Addressing Childhood Sexual Innocence in the Age of AIDS. Deesha Bhana, University of KwaZulu-Natal
51.034. STEM and Literacy Education: Critiquing What Counts as Knowledge From the Perspectives of Black Youth. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 3:40-5:10pm
Chair: Keisha L. Green, University of Massachusetts - Amherst
Participants:
“It’s Basically Trading Reads for Likes”: Black Adolescent Females Writing Across Classroom and Online Contexts. Heather Hill, Ithaca College
“Science Is Adventure”: Using Personal Narratives to Redefine Science and Understand the Science Identities of Elementary Students of Color. Terrance Burgess, Syracuse University
Exploring a “State-Critical” STEM Educational Literacy. Jamie Teplee
Discussant: Keisha L. Green, University of Massachusetts - Amherst
51.035. Sympathetic and/or Agentic? Constructions of Youth in Educational Scholarship. Division G - Social Context of Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 704; 3:40-5:10pm
Chair: Fatma Altinsoy, Texas A&M University - College Station
5:10pm
Chair: Krystal Strong, University of Pennsylvania
Participants:

51.036. Learning and the Educational Environment. Division I - Education in the Professions; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 3:40-5:10pm
Chair: Eun Mi Park, University of South Florida
Morsani
Participants:
Using a Delphi Survey to Establish Learning Objectives in Chronic Disease Management for Medical Students. Michael Dekhtyar, American Medical Association; LaAnn Wilkerson, The University of Texas at Austin; Cristin Calford, University of North Carolina - Chapel Hill; Ebony Whitensant, Florida International University; Jill Hiester, Mayo Clinic; Eric Johnson, University of North Dakota School of Medicine and Health Sciences; Patricia Thomas, Case Western Reserve University; Lauren W Mazzurco, Eastern Virginia Medical School; Arden D Dingle, University of Texas, Rio Grande Valley; Valerie Terry, University of Texas, Rio Grande Valley; Senthil Kuma Rajasekaran, Eastern Virginia Medical School; Laken Barkowski, American Medical Association; Minalini Kulkarni-Date, University of Texas at Austin; David Henderson, University of Connecticut, Farmington; Kate Kirley, American Medical Association

How Learning Issues Advance Medical Students’ Critical Thinking and Self-Direction. Carol Cuthbertson Thompson, Rowan University

Impact of Classroom Learning Environment on Graduate Health Science Students’ Clinical Reasoning. Diane L. Laverty, The Richard Stockton College of New Jersey; Carol Cuthbertson Thompson, Rowan University

Learning Challenges, Teaching Strategies, and Cognitive Load: Experience of Seasoned Endoscopy Teachers. Justin Louis Sevell, University of California - San Francisco; Judith L. Bowen, Oregon Health and Science University; Olle ten Cate, University Medical Center Utrecht; Patricia S. O’Sullivan, University of California - San Francisco; Briten Shah, Icahn School of Medicine at Mount Sinai; Chrsy K. Boscardin, University of California - San Francisco

Discussed: Ana Tekian, University of Illinois at Chicago

51.037. Embracing the Whole Student: Perspectives on College Student Development. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 3:40-5:10pm
Chair: Walt Eton, Vanderbilt University
Participants:
A Case Study of the Center for Christian Thought and Academic Excellence at Darien University. Kevin Singer, North Carolina State University

A Deeper Calling: The Aspirations and Persistence of Black Undergraduate Students in Science. Olouwadamilola (Lola) I Babatola, University of Georgia - Athens; Darris Rosshawn Means, University of Georgia; Omowunmi Oni, University of Georgia - Athens; Chimezie Justin Osondo, University of Georgia - Athens; Birook Mekonnen, University of Georgia; Julie Dangremond Stanton

Liberalized or Reexamined? College-Going and Student Self-Authorized Worldview Commitment. Matthew J. Mayhew, The Ohio State University; Alyssa N. Rockenbach, North Carolina State University; Laura Stitzi Dahl, The Ohio State University

Quality or Quantity: The Relationship Between Students’ Studying Approaches and Development of the Authentic Self. KC Culver, The University of Iowa; Nicholas A. Bowman, University of Iowa; Nayoung Jang, The University of Iowa

Discussed: Paul William Eaton, Sam Houston State University

51.038. Emerging Perspectives on International Higher Education. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kent; 3:40-5:10pm
Chair: MaryBeth Walpole, Rowan University
Participants:
Becoming an Intercultural Doctoral Student: Negotiating Identities Through Different Dialectical Processes. Anh Tran Bui, Brock University

English as “Double Barrier”: English-Medium Instruction and Student Learning at Vietnamese Transnational Universities. Christina W Yoo, University of Nebraska - Lincoln; Courtney R. Collins, University of Nebraska - Lincoln; Trent L. Bush, University of Nebraska - Lincoln

Undermatching and Affective Development During the First Year of College: A Longitudinal Study of College Students in the Netherlands. Gregory C. Wolniak, University of Georgia; Marjolein Musken, Maastricht University

Microaggression Experiences of Chinese International Students. Shaohua Pei, Shanghai Urban Construction College; Linda Serra Hagedorn, Iowa State University; Caiying Feng, Iowa State University; Linda Serra Hagedorn, Iowa State University

How Noncognitive Development in Higher Education Affects Chinese Graduates’ First Job Outcomes? Hong Zhu, Peking University

Discussed: Chris R Glass, Old Dominion University

51.039. Exploring the Contested Narratives of the Value of Student Evaluations of Teaching. Division J - Postsecondary Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Churchhill; 3:40-5:10pm
Chair: Bradley James Wietherick, Dalhousie University
Participants:
Focusing on the Process of Change: The Role of Campus Engagement. Donna Ellis, University of Waterloo

Supporting the Valid Use and Interpretation of Student Ratings of Instruction Through Analysis, Open Dialogue, and Communication. Gregory Huns, University of Toronto

Reframing Students’ Contribution to Assessment and Enhancement of Teaching Quality. Nancy Turner, University of Saskatchewan

Evaluating the Student Ratings of Instruction at XXX University: Unpacking Reliability, Validity, Bias, and Retention. Bradley James Wietherick, Dalhousie University

51.040. Promoting STEM Success and Persistence for Traditionally Disadvantaged Students: Evaluating Higher Education Student Success Programs. Division J - Postsecondary Education; Working Group Roundtable
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 3:40-5:10pm
Chair: Jason L. Taylor, University of Utah
Participants:
Learning Communities STEM Education: Evaluating the Impact of the Enhanced Academic Student Experience Initiative. Sabrina Solanki, University of California - Irvine; Di Xu, UCI; Peter McPartlan, University of California - Irvine; Brian Sato

Evaluating the Contextualize to Learn (C2L) Program. Xueli Wang, University of California - Davis

Opening New Doors to Accelerating Success: Evaluating a Postsecondary STEM Persistence Student Support Program. Jay Plasman, University of California - Santa Barbara; Michael A. Gottfried, University of California - Santa Barbara; Barbara Walker

51.041. Striving for Black Male Success in Community College. Division J - Postsecondary Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 3:40-5:10pm
Chair: Ted Nicholas Ingram, Bronx Community College - CUNY
Participants:
Aspirational Capital Among Black Male Community Colleges Students. Rachelle Winkle Wagner; Ashley N Gaskew, University of Wisconsin - Madison

Implications for Leadership and Policy for Black Men in Community Colleges. Cameron C. Beatty, Indiana University; Jonathan A. McElerry, Wake Forest University

Community College Pathways Behind Bars for Incarcerated Black Men. Eboni M. Zamani-Gallagher, University of Illinois at Urbana-Champaign

Discussed: James Cozumel, Rowan University

51.042. Division K Vice President’s Address: What Kind of Teacher Education Do We Need in Our Turbulent Times. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 701A; 3:40-5:10pm
Division K - Teaching and Teacher Education; Paper Session  
Metro Toronto Convention Centre, 700 Level, Room 703; 3:40-5:10pm  
Chair: Juliana E. Kershon, The University of Oklahoma  
Participants:  
A Teacher Expectation Intervention: Altering Academic Trajectories in Mathematics. Christine Margaret Rubie-Davies, University of Auckland; Annaline Flint, University of Auckland; Penelope Winfried Watson, The University of Auckland; Lynn McDonald, The University of Auckland; Lynda Garrett, University of Auckland  
Challenging Students With High Abilities in Inclusive Math and Science Classrooms. Suzanne Freedberg, Fordham Graduate School of Education; Rhonda Suzanne Bondie, Harvard University; Akane Zasho, Fordham University; Courtney Allison, Math for America  
Do High Expectation Practices Benefit All Students? An Intervention Study. Christine Margaret Rubie-Davies, University of Auckland; Hui Ding, Central South University, China  
Exploring Factors That Impact Instructional Adaptations to Address Learner Variability in U.S. Middle School Classrooms. Ling Zhang, The University of Kansas; James D. Basham, The University of Kansas  
Investigating Teacher Identity Development Through a Professional Development on Grading Practices. Rebecca Buchanan, University of Maine; Brad Olsen, University of California - Santa Cruz  

51.044. Separate and Equitable? Can Community Schools Offer Equitable but Racially Segregated Educational Opportunities?  
Division L - Educational Policies and Politics; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 202A; 3:40-5:10pm  
Chairs: Jennie Oakes, University of California - Los Angeles; Sonya Douglass Horsford, Teachers College, Columbia University  
Participants:  
Exploring Progressive and Regressive Dimensions of Community-Based Charter Schools in a Segregated City. Terrenda Corisa White, University of Colorado-Boulder  
Community Schools and the Continued Struggle for Equitable Education in Black Communities. Zakiyah Shaikir-Ansari, Alliance for Quality Education  
Community Schools and Community Control: The Possibilities and Limitations of Community Engagement in Community Schools. Julia A Daniel, University of Colorado - Boulder  
Discussant: Tina M. Trujillo, University of California - Berkeley  

Division L - Educational Policies and Politics; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 202B; 3:40-5:10pm  
Chair: Donald J. Peurach, University of Michigan  
Participants:  
The Social Organization of Networked Improvement Communities. Jennifer Lin Russell, University of Pittsburgh; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Edit Khachatryan, Carnegie Foundation for the Advancement of Teaching; Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching; Donald J. Peurach, University of Michigan; Jennifer Zoltners Sherer, University of Pittsburgh; Maggie Hannan  
Getting Better at Getting Better: Developing Improvement Habits and Identities. Manuelito Biag, Carnegie Foundation for the Advancement of Teaching; David Gilbert Sherer, The Carnegie Foundation for the Advancement of Teaching  
Using Social Network Analysis to Inform Organizational Design in a Networked Improvement Community. David Gilbert Sherer, The Carnegie Foundation for the Advancement of Teaching  
Discussant: Joshua L. Glazer, The George Washington University  

51.046. Success From the Start: An In-Depth Look at the Experiences and Outcomes of Early Career Teachers.  
Division L - Educational Policies and Politics; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 202C; 3:40-5:10pm  
Chair: Katharine Ommen Strunk, Michigan State University  
Participants:  
Recent Trends in the Characteristics of New Teachers, the Schools in Which They Teach, and Their Turnover Rates. Christopher Redding, University of Florida; Tuan D Nguyen, Vanderbilt University  
The Social Networks of First-Year Teachers: Impact and Influence. Kate Rollert French, Wayne State University; Christopher Dean Lee, Oakland Schools; Andrea Zellner, Oakland Schools  
Supporting Michigan’s Early Career Teachers: Implications for Job Satisfaction and Commitment to the Teaching Profession. Amy Auletto, Michigan State University  
Revisiting the Round They Go: The Relationship Between Changing Grades and Teacher Quality, Retention, and Absence Rates. Tasmina Dhaliwal, University of Southern California; Jian Lai, Michigan State University; Katharine Ommen Strunk, Michigan State University  
Exploring the Development of Teaching Skills. Jessalynn James, University of Virginia; Eric Taylor, Harvard University; James H. Wyckoff, University of Virginia  
Discussant: Peter A. Youngs, University of Virginia  

SIG Sessions  
51.047. Adult Education Populations: What Do We Know? SIG-Adult Literacy and Adult Education; Paper Session  
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 3:40-5:10pm  
Participants:  
Incarcerated Adults With Low Skills: Findings From the 2014 Program for the International Assessment of Adult Competencies Prison Study. Margaret B. Patterson, Research Allies for Lifelong Learning  
Is the Program for the International Assessment of Adult Competencies a Useful Tool to Evaluate Preparedness for Automation of Jobs in the United States? Phyllis A. Cummins, Miami University; Takashi Yamashita, University of Maryland - Baltimore County  
Predictors of Civic Engagement in the United States and Germany: A Cross-National Comparison. Amy D. Rose, Northern Illinois University; Thomas J. Smith, Northern Illinois University; Jovita M. Ross-Gordon, Texas State University - San Marcos; M Cecil Smith, West Virginia University; Jill Zaretsky, Texas A&M University - College Station; Robin Lopez, Colorado State University; Arko Grotheschen, University of Hamburg; Marion Fleige, German Institute for Adult Education - Leibniz Centre for Lifelong Learning  
Roles of Education, Literacy, and Numeracy in Need for Health Information Among U.S. Adults. Takashi Yamashita, University of Maryland - Baltimore County; Phyllis A. Cummins, Miami University; Roberto Millar, University of Maryland - Baltimore County; Shalini Saloo, University of Maryland - Baltimore County; Darren Liu, Des Moines University; Anthony R Barda, University of Kentucky  
Discussant: Veronique W Merritt, Teachers College Columbia University  
51.048. Contemporary Research in Classroom Assessment. SIG-Classroom Assessment; Paper Session  
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 3:40-5:10pm  
Chair: Nicole Barnes, Montclair State University  
Participants:  
Assessing Student Learning in Integrated STEM Educational Programs. Xiaoyi Gao, Beijing Normal University; Ji Shen, University of Miami; Peishan Li, Beijing Normal University; Huifang Sun  
Chinese College Students’ Perceptions of Ethical Issues in Classroom Assessment. Xumei Fan, University of South Carolina - Columbia; Robert L. Johnson, University of South Carolina; Xumei Liu; Ruiqin Gao, University of South Carolina - Columbia  
Examining How Teachers Adapt Instruction Through the Formative Assessment Process. Kim Lebak, Stockton University; Chelsea Tracy-Bronson, Stockton University; Priti Hariu, The Richard Stockton College of NJ  
Understanding Different Stakeholders Views on Homework and Grading. Thomas R. Guskey, University of Kentucky; Laura J Link, Purdue University Fort Wayne  
Validating an Ethical Decision-Making Model of Assessment Using Authentic Scenarios. Ruiqin Gao, University of South Carolina - Columbia; Jin Liu, University of South Carolina - Columbia; Robert L. Johnson, University of South Carolina  
What Teachers Find Useful About Learning Progressions for Classroom Formative Assessment Practices. Michelle Marie Wooten, Michigan
51.049. Critical Race Theory. SIG-Critical Educators for Social Justice; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201B; 3:40-5:10pm

Chair: Julian Vasquez Heilig, California State University - Sacramento

Participants:

What Could We Have Done? Epistemic Injustices Constraining Wbnpoc Learning in Higher Education Classrooms. Manali J. Sheth, Independent Scholar; Alexia Angton, Iowa State University; Hildah Makori, Iowa State University; Ariel jetty

Finding Place: Journeys of Women of Color in Academia. Jai DeShawn Merritt, James Madison University; Norma V. Jimenez Hernandez, Estrella Community College; Margarita Jimenez-Silva, University of California Davis; Blakely K. Tsurusaki, University of Washington Bothell

Teaching for and Against: A Lat-Crit Examination of Social Justice Teaching. Brian C. Gilbs, University of North Carolina - Chapel Hill

Keeping It Politically Relevant: Student-Centered, Reality-Based, and Capacity-Oriented Work of Black Women Teachers. Wanda Watson, Mills College; Cathryn Devereaux, Teachers College, Columbia University

Shocked I Didn’t Learn This in School”: Responding to 13th as a Critical Race Counterstory. Mary L. Neville, Michigan State University; Ashley Johnson, Michigan State University

51.050. Shades of Whiteness: Navigating Whiteness in the Academy From a Third Space. SIG-Critical Issues in Curriculum; Demonstration/Performance

Sheraton Centre Toronto Hotel, Second Floor, Kenora; 3:40-5:10pm

Participants:

Shades of Whiteness: Navigating Whiteness as a Transracial Immigrant Adoptee. Andrew Garbisch

Different Shades of Whiteness for Different Grades. Jerry Jameel Wilson, University of North Carolina

51.051. Examining Teacher “Quality” and Inequality in Teaching and Teacher Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session

Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 3:40-5:10pm

Chair: Haeny Susan Yoon, Teachers College, Columbia University

Participants:

A Transdisciplinary Approach to Changing Inequitable Teaching Practices in Early Childhood Education. Mariana Soto-Manning, Teachers College, Columbia University; Beverly Falk, City College of New York - CUNY; Dina A. Lopez, City College of New York - CUNY; Nancy Ku Bradt, Teachers College, Columbia University; Livia Barros Cruz, Teachers College, Columbia University; Nancy M. Cardwell, City College of New York - CUNY; Nicole McGowan, Teachers College, Columbia University; Aura Yarenes Perez, Teachers College, Columbia University; Ayesha Rabadi-Rao, Teachers College, Columbia University; Elizabeth Rolli, Teachers College, Columbia University

New York City Early Childhood Teachers’ Construction of Teaching Quality in a Time of High-Stakes Certification. Gail Buffalo, Teachers College, Columbia University

Critical Service-Learning in Early Childhood Teacher Education: Co-Constructing Alternate Narratives on Child Development. Christine Massing, University of Regina; Fatima Pirbhai-Illch, University of Regina

51.052. Census and Student Information Mapping and Data Analysis Tool for Board Administrators. SIG-Data-Driven Decision Making in Education; Demonstration/Performance

Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 3:40-5:10pm

Participant:

Census and Student Information Mapping and Data Analysis Tool for Board Administrators. Mario Gagnon, Ontario Ministry of Education

51.053. Analytics and User-Centered Approaches to Guide Design. SIG-Design and Technology; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201C; 3:40-5:10pm

Participants:

Building a Better Dashboard: Evidence-Based Design Principles for an Educative Dashboard for Learning Games. James Diamond, Johns Hopkins University; Noah Goodman, Education Development Center, Inc.; Paula Angela Escudero, LRNG; Girlie C. Delacruz, University of California - Los Angeles

Designing a Revision Tool to Distinguish Surface-Level and Text-Based Writing Feedback. Kallianne Land Neumann, Oklahoma State University; Theodore J. Kepecha, University of Georgia

Examining the Validity of the International Association for K-12 Online Learning (iNACOL) Standards: Improving K-12 Online Course Design. David Adelstein, Wayne State University; Michael Christopher Barbour, Touro University - California

Instructional Quality of MOOC in the Field of Business Administration. Marc Egloffstein, University of Mannheim; Kristina Kogler, University of Hohenheim; Dirk Jenflather, University of Mannheim

The Implementation of Student Trackers for Desire2Learn and Canvas LMSs for Learning Analytics for Engagement. Sheng-Bo Arthur Chen, The Ohio State University - Columbus; Kui Xie, The Ohio State University

User-Centered Dashboard Design: Iterative Design to Support Teacher Informational Needs in Online Learning Contexts. Ryan Perez, University of Alberta; Carrie Demmuns Epp, University of Alberta; Krystle Phirunage, University of Toronto; Jim Hewitt, OISE/University of Toronto; Keeley Toope, University of Alberta

Discussant: Min Kyu Kim, Georgia State University

51.054. Instructional Supports for Emergent Writing in Preschool Classrooms. SIG-Early Education and Child Development; Symposium

Metro Toronto Convention Centre, 200 Level, Room 205A; 3:40-5:10pm

Chair: Sonia Cabell, Florida State University

Participants:

How Expert Teachers Support Young Children’s Participation at the Preschool Writing Center. Deborah Rowe, Vanderbilt University; Zarabeth G. Davis, Vanderbilt University; Laura Pietszynski, Vanderbilt University

Examinations of Preschool Teachers’ Writing Supports: Attention to Type, Frequency, and Quality of Experience. Gary E. Bingham, Georgia State University; Hope K. Gerde, Michigan State University

The Impact of Instructional and Environmental Context on Writing Interactions in Early Childhood Classrooms. Margaret F. Quinn, University of Tennessee - Knoxville; Hope K. Gerde, Michigan State University; Gary E. Bingham, Georgia State University

Discussant: Sonia Cabell, Florida State University

51.055. Intelligent Accountability: An Evidence-Based, Trustworthy, and Persuasive Alternative to the Status Quo. SIG-Educational Change; Symposium

Metro Toronto Convention Centre, 200 Level, Room 202D; 3:40-5:10pm

Chair: Solvi Liljeord, The Norwegian Knowledge Centre for Education

Participants:

Redefining Accountability: Teachers Negotiating Power in Data Use Routines. Amanda L. Dutnow, University of California - San Diego; Marie Lockton, University of California - San Diego; Hayley Ryan Weddle, University of California - San Diego

Intelligent Professional Responsibility in Teacher Education. Marilyn Cochran-Smith, Boston College; Elizabeth Stringer Keefe, Lesley University; Molly Cummings Carney, Boston College

School Leaders and Teacher Evaluation: Trapped Between Accountability and Professional Learning? Solvi Liljeord, The Norwegian Knowledge Centre for Education; Kristin Borte, The Norwegian Knowledge Centre for Education

Using Theories of Action Approach to Measure Impact in an Intelligent Way: A Case Study From Ontario, Canada. Chris Brown, University of Portsmouth

Discussant: Mireille Hubers, University of Twente

51.056. The Earth’s Future? Contestations, Complexities, and Tensions With Feminism(s) and Environmental Justice. SIG-Environmental Education; Workshop

Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 3:40-5:10pm

Chairs: Alison Hippol-Parkin, The University of Memphis; Nini Hayes, Western Washington University

Participants: John Joseph Lupinacci, Washington State University - Pullman; Rita Turner, University of Maryland - Baltimore County; Teresa Katrina Lloro-Bidart, California State Polytechnic University - Pomona; Dolores Maria Caldeiron, Western Washington University; Nini Hayes, Western Washington University
51.057. Chicana/Latina Identities in the Borderlands: From Their Perspectives. SIG-Hispanic Research Issues; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 206A; 3:40-5:10pm  
Participants:  
Shattering Glass Ceilings and Building Bridges: Latina Adolescent Girls Reading and Writing the University Campus. Tracey Terence Flores, The University of Texas at Austin; Nathaly Sojey Batista-Morales, The University of Texas at Austin; Cori Salmeron, The University of Texas at Austin  
Caught in the STEM Borderlands: Negotiating Hybrid Computer Scientist and Math Identities. David Da Wei Liu, University of California - Irvine  
Chicana Feminism Informs College Trajectories and Educational Leadership: Graduate Student Testimonios From Nepantla. Amanda Jo Cordova, University of Texas At San Antonio  
Chicana STEM Faculty: Narratives of Isolation, Challenging Norms, and Institutional Leadership. Lisceth Brazil - Cruz, University of California - Davis; Yvette Flores, UC Davis  

51.058. Immigration, Culture, Language, and Family Separation for Latinxs. SIG-Hispanic Research Issues; Paper Session  
Metro Toronto Convention Centre, 200 Level, Room 206A; 3:40-5:10pm  
Participants:  
Reframing What It Means to Teach and Learn: Indigenous Maya Families in California. Patricia Baquedano-Lopez, University of California - Berkeley  
Imagined Communities by Design: Latina/o Middle School English Language Learners in a College Preparation Community of Practice. Reynaldo Reyes III, The University of Texas - El Paso  
Burnt Offerings: A Testimonio of Family Separation. Marcela Rodriguez-Campo, University of Nevada - Las Vegas  
Literacies of Surveillance at Home: Transfrontier Children Translanguaging Identity for Respeto. Idalia Nunes, University of Illinois at Urbana-Champaign  
The Impact of Discursive Representations of Immigration in a Post-Truth Era: Focus on DACA. Sharon H. Ulanoff, California State University - Los Angeles; Sandra L. Paccu, University of Wisconsin - Milwaukee; Bobbi-Lee Smart, Cerrots College  

51.059. Contemplative Practice in Educational Spaces. SIG-Holistic Education; Symposium  
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 3:40-5:10pm  
Chair: Jillian Carter Ford, Kennesaw State University  
Participants:  
Yoga and Wellness Training for Teachers of Color: Healing Racialized Trauma in Our Selves and Schools. Sameena Eidoo, University of Toronto  
Contemplative Practice-Infused Pedagogies. Jillian Carter Ford, Kennesaw State University  
*BlackGirlsBreathe: Exploring the Possibilities of Integrative Wellness for Colored Girls. Adrienne Rochelle Pinkney, Virginia Polytechnic Institute and State University  

51.060. Learning to Improve Professional Development for Distributed Leadership in Chile’s Public School Sector. SIG-International Studies; Symposium  
Metro Toronto Convention Centre, 800 Level, Room 802A; 3:40-5:10pm  
Chair: Carmen Montecinos, Universidad Catolica de Valparaiso  
Participants:  
Designing Professional Development for Distributed Instructional Leadership Within Schools. Felipe aravena, Pontificia Universidad Catolica de Valparaiso; Monica Cortez, Pontificia Universidad Catolica de Valparaiso  
Evaluation of a Multiyear Professional Development Program to Strengthen Leadership Capacities in Schools. Germann Fromm, University of Chile; Juan Pablo Valenzuela, Universidad de Chile; Xavier Vanni, Universidad de Chile  
Challenges When Preparing School and Intermediate-Level Leaders Within a Territory. Monica Cortez, Pontificia Universidad Catolica de Valparaiso; Daniela Berkowitz, Pontificia Universidad Catolica de Valparaiso; Barbara Zoro, Pontificia Universidad Catolica de Valparaiso; Fabian Campos, Pontificia Universidad Catolica de Valparaiso  
Professional Development of Systemic Leaders: Leveraging Leadership Capacity for Collaboration. Álvaro Gonzalez, Pontificia Universidad Catolica de Valparaiso; Luis Ahumada, Pontificia Universidad Catolica de Valparaiso; Mauricio Pino-Yancovic, Pontificia Universidad Catolica de Valparaiso  
Discussant: Joseph J. Flessa, University of Toronto - OISE  

51.061. Disrupting and Deconstructing Dominant Language Ideologies: Reconceptualizing Languages in Use. SIG-Language and Social Processes; Symposium  
Metro Toronto Convention Centre, 700 Level, Room 715A; 3:40-5:10pm  
Chair: Angie Zapata, University of Missouri  
Participants:  
Dominant Language Ideologies in Dual-Language Education: A Call to Reimagine (and Imagine Beyond) Bilingualism. Ramon Antonio Martinez, Stanford University  
Disrupting Standard and Monolingual Language Ideologies in Teacher Education: Toward More Expansive Views of Language. Danny C. Martinez, University of California - Davis; P. Zitlali Morales, University of Illinois at Chicago  
*“Now That I’m Thinking About It...”: Examining Students’ Malleable Language Ideologies in Elementary and Secondary Schools. Mike Metz, University of Missouri; Angie Zapata, University of Missouri  
Discussant: Luis Ernesto Poza, San José State University  

51.062. Study of STEM Learning Environments. SIG-Learning Environments; Paper Session  
Metro Toronto Convention Centre, 800 Level, Room 802B; 3:40-5:10pm  
Participants:  
Culturally Relevant Computing in Action: Engaging Youth From Nondominant Communities in Computer Science Learning Environments. Tia C. Madkins, The University of Texas at Austin; Aaminah Norris, California State University - Sacramento; Tatiene Ruivo-Tait, The University of Texas at Austin; Nalya Arabelle Fenella Rodriguez, University of California - Irvine  
Factors Impacting the Science Identities of Children From Low-Income Neighborhoods Enrolled in STEM Clubs. Lydia E Carol-Anne Burke, University of Toronto; Ana Maria Navas Iannini, University of Toronto  
Youths’ and Adults’ Identity in STEM and the Learning Environment: A Systematic. Yalya Bouhafa, Binghamton University - SUNY; Amber Simpson, Binghamton University - SUNY  
Flexibility and Movement in Active Learning Classrooms: Investigating Student Cognitive Engagement From the Faculty Perspective. Saliba Ozbek Bekiroglu, The Pennsylvania State University; Crystal M. Ramsay, The Pennsylvania State University; Jenay Robert, The Pennsylvania State University  
Autonomous Motivation, Integration, and Persistence of First-Year College Students. Nasser Mohamedhosein, VU University Amsterdam  

51.063. Education and Technological Unemployment: Dilemmas and Possibilities. SIG-Marxian Analysis of Society, Schools and Education; Symposium  
Metro Toronto Convention Centre, 200 Level, Room 203A; 3:40-5:10pm  
Chair: David W. Harsh, University of Rochester  
Participants:  
Education and Technological Unemployment in the Fourth Industrial Revolution. Michael Peters, Beijing Normal University  
Education, Technology, and Post-Work Policy Imaginaries. Alexander Means, University of Hawaii at Manoa  
What Is Wrong With Educationalizing Technological Unemployment? Petar Jandric, Polytechnic of Zagreb  
Is Entrepreneurial Education the Solution to the Automation Revolution? Chris Arthur, York University  
Transdisciplinary Engagement With Enforced Dependency: Addressing Crises in Employment, Sustainability, and Democracy in Technological Society. Tina Lynn Evans, Colorado Mountain College  
Discussant: Kenneth J. Saltman, University of Massachusetts - Dartmouth  

51.064. Grant Writing for Motivation Research: A Guide for Early Career Researchers. SIG-Motivation in Education; Workshop  
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 3:40-5:10pm
51.065. Cultivating Culturally Responsive Schools and Teaching. SIG-Multicultural/Multilingual Education: Theory, Research and Practice; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 3:40-5:10pm
Participants:
Evaluation of Multicultural Literature That Represents Religious Diversity for an Early Childhood Classroom. Susan V. Bennett, University of South Florida - St. Petersburg; AnnMarie Alberton Gunn, University of South Florida - St. Petersburg; Kaya van Beynen, University of South Florida - St. Petersburg; Mary Lou I. Morton, Walden University
Making School Teaching Relevant for Culturally Diverse Students: A Move From Research to Productive Practice. Tara Ratnam, Independent Teacher Educator
Multicultural Urban Charter School Pedagogy. Timothy L. Weekes, Holy Names University
Reframing Resistance: Student Perspectives on Discomfort and Dissonance in Critical Multicultural Education. Eric Ruiz Bybee, Brigham Young University; Erin Fainauer Whiting, Brigham Young University; Ramona Maile Cutri, Brigham Young University; Hannah Woolley, Brigham Young University; Carina Whiteside, Brigham Young University; Emma Holdaway
Discussant: Omiunota N. Ukpokodu, University of Missouri - Kansas City

51.066. Supporting Online Student Success for All. SIG-Online Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 605; 3:40-5:10pm
Chair: Michelle Folks Read, Texas State University
Participants:
Cultural Diversity in Online Learning: Perceptions of Minority Graduate Students. James Dogby, Texas A&M University - Corpus Christi; Alex Kami-Yehoah, University at Albany - SUNY; Guanjii Yuan, SUNY - ALBANY
MOOC Learners’ Use of Discussion Forums to Seek and Receive Help. Hedich Najafi, University of Toronto; Carol N. Rolheiser, OISE/University of Toronto; Laurie Harrison, University of Toronto; William Heekey
Online Orientation Program: Checking Assumptions to Support Student Success. Jennifer Lock; Carol Johnson, University of Melbourne; Alicia Adlington; Jane Hanson; Yang Liu, University of Calgary
Redeveloping a MOOC to Be More Culturally Relevant: A Design-Based Approach. Ken-Zen Chen, Institute of Education - National Chiao Tung University; Barbara Oakley, Oakland University
The Changing Landscape of College Education: Toward a Culturally Relevant Pedagogical Approach in Online Courses. Mario Worlds, University of Florida; Ola Kalu
Discussant: Amy Marisa Barrios, University of the District of Columbia

51.067. Institutional Perspectives on Education Policy: New Directions in Theory and Research. SIG-Organizational Theory; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 3:40-5:10pm
Chair: Taylor N. Allbright, University of Southern California
Participants:
Access and Identification; Gifted Program Identification Following Early Referral for High-Potential Behaviors. Catherine A. Little, University of Connecticut; Kelly L. Kearney, University of Connecticut; Rebecca O'Brien, University of Louisiana at Lafayette; Jill L. Adelson, Duke University; Caroline Pittard, University of Louisville; Evidence for the Use of the Gifted Behavior Rating Scales With Hispanic/Latinx Students in K–2. Jill L. Adelson, Duke University; Rebecca O'Brien, University of Louisiana at Lafayette; Kate E. Snyder, University of Louisville; Brittany Flanery Crawford, University of Louisville

Instructional Practices and Perceptions of High Potential. Catherine A. Little, University of Connecticut; Rebecca O'Brien, University of Louisiana at Lafayette; Kelly L. Kearney, University of Connecticut; Shelby Little, University of Connecticut; Representation of High-Achieving Students in Schools Implementing Cluster Grouping. Niedens Pereira, Purdue University; Juliana Tay, Purdue University; Yukiko Maeda, Purdue University; Ophélie Allysya Desmet, Purdue University; Marcia L. Gentry, Purdue University

Discussant: Katie Larsen McClarty, Questar Assessment Inc.

51.071. Culturally Responsive Education: Using Participatory Action Research to Inform Critical Approaches in Filipina/a/x American Studies. SIG-Research on the Education of Asian and Pacific Americans; Symposium: Metro Toronto Convention Centre, 700 Level, Room 707; 3:40-5:10pm

Chair: Maharaj Desai, University of Hawaii - Manoa

Participants:
Coordinator Participatory Action Research. Allyson Tintiangco-Cubales, San Francisco State University; Dr. Rod Daas-Magbual, Pin@y Educational Partnerships

Teacher Participatory Action Research. Arlene Sudaria Daus-Magbual, San Francisco State University; Allyson Tintiangco-Cubales, San Francisco State University

Youth Participatory Action Research. Maharaj Desai, University of Hawaii - Manoa; Angelica Faustino, Pin@y Educational Partnerships; Maria Abigail Santos, Pin@y Educational Partnerships (PEP); Von Torres, Fresno City College

Discussant: Arlene Sudaria Daus-Magbual, San Francisco State University

51.072. Black Female Teachers: Diversifying the U.S. Teacher Workforce. SIG-Research on Women and Education; Symposium: Metro Toronto Convention Centre, 200 Level, Room 206B; 3:40-5:10pm

Chair: Abiola Farinde-Wu, University of Massachusetts - Boston

Participants:
Black Women Teachers in America: History, Hegemony, and Hope. Valerie Hill-Jackson, Texas A&M University - College Station


The Draw of Urban: Black Female Teachers’ Preferences for Urban Public Schools. Abiola Farinde-Wu, University of Massachusetts - Boston; Ayana Allen-Handy, Drexel University; Bettie Ray Butler, University of North Carolina - Charlotte; Chance W. Lewis, University of North Carolina - Charlotte

Preservice Teachers of Color Learning to Teach for Social Justice With a Black Woman Professor. Tambra Q. Jackson, Indiana University - IUPUI

Invisible Threads: Working Conditions, Interpersonal Relationships, and Turnover Among Black Female Teachers. Ayana Kee Campoli, Augusta University; Dyani Conrad Popova, University of South Dakota

Discussant: Bettie Ray Butler, University of North Carolina - Charlotte


Chair: Carina Fiedelday-Van Dijk, ePsy Consultancy

Participants:
Participatory Adult Social and Emotional Learning Curriculum Development for Organizational Leaders and Staff Working With Youth. Ciara Johnson, Anchorage Youth Development Coalition

Adding Value to Inquiry: Applying Conventional and Progressive Methods and Advance Knowledge of Social-Emotional Learning. Carina Fiedelday-Van Dijk, ePsy Consultancy

Second-Order Change: Supporting Staff Social-Emotional Learning for Anchorage Youth Program Quality. Ann McKay Bryson, SEL Rising

Discussant: Jeremy Jay Taylor, Collaborative for Academic, Social, and Emotional Learning

51.074. Social Studies Teaching in the 21st Century. SIG-Social Studies Research; Paper Session: Metro Toronto Convention Centre, Toronto Hotel, Mezzanine, York; 3:40-5:10pm

Chair: Austin James Pick, Aurora University

Participants:
“I Had a Student Ask Me What ‘Fake News’ Meant”: Teaching Civics in Contentious Times. William Toledo, University of Nevada - Reno

“It’s Not Like They’re Selling Your Data to Dangerous People”: Controversial Issues, Teens, Internet Privacy. Margaret S. Crocco, Michigan State University; Annette Segall, Michigan State University; Anne-Lise F. Halvorsen, Michigan State University; Rebecca Jacobson, Michigan State University; Alexandra M Stamm, Michigan State University


Teacher Perceptions of News Source Credibility. Christopher Clark, Northeastern State University - Tahlequah; Mardi Schmeichel, University of Georgia; H. James Garrett, University of Georgia

Discussant: Lance E Mason, Indiana University - Kokomo

51.075. Pathways to Problem Solving: Mathematics Instruction for Students With Disabilities. SIG-Special Education Research; Paper Session: Metro Toronto Convention Centre, 200 Level, Room 206C; 3:40-5:10pm

Chair: Samuel Choo, University of Oregon - Center on Teaching and Learning Participants:
Differentiating Early Math Instruction Through Technology. KindeTfK iPad App Improves Students’ Math Outcomes. Patrick Kennedy, University of Oregon; Samuel Choo, University of Oregon - Center on Teaching and Learning; Mari Strand Cary, University of Oregon - Center on Teaching and Learning; Ryann Crowley, Oregon Research Institute; Ben Clarke, University of Oregon; Lina Stanley, University of Oregon

Studying Video Modeling to Teach Geometry Word Problems: A Strategy for Students With Learning Disabilities. Rajiv Satsangi, George Mason University

The Effect of a Computer-Assisted Model-Based Problem-Solving Program for Students With Learning Difficulties in Mathematics. Yan Ping Xiao, Purdue University; Soojung Kim, Purdue University; Shuang Wei, Purdue University; Bingyu Liu, Purdue University; Qingli Li, Purdue University; Wu Dong Wang, Purdue University; Signe E. Kastberg, Purdue University; Yingjie Chen, Purdue University

The Impact of Equation-Solving Instruction Within Word-Problem Intervention for Third-Grade Students With Mathematics Difficulty. Katherine Adams Berry, The University of Texas at Austin; Sarah Rannels Powell, The University of Texas at Austin; Suzanne R Forsyth, The University of Texas at Austin; Brenda Zaparoli, The University of Texas at Austin

Discussant: Aloyne Cheryl Armstrong, University of Regina

51.076. The Geography of In(ex)clusion: Place and Issues of Access to General Education Contexts for Students With Disabilities. SIG-Special Education Research; Paper Session: Metro Toronto Convention Centre, 200 Level, Room 203B; 3:40-5:10pm

Chair: Lauren Katzman, Urban Special Education Leadership Collaborative Participants:
"The New Asylum": Out-of-School Placements and the Sequestering of Children as Researchers: Examining Children’s Perception of Inclusion. Emily Butler, Memorial University of Newfoundland; Sharon Penny, Memorial University; Gabrielle D. Young, Memorial University

Mapping Access to General Education for Students With Intellectual Disability and Autism: The Landscape in California and New York. Meghan E Cosier, Chapman University; Donald N. Cardinal, Chapman University; Audri Gomez; Julia M. White, Syracuse University; Chris Toutain, Chapman University

Children as Researchers: Examining Children’s Perception of Inclusion. Emily Butler, Memorial University of Newfoundland; Sharon Penny, Memorial University; Gabrielle D. Young, Memorial University

Discussant: Daniel Losen, University of California - Los Angeles

51.077. Student Resilience in Response to Stressors. SIG-Stress, Coping, and Resilience; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 3:40-5:10pm
Participants:
Ethnically Diverse Adolescents Describe Bystander Actions That Calm Victims’ Emotions and Amplify Victims’ Anger. Emma Minke McMain, Washington State University – Pullman; Zoe Highangle Strong, Washington State University - Pullman; Rachel Min Won, Washington State University - Pullman; Karin S. Frey, University of Washington; Gan Jin, Washington State University - Pullman; Shenghui Dui, Washington State University - Pullman
Personality and Resilience: An Analysis Conducted on Jamaican Youth. Laila Y. Sanguras, College of William & Mary; Darrell M. Hall, University of North Texas
Race, Gender, and Mental Health Among Engineering Doctoral Scholars: Determinants of Stress and Seeking Help. Dasom Lee, Vanderbilt University; Jeremy Lynch, Vanderbilt University; Dara Elizabeth Naphan, Vanderbilt University; Amanda J Brockman, Vanderbilt University; Eunny Omotola McGee, Vanderbilt Peabody College
School Burnout of Chinese High School Students: The Role of Teacher-Student Relations and Personal Resources. Ziyen Truber, Bielefeld University; Fridjof W. Nuesbeck, Bielefeld University; Else Wild, University of Bielefeld
Surviving the Storm: Community College Students Overcoming Adversity During Hurricane Harvey. Vincent D Carales, University of Houston; Ruth Maria Lopez, University of Houston
Discussant: Nicole Walsh, California State University - Fresno

**51.078. MTCC Roundtable Session 21; Roundtable Session**

**51.078-1. Exploring the Intersections of Literacy, Language, and Culture.** Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Leila Flores-Duenas, University of New Mexico
Participants:
Does Learning English Return More Than the Local Language? Evidence From Chinese College Graduates. Kunfeng Pan, Renmin University of China; sheng cui, Renmin University of China
Socioeconomic Status Gradients Reexamined: Literacy Development and Influencing Factors During Middle Childhood With Vocabulary as Example. Lily L. Dyson, University of Victoria; Tim Seifert, Memorial University
Young Children’s Emerging Literate Identities With Everyday Texts. Jesun Kim, University of Wisconsin - Madison
Reading Multimodally, Reading Critically: Recent-Arrival Immigrant Youths’ Engagement With Historical Graphic Novels in an After-School Program. Je Yie Park, Clark University; Lori Simpson, Worcester Public Schools

**51.078-2. Foregrounding Children’s Views and Voices in Critical Times.** Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chairs: Janette Habashi, University of Oklahoma; Beth Blue Swadener, Arizona State University
Participants:
Powerful Voices: Children as Research Consultants. Sonya Gaches, The University of Otago
Activism in Their Own Right: Children’s Perspectives on Social Justice, Civic Action, and Advocacy. Lacey Elizabeth Peters, Hunter College - CUNY; Beth Powers, Millersville University of Pennsylvania
Immigrant Children in Arizona: Straddling Borders and Identities. Angeles Judith Maldonado, The Institute for Border Crit Theory; Beth Blue Swadener, Arizona State University

**51.078-3. Forging an HSI Identity: Institutionally Supported Research and the Meaning of “Hispanic-Serving.”** Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chairs: Kip Austin Hinton, The University of Texas Rio Grande Valley; Alcione N. Ostorga, University of Texas Rio Grande Valley; Christian Ellen Zuniga, University of Texas-Rio Grande Valley
Participants:
Redefining Bilingual Teacher Preparation Practices in a Hispanic-Serving Institution Through a Translanguaging Stance. Sandra L. Musante, The University of Texas Rio Grande Valley; Alissa Cavazos, The University of Texas Rio Grande Valley; Alma D. Rodriguez, The University of Texas Rio Grande Valley
Embedding Social and Cultural Factors in the Learning of Science: The Case of Elementary Teachers in a Hispanic-Serving Institution. Noshin Nouri, University of Texas Rio Grande Valley; Jair Aguilan, The University of Texas - Rio Grande Valley; Patricia Ramirez, University of Texas Rio Grande Valley
Reflections on Teacher Education Practices of First-Year Tenure-Track Professors at a Hispanic-Serving Institution. María G Leija, University of Texas Rio Grande Valley; Gilberto P. Lara, The University of Texas - Rio Grande Valley; Hitomi Kambara, The University of Texas - Rio Grande Valley; Gerardo Joel Aponte-Martínez, The University of Texas - Rio Grande Valley
Transformative Practice Through Technology Integration in a Hispanic-Serving Institution. Leticia De Leon, The University of Texas - Rio Grande Valley; Zuhairie Diaz, University of Texas Rio Grande Valley; Janet Martínez, University of Texas Rio Grande Valley; Carmen Peña, The University of Texas - Rio Grande Valley; Michael Whitacre, The University of Texas - Pan American
Discussant: Belinda Bustos Flores, The University of Texas - San Antonio

**51.078-4. Tensions and Possibilities for Reimaging Equity-Based Design Research.** Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Katie Headrick Taylor, University of Washington - Seattle
Participants:
Responsive Facilitation and Iterative Design: An Approach for Engaging Underrepresented Youth in STEM. Dione N Champion, TERC
Endogenous Design as a Framework for Equity. Anna Bethune, Northwestern University
Designers’ Beliefs About Diversity and Equity. Krystal R. Villanosa, Northwestern University
Designing Critical Dialogue for Equity. Amy Chung, Northwestern University
School of Education and Social Policy Human Development and Social Policy

**51.078-5. Geographic and Geospatial Considerations and Contexts of Inequality.** Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Participants:
Mapping Teacher Turnover in Texas Public School Districts: A Longitudinal Analysis. Lixia Qin, Texas A&M University - College Station
Still Where, Not If; You’re Poor: How Geographic Locale Can Limit International Baccalaurate Opportunities. Michael Thier, International Baccalaurate; Jeongmin Jin, University of Oregon
Geographic Accessibility to Postsecondary STEM Education. Yi Meng, The Pennsylvania State University; Qiong Zhu, The Pennsylvania State University; Junghie Choi, The Pennsylvania State University

**51.078-6. Structural Inequalities in Schools.** Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Participants:
A Mixed-Methods Analysis of Reasons and Claims About #OptingOut of Standardized Tests on Twitter. Terri S. Wilson, University of Colorado Boulder; Wagma S. Mommandi, University of Colorado Boulder; Amy Burkhardt, University of Colorado Boulder; Michele S. Moses, University of Colorado Boulder
An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment. Elise Swanson, University of Arkansas-Fayetteville; Katherine Kopotic, University of Arkansas at Fayetteville; Jonathan N Mills, University of Arkansas at Fayetteville; Gena
Zamarro, University of Arkansas; Jay. p., Greene, University of Arkansas at Fayetteville; Gary Ritter, University of Arkansas at Fayetteville

Reexamining Disproportionality in Special Education: Evidence From New York City. S. Sana Fatima, New York University; Leanna Stiefel, New York University; Joseph R. Cimpian, New York University

Examining the Impact of Expanded School Meal Programs on Student Attendance. Jennifer Timmer, Vanderbilt University

51.078-7. Insights and Agency of Teachers of Bilingual Learners. SIG-Bilingual Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Johanna M. Tigert, University of Massachusetts - Lowell
Participants:
The Relationship Between Hispanic English Learners’ Learning, Teacher Empowerment, and Parental Involvement. Juiteng Li, Texas A&M University - College Station; Héctor Rivera, Texas A&M University - College Station

Bilingual Education in a Post-English-Only Era in California: Teachers’ Journeys (Back) Into Bilingual Classrooms. Luz Yadira Herrera, California State University - Fresno

Learning to Be Linguistically Relevant Teachers Through Online Professional Development Modules. Jung-In Kim, University of Colorado - Denver; Christopher Carson, University of Colorado - Denver; Tricia Gray, University of Nebraska - Lincoln; Taylor Schmidt; Lili Guan, University of Colorado - Denver; Kathleen Palmaquist, University of Colorado - Denver; Kara Mitchell Viesca, University of Nebraska - Lincoln

“To Teach in a Language That Is My Own...”: Toward a Felt Theory of Dual Language Teaching. Rachel D Snyder, University of Washington - Seattle

51.078-8. Conversations on Video Feedback, Asynchronous Discussion, Accelerated Learning, and Games. SIG-Computer and Internet Application in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Ka Wai Gary Wong, The University of Hong Kong
Participants:
Effects of Personalized Video Feedback on Learning Among Postsecondary Students: A Matched-Case Control Study. Isabelle Cabot, Cégep Saint-Jean-sur-Richelieu

Online Accelerated Learning Experiences and Self-Regulated Learning Skills Among Undergraduate Students. Chih-Hsiung Tu, Northern Arizona University; Cherrig-Jyh Yen, Old Dominion University; hoda harati, Northern Arizona University; Claudia Rodas, Northern Arizona University; Laura Esthela Sujo-Montes, Northern Arizona University

Gayle Roberts

Understanding Asynchronous Discussions in University Pedagogy. Online Courses. Samad Daniel Laato, University of Turku; Emilia Lippone; Heidi Salmono; Mari S. Martonen, Centre for Learning Research

51.078-9. Exploring Racialized Factors for Thriving and Surviving in Education. SIG-Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Nathan Napoleon Alexander, Morehouse College
Participants:
Exploring Racialized Factors to Understand Why Black Teachers of Mathematics Consider Leaving the Profession. Marvin Powell, George Mason University; Christina Lee, George Mason University; Toya Jones Frank, George Mason University; Jenice Lelani View, George Mason University; Asia Williams, George Mason University

Factors Supporting Black Male Students’ Resiliency: A Systematic Literature Review. William A Profit, The University of Kansas

From Consumption to Refusal: A Four-Part Exploration of the Dilemmas of Black Academics. Brian Lozenski, Macalester College

Questioning the Ontology of Everything. Timothy Babulski, University of Minnesota - Twin Cities; Keitha-Gail Martin-Kerr, Saint Paul College; Charity Funke Tawh Mentan, University of Minnesota - Twin Cities; Caleb Zilmer, University of Minnesota

51.078-10. Cultivating Critically and Culturally Competent Curriculum for Preservice and In-Service Teachers. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Participants:
A Plurilingual Preservice Teacher’s Intersectional Identity and Teaching in an Elementary Classroom. Jihea (Kang) Maddamsetti, Old Dominion University

The Racial Discourses of Preservice Teachers and the Spectrum of Race Consciousness. Virginia Necoechea, University of New Mexico

Where Is the Intersectionality? Narratives of Black and Brown Teachers. Christian Alejandro Bracho, University of La Verne; Cleveland Hayes, Indiana University Indianapolis

Why Do Teachers Graduate With Limited Critical Consciousness? In Their Own Words, Too Many Assignments, Too Little Time. Barb Anne Pollard, University of Windsor

51.078-11. Early Childhood Workforce Voices. SIG-Early Education and Child Development; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Ithel Jones, Florida State University
Participants:
Adapting to Dissonance: Experiences of Pre-K Teachers in Public Schools. Bethany Wilinski, Michigan State University; Alyssa L Morley, Michigan State University; Jessica Marie Landgraf, Michigan State University

Connecting Care and Learning: Stories of Transformation From the Early Childhood Workforce. Margaret Clark, University of Hartford

The Practitioner’s Voice in Early Childhood Reform: The Power of Teacher Narrative to Illuminate Change. Mary Kathleen Rodgers, University of Florida; Natalie Hagler, University of Florida; Stephanie Schroeder, The Pennsylvania State University; Tara Mathieu, University of Florida

51.078-12. Inclusion and Accommodation in Educational Assessment SIG Roundtable. SIG-Inclusion and Accommodation in Educational Assessment; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Vitaly Shyyan, Smarter Balanced Assessment Consortium, UCLA
Participants:
Challenges Teachers Experience in Making Decisions About Accessibility Options in Instruction and Assessment. Linda Goldston, National Center on Educational Outcomes; Martha L. Thurlow, University of Minnesota; Kristin K. Liu, National Center on Educational Outcomes

Effective Teacher ‘Training’ for Inclusive Education: The Importance of Preservice Teachers’ Beliefs About Inclusion. Katja Scharenberg, University of Education - Freiburg; Saskia Opalinski, University of Education - Freiburg

Hidden in an Era of Accountability: A Latent Class Analysis of Standardized Mathematics Testing. Hanna Wickstrom, University of Toronto; Ellen Fesche, University of Toronto; Eunice Eunhee Jang, University of Toronto

Understanding Differential Item Functioning in Test Accommodation. Yu Meng, Inteleos; Min Zhu, American Nurses Credentialing Center

51.078-13. The Role of Student Perspectives and the Student/Teacher Relationship in Classroom Management and How It Translates Into Practice in the Classroom. SIG-Classroom Management; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 3:40-5:10pm
Chair: Dorothy E. Hines, University of Kansas
Participants:
Correlates of Student Misbehavior Perceived by School Principals. Young S. Seo, University at Buffalo - SUNY; Taeyoung Kim, University at Buffalo - SUNY

Late Modern Students’ Preferences on Teacher Competences. Marcus Samuelsson, University West

The Impact of Mathematically Productive Relationships on Classroom Management. Jingqiu Liu, Indiana University - Bloomington; Kemal Robert Lloyd, Indiana University; Courtney Flessner, Indiana University; Dionne Inlera Cross Francis, Indiana University; Ayfer Eker, Indiana University - Bloomington

Using Maslow’s Theory to Analyze Elementary School and Middle School Student Perceptions of Classroom Management. Muriel K. Rand, New Jersey City University; Catherine Rand, Learning Community Charter School

What Really Matters: The Centrality of Moral Authority in Students’ Perspectives on Classroom Management. Eliot Graham, University of Montana - Missoula

Discussant: Laurie Rabinowitz, Teachers College, Columbia University

51.079. MTCC Roundtable Session 22; Roundtable Session

51.079-1. Social Justice Teacher Education Programs. SIG-Critical Educators for Social Justice; Roundtable Session
51.079-2. The Complexities of Preparing Social Justice Educators. SIG-Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Chair: Dani Parker Moore, Wake Forest University
Participants:
Becoming Social Justice Educators: Discrepancies Between What Preservice Teachers Think and What They Do. Kyle Elizabeth Miller, Illinois State University; Gary Weilbacher, Illinois State University
The Tensions of Bringing Undergraduate Teacher Candidates Into Critical, Activist Educator Spaces. Kathleen Riley, West Chester University of Pennsylvania; Kathryn Solis, West Chester University of Pennsylvania
Problematizing Equity Literacy Assessments: Black and White Instructors Compare Their Students’ Work Samples. Elizabeth Gayle Soslau, University of Delaware; Chandelle Wilson, Bryn Mawr College
Towards Embodied Humanizing Pedagogies: Due-Ethnographically Re-Membering Corporeal Pedagogical Encounters in Social Justice Teacher Education. Sherry Lynn Deckman, Lehman College, CUNY; Esther Oganda Ohiot, Denison University
White Work, “Rednecks,” and Instant Solutions: Acts of Microresistance to Antiracism in Social Studies Teacher Education. Andrea M Hawkon, Utah State University

51.079-3. Women of Color in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Participants:
Black Womanhood and Academia. Khaila Li, University of San Diego
Black Women and Education: Navigating Systems of Oppression. RaKeena Thomas Thomas, Louisiana State University; London Moore, Louisiana State University; Paul Samsong, Louisiana State University (Re)Negotiating and (Re)Envisioning Our Feminist Journeys: A Collaborative Auto-Ethnography of Doctoral Women of Color. Ting-Han Chang, Indiana University - Bloomington; Megan Covington; Vanessa S. Na, University of California - San Diego; Dajanea Palmer, Indiana University - Bloomington; Amy Wang, Indiana University - Bloomington

51.079-4. Middle Eastern and Muslim Student Experiences in Intercultural Contexts. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Participants:
Education and Social Integration of Muslim Migrant Children in China. Tao Wang, East China Normal University
Negotiating Religious Diversity: A Qualitative Inquiry of the Perspectives and Experiences of Muslim Parents in Southern California. Arwa Abrahel, California State University - Long Beach; Jyjona Pattnaik, California State University - Long Beach
Salient, Not Silent: Middle Eastern Female Doctoral Students’ Motivation and Preparation for Educational Leadership Careers. Keisha Baylor, Public School District

51.079-5. LGBTQ Research Methods and Queering “Multimodal Evidence.” SIG-Queer Studies Cosponsored with Division D - Measurement and Research Methodology; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Chair: Rachel Skrlak Lo, Villanova University
Participants:
Challenges and Strategies for Researching With LGBTQ+ Youth: Solutions to Structural and Methodological Barriers. Leanna Lucero, New Mexico State University
Queer(ing) Critical Auto-Ethnography: A Method for Queer Multicultural Education Curriculum Development. Michelle Lynn Knaier, Purdue University
Queering Temporalities, Activating QTBIPOC Subjectivities, and World-Makings: Walking Research-Creation. Stephanie Springgay, OISE/University of Toronto; Sarah E. Truman, University of Melbourne

51.079-6. Teaching, Leading, and Learning in Rural Schools. SIG-Rural Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Chair: Jennifer Laura Seelig, Wisconsin Center for Education Research, University of Wisconsin-Madison
Participants:
Leading Rural Schools: Looking to the Literature for Evidence to Inform Principal Preparation Programs. Brenda Jane Mendiola, The University of Alabama; Philip Todd Westbrook, The University of Alabama; Yvette Bynum, The University of Alabama - Tuscaloosa
Country Livin’: Perspectives of Preservice Teachers in Rural School Settings. Jennifer Harrist, University of South Carolina - Columbia; Matthew J. Irvine, University of South Carolina; George J Roy, University of South Carolina; Dodie Limberg, University of South Carolina
Building Rural Leadership Capacity: Lessons Learned Through a Rural Leader Learning Community. Jacob Daniel Skousen, University of Northern Colorado; Amie Cieminski, University of Northern Colorado
The Forgotten Rural Reader: A Review of Literacy Intervention Research in Rural Elementary Schools. Matthew Hurt, University of Maryland - College Park
Explore the Effectiveness of Texas Rural Independent Districts Prepare Fifth-Grade Students’ Science Learning Through the State of Texas Assessments of Academic Readiness Science Test. Zhaoyang Wang, Texas A&M University - College Station; Shifang Tang, Texas A&M University - College Station
Schooling as “Eating Between Classes”: Educational Discipline and Individuals in Rural China. Ji Yong, University of Cambridge

51.079-7. Teaching, Learning, and Leading in Urban Settings. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Chair: Dionna A. Hill, William Paterson University
Participants:
Are School Administrators Consistent With Disciplining Middle School Black Students? John Andrew Williams, University of North Carolina - Charlotte
Leading in Troubling Times: The Role of Urban School Leaders in Retaining Black Teachers. Darrius A. Stanley, Western Carolina University
Successful Teaching for Latino Male Students in Urban Areas: Listening Visually to Latino Male Youth. Kelly Gavin Zuckerman, Bryn Mawr College

51.079-8. Technology in Teaching and Teacher Education. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Chair: Lisa J. Lynn, Chicago Public Schools
Participants:
Assessing How Faculty Adopt Mobile Technology: A Cluster Analysis of Knowledge, Self-Efficacy, and Attitudes. Cory Cowan, California State University - Fresno; Mariya Yukhymenko, Ph.D., California State University - Fresno
Digital Distraction in the Classroom: Instructor Perceptions and Experiences Teaching in the Digital Age. Abraham Flanigan, Ohio University; Wayne Balchuk, University of Nebraska - Lincoln
Surveying Teachers’ Experience, Attitudes, Self-Efficacy, and Barriers to the Implementation of Digital Game-Based Learning. Min Lun Wu, Ohio University; Yuchun Zhou, Ohio University
The Wrong Outside the Books: Preservice Teachers’ Perceptions of Digital Storytelling in the Elementary Classroom. Sam Von Giller, Texas A&M University - College Station; Lynne Masel Walters, Texas A&M University - College Station; Karen McIntosh, Texas A&M University - College Station; Jeffrey Keese, Texas A&M University - College Station
Revoicing, Bridging, and Stuttering Across Formal, Physical, and Virtual
Spaces. Grant Van Eaton, Teach For America; Doug Clark, University of Calgary; Pratim Sengupta, University of Calgary

51.079-9. The Dynamic Role of Principals and Staff in School Climate and Culture, SIG-School Community; Identity, and Culture; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 3:40-5:10pm
Chair: Katherine Gutierrez, University of Oklahoma
Participants:
- Discovery and Confirmation: School Culture and Identity Evolution Throughout a Principal Transition Experience. Amy Lynn Vare-Haub, Pine Crest School
- Examining School Leader Development and Sustainment of School-Community-Family Partnerships in Urban-Area Schools. Briana Coleman, Michigan State University
- Exploring How Socioeconomic Status and School Contexts Influence Staff Perceptions of School Climate. Gordon Capp, California State University - Fullerton; Hadass Moore, Hebrew University of Jerusalem; Ron Avi Astor, University of Southern California
- Sitting at the Front: School Bus Drivers' Perceptions of Bullying on the Bus. Sawyer Hogenkamp, Queen's University; Benjamin Bolden, Queen's University
- Teacher Retention and Its Relationship to Principal Self-Efficacy and School Climate: A Multilevel Analysis. Sundie Dahlkamp, Pearlard Independent School District; Michelle L. Peters, University of Houston - Clear Lake

51.080. Sheraton Roundtable Session Nine; Roundtable Session

51.080-1. Leadership and Administration: Understanding Higher Education Roles and Outcomes. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Participants:
- A Content Analysis of Department Chair Qualifications: What Has Changed in 20 Years? Amanda L. Nolen, University of Arkansas at Little Rock; Leigh Settlemore Dzvik, Oakland University; Jim Vander Putten, University of Arkansas at Little Rock; Herlanda Hampton, University of Arkansas at Little Rock
- The Context of Presidential Turnover: Understanding How Institutional Characteristics and State Context Are Associated With Presidential Departure. Jon McNaughton, Texas Tech University; Matt DeMonbrun, University of Michigan; Jarrett B. Warsch, Florida Atlantic University
- Collective Memory and Organizational Narratives: New Directions for Research on Higher Education Strategy. Jay R. Dee, University of Massachusetts Boston; Ludwika Leszty, Harvard University; Anne Marie DeFelippo, Salem State University

51.080-2. Learning in the Disciplines. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: Sonya Shariffi, Pepperdine University
Participants:
- Effects of Prior Knowledge and Intelligence on the Development of Economic Knowledge in Higher Education. Jasmin Schlax, Johannes Gutenberg University of Mainz; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University of Mainz; Carla Kühling-Thees, Johannes Gutenberg-University Mainz; Tobias Deriba, Johannes Gutenberg University of Mainz; Judith Jitomirski, Humboldt University - Berlin; Roland Happ, Johannes Gutenberg University of Mainz; Hans Anand Pant, Humboldt University - Berlin; Marie-Theres Nagel, Johannes Gutenberg University of Mainz
- Getting the Big Picture: The Learning Benefits of Different Forms of Visualizations in Chemistry Studies. Maria Opfermann, Institute of Education - Ruhr-Universität Bochum; Nilz Rohde; Stefan Ramann, University Duisburg - Essen
- The Relation Between General Intellectual Ability and Study-Related Media Use Among University Students in Economics. Judith Jitomirski, Humboldt-University; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University of Mainz; Jasmin Schlax, Johannes Gutenberg University of Mainz; Carla Kühling-Thees, Johannes Gutenberg-University Mainz; Roland Happ, Johannes Gutenberg University of Mainz; Stefan Schipolowski, Humboldt University; Hans Anand Pant, Humboldt University - Berlin

51.080-3. Multiple Strategies for Academic Success in College. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: Michelle Johanna Nilson, Simon Fraser University
Participants:
- Efficacy of the Diagnostic Assessment and Achievement of College Students on Multiple Success Indicators. Jason Breyer, Excelsior College; Angela M. Lui, University at Albany – SUNY; Heidi L. Andrade, University at Albany - SUNY; David W Franklin, University at Albany - SUNY; Timothy J. Cleary, Rutgers University
- Exploring the Relationship Between Computer Science Students' Perceived Needs and Their Academic Success. Amy Dunford, Purdue University; Xintong Zheng, Purdue University; Mushin Menekse, Purdue University; Rebecca Wasserott, Purdue University
- The Impact of a Pre-Health Living Learning Community on Retention in Introductory Biology. Eben B Witherpoon, University of Pittsburgh; Susie Chen

Vocational Personality Types in College Engineering Students Influencing Their Academic Success. Ti Ding, Fordham University; Qian Wang, Manhattan College; Naser Hourieh, Fordham University

51.080-4. Study Abroad Access and Outcomes. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: Roy Y. Chan, Indiana University Bloomington
Participants:
- Institutional Stratification of Study Abroad Opportunity: Classification, Finances, and Prestige. Melissa Whately, North Carolina State University
- Subverting Knowledge Transfer Assumptions: Reflection Narratives From a Short-Term Study Abroad Trip to Ghana, West Africa. Jillian A. Martin, Washington University in St. Louis; Autumn Griffin, University of Maryland - College Park; Justine Hwee Chi Lee, University of Maryland - College Park; Hana Zewdie, University of Maryland - College Park; Candace Maddox Moore, University of Maryland, College Park; Michael Bockey-Yadom, University of Cape Coast

51.080-5. Using Critical Frames to Understand College Access and Choice. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: Jamila Lee-Johnson, University of Wisconsin - Madison
Participants:
- Access to What and for Whom? A Critical Geographic Analysis of Baccalaureate Degree-Granting Community Colleges in California. Edna Martinez, California State University - San Bernardino; Nancy Acevedo-Gil, California State University - San Bernardino
- An Exploration of Black Student Experiences and Success With/in a College Preparatory Program. Destiny D McLennan, University of California - Los Angeles
- To “Suffer by Choice”: Latina High School Seniors Preparing for College. Suneeal Kolluri, University of Southern California
- Understanding How Latino Families Influence and Support College Choice. Catherine Prieto Oliaver, Dallas County Community College District

51.080-6. Music Teacher Development Across the Career Span. SIG-Music Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: Jennifer A Bugos, University of South Florida
Participants:
- A Narrative Discourse in Music Education: Teacher Candidates Advocate for Change. Janet Spring, Lakehead University; Robert Morris, Lakehead University
- Music Teacher Perceptions of Competency Acquisition Sources and Difficulty According to Specialization and Experience. John M Denis, Texas State University - San Marcos; Olivia Tucker, University of North Texas
- “To Get What I Need”: The Social Networks of Music Teachers at Different Career Stages. Ryan David Shaw, Michigan State University

51.080-7. Critical Issues on Social Justice, Whiteness, Oppression, and Race. SIG-Critical Issues in Curriculum; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: Halleli Pinson
Participants:
- Assembling Historically Provocative Artwork and (E)Merging Racial
Perceptions. Bretton A. Varga, University of South Florida - Tampa; Vonzell Agosto, University of South Florida


51.080-8. Stories of Teacher Identity Formation. SIG-Narrative Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: M. Shaun Murphy, University of Saskatchewan
Participants: “In-Between” English and Spanish: An Inquiry Into a Latino Bilingual Teachers’ Experience. Leslie M Gauna, University of Houston - Clear Lake; Christine Beaudry, Nevada State College; Jane Montosh Cooper, University of Houston Shaping Teacher Knowledge Across Landscapes of Space and Time. Vicki Ross, Northern Arizona University; Elaine Chan, University of Nebraska - Lincoln Teachers Who Don’t Teach: Imagined Stories and Identities Outside the Classroom. Eliza Anne Pinnegan, Learning Adventures After School Care

51.080-9. Thinking and Designing: Place, Pedagogy, Purpose. SIG-Media, Culture, and Learning; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Participants: Toward Critical Social Media Pedagogy: The Intersection of Narrative, Social Media, and the Civic. Marie K. Heath, Loyola University Maryland; Benjamin William Gleason, Iowa State University (Design) Thinking Out Loud: Analyzing the Complexities of Teens’ Game Design Processes as Enacted Through Talk. Priyanka Parekh, Transylvania University; Earl Aguiar, California State University - Fresno; Tyler M. Keaser, Arizona State University; Kelly M Tran, Arizona State University; Luis Enrique Perez Cortes, Mary Lou Fulton Teachers College Arizona State University; Elisabeth R. Gee, Arizona State University; Sinem Suyalhan, California State University - San Marcos Adapting College-Going Cultures for a Digital World: A Case Study of Six California High Schools. Samantha Bernstein, University of Southern California; Zoe Corwin, University of Southern California; Tattiya Maruco, University of Southern California; Amanda Kay Ochsner, The University of Findlay

51.080-10. Diverse Arts-Based Research Methodologies Addressing Socially Engaged Art Practices/Community Learning Projects. SIG-Arts-Based Educational Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 3:40-5:10pm
Chair: James F. Woglom, Humboldt State University
Participants: Going There: Arts-Based Service-Learning in Humboldt and Comics Arts-Based Look at “Docent Days.” James F. Woglom, Humboldt State University Objects and Their Stories: Public, Participatory Art Interventions Centered on Waste and Imaginative Story-Building. Kira Hegeman Socially Engaged Art as Affective Research Practice. Ross Schlemmer, Kutztown University of Pennsylvania

51.081. Sheraton Roundtable Session Nine; Roundtable Session

51.081-L. Considering Culture and Pedagogy. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 3:40-5:10pm
Participants: Great Work Across Cultures: A Multiple-Case Study in Chinese Classrooms. Tracy X.P. Zou, The University of Hong Kong; Janet, Yuen Yu Yu, The University of Hong Kong The Enduring Effects of Intergroup Dialogue Facilitation Training on Alums’ Postgraduate Professional Practices. Ximena Zúñiga, University of Massachusetts - Amherst; Rani Varghese, University of Massachusetts - Amherst; Nina M. Tissi-Gassioy, University of Massachusetts - Amherst

Division and SIG Posters

51.082. MTCC Poster Session 12; Poster Session

51.082-L. Longitudinal Studies Poster Session. SIG-Longitudinal Studies; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm
Posters:
1. The Impact of Autonomy-Supportive Teaching on the Growth of Students’ Academic Performance: A Longitudinal Study. Dan Wei, Beijing Normal University; Danhui Zhang, Beijing Normal University 2. Tracing theories of Academic Burnout in Secondary to Postsecondary Transitions: Role of Social Support. Soohyun Cho, Keimyung University; So Young Kim, Korea University; sangmin lee
3. Household Food Insecurity and Academic Growth Trajectories: Evidence From the Early Childhood Longitudinal Study. Meng Fan, University of Delaware; Rui Wang, University of Delaware; Ruizue Liu, University of Kentucky

51.082-2. Science Teaching and Learning SIG Poster Session. SIG-Science Teaching and Learning; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm
Chair: R. Michael Sedas, Indiana University - Bloomington

Posters:
5. Biomechanics to Reveal a “Truth” of Science Teaching. Anne Karabon, University of Nebraska Omaha; Michelle Friend, University of Nebraska - Omaha; Neal Grandgenett, University of Nebraska - Omaha; Amelia Lanier, University of Nebraska - Omaha; Kota Takahashi, University of Nebraska - Omaha
6. Blended, Active, and Persistent: An Investigative Study of Blended Learning Affordances for Active Learning and Student Persistence. Brenda Such, University of Florida
8. Creating Opportunity to Learn Together: Next Generation Science Standards Professional Development for Cooperating Teachers and Teacher Candidates. Kara Naidoo, California State University - Channel Islands; Annie Ransom; Loren J. Naidoo, Baruch College - CUNY
9. Exploring Family Practices and Their Role in Supporting Young Children’s Learning of Science and Sustainability. Syliva Christine Almeida, Monash University; Marilyn Fleer, Monash University
12. Reforming Science Teacher Education With Cultural Reflection and Practice. Cherie A. McCollough, Texas A&M University - Corpus Christi
15. The Effect of a Student-Teacher-Scientist Partnership on High School Students’ Science Achievement. Joseph Taylor, UCCS; Catrina Adams, Botanical Society of America
16. Three-Dimensional Science in the School Library: Student Results and Perceptions From a Learner-Centered Science Curriculum. Bree Ruzzi, Old Dominion University
17. Where Are the Women Engineers? Questioning the Rationale for Expanding Diversity Through “Role Models.” Jeanne Christman; Randy Yerrick, SUNY; Maureen Valentine

51.082-3. Sociology of Education Posters. SIG-Sociology of Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm

Posters:
19. Examining Students’ and Parents’ Gendered Beliefs About Math and Implications for College Major. Catherine C. Riegel-Crumby, The University of Texas; Karisma Morton, The University of Texas at Austin
20. Examining the Causal Effect of Education on Tobacco Use in China. Tian Pu, Capital Normal University; Min Li, Capital Normal University; Zhikuan Zhang, Capital Normal University; Lusha Ou, Capital Normal University
22. Social Mobility and Stratification Among Asian Americans: Transition From High School to College and Work. Bola Sohn, The University of Texas at Austin
23. The “Lost Seekers” in Elite Universities: The Intersection of Family, Social, and University. Yuying Liu, Beijing Normal University; Qiran Wang; Yu Chen, Louisiana State University; Yongjiu Kang, Beijing Normal University

51.082-4. Student Test-Taking Strategies for Multiple Choice Vocabulary Questions. SIG-Vocabulary; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm

Posters:
24. Student Test-Taking Strategies for Multiple-Choice Vocabulary Questions. Alia Adel Ammar, Drexel University; Mary Jean Tece DeCarlo, Drexel University; Lori Severino, Drexel University

51.082-5. Talent Development of Students Placed at Risk SIG Poster Sessions. SIG-Talent Development of Students Placed at Risk; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm

Posters:
25. Risk-Taking Behaviors of Canadian Adolescents With Chronic Health Conditions. Emma Lynn Bozek, Queen’s University - Kingston; Andrew Coombs, Queen’s University - Kingston

51.082-6. Teacher Identity in Urban Settings. SIG-Urban Learning, Teaching, and Research; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm

Posters:
26. Developing Youth Participatory Action Research Pedagogies for Urban, Public Schools: Negotiating the Teacher-Facilitator Role. Molly Buckley-Marudas, Cleveland State University
28. Peer Tutor to Teacher: A Longitudinal Study of Role and Identity Change in Peer Facilitators in STEM Courses in Urban High Schools. Julia Camille Ransom, Hunter College; Sarah M. Bonner, Hunter College - CUNY; Katharine Diehl, Hunter College
29. Place-Based Education as a Framework for Promoting Social, Cultural, and Ecological Assets With Preservice Teachers. Christopher Burke, University of Michigan - Dearborn
30. Urban Student Perspectives of Community Partner Organizations: Using Community Partnerships to Improve Classroom Instruction. Jennifer D. Olson, University of Illinois at Chicago; Marlon I. Cunnings, Governors State University

51.082-7. Teachers and Researchers Engaged in Collaborative Action Research: Conducted With and Not on Teachers. SIG-Action Research; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm

Posters:
31. Disrupting Deficits Through Engaged Engagements With Inquiry in Preservice. Lisa H. Bennett, California State University - Fresno; Cathy Yun, California State University - Fresno; Juliet Michelsen Wahlethiner, California State University - Fresno
32. Top-Down Action Research Implementation: Challenges Preschool Teachers Faced in Chihuahua, Mexico. Mina Kim, San Francisco State University; Esra Cenan, Istanbul University
33. Teacher and Researcher’s Reflection on the Aspects of an Effective STEM Integration Partnership: A Collaborative Action Research Study. justine kim, University of Minnesota - Twin Cities; Gillian Roehrig, University of Minnesota; Corbin Rice

51.082-8. Teaching Educational Psychology Poster Session. SIG-Teaching Educational Psychology; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm

Posters:
34. Preservice Teacher Perceptions of Educational Psychology Learning Theories. Emily A Finney, Oklahoma State University - Stillwater; Kaia Christofferson, Oklahoma State University
35. Case Study Method to Increase Preservice Teachers’ Experience With English Language Learner Accommodations and Self-Efficacy. Kelly Torres, The Chicago School of Professional Psychology; Samantha Tackett-Brad, Florida State University; Meagan Arrastia-Chishobn, Valdosta State University
36. Hierarchical Linear Modeling of Relationships Between Teachers’ Epistemological Beliefs and Students’ Self-Efficacy. Janet Lee Hansen,
2019 AERA Annual Meeting > Program Schedule > SUNDAY, APRIL 7, 5:35 PM

Azusa Pacific University; Ying Hong Jiang, Azusa Pacific University; Jia Wang, University of California - Los Angeles

51.082-9. The Learning Appeal. SIG-Instructional Technology; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm
Posters:
37. Building School-Level Capacity to Broaden Integration of Computational Thinking: A Research-Practice Partnership Approach. Danielle Cadieux Boudlen, North Carolina State University; Sherry Booth Freeman, North Carolina State University; Eric N. Wiebe, North Carolina State University
38. Developing Children's Creativity Through an Educational Robotics Curriculum. Niklela Etokeleous, Frederick University; Efi Nisiforou, University of Nicosia; Christos Christodoulous, Robotics Academy, Frederick University
39. Digital Literacy and Gender: Similar Actual Performance but Underestimation of Literacies by Female Middle School Students. Ina Blau, The Open University of Israel; Erez Porat; Azy Barak, University of Haifa
40. eTPCK: An Adaptive E-Learning System for Developing Technological Pedagogical Content Knowledge. Charoula M. Angel, University of Cyprus; Andri Christodoulou

51.082-10. The Process of Deciding to Become a Teacher. SIG-Stress, Coping, and Resilience; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 3:40-5:10pm
Poster:
41. Mirror, Mirror, on the Wall, Will I Become a Teacher After All? Barbara Torre Veltri, Northern Arizona University; Stacia Emerson, Southern Wesleyan University

Sunday, April 7, 5:35 pm

Presidential Sessions

52.010. AERA 2019 Presidential Address. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, John W.H. Bassett Theater - Room 102; 5:35-7:05pm
Chairs: Jennifer Jellison Holm, The University of Texas at Austin; Janelle T. Scott, University of California - Berkeley
Speaker: An Inconvenient Truth About the New Jim Crow of Education. Amy Stuart Wells, Teachers College, Columbia University

54.013. Division K Business Meeting. Division K - Teaching and Teacher Education; Business Meeting
Metro Toronto Convention Centre, 800 Level, Room 801B; 7:05-8:35pm
Chair: Katherine Schultz, University of Colorado - Boulder

54.014. Division J Junior Faculty Mentoring Dinner: Invitation Only (Closed). Division J - Educational Policies and Politics; Invited Speaker Session
TBD; TBD; 7:05-9:05pm
Chair: Michael A. Gottfried, University of California - Santa Barbara

Sunday, April 7, 7:00 pm

Division Sessions

53.010. Division D International Committee Meeting. Division D - Measurement and Research Methodology; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Library; 7:00-9:00pm

Sunday, April 7, 7:05 pm

Division Sessions

54.010. Division C Business Meeting, Awards Announcements, and Featured Graduate Student Posters. Division C - Learning and Instruction; Business Meeting
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 7:05-9:05pm
Chair: Sandra Graham, University of California - Los Angeles

54.011. Division G Business Meeting. Division G - Social Context of Education; Business Meeting
Metro Toronto Convention Centre, 800 Level, Room 801A; 7:05-8:35pm
Chair: Zeus Leonard, University of California - Berkeley
Participant: Roland Sintos Coloma, Wayne State University

54.012. Division J Business Meeting. Division J - Postsecondary Education; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom

North; 7:05-8:35pm

54.015. Adolescence and Youth Development SIG Business Meeting. SIG-Adolescence and Youth Development; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201C; 7:05-8:35pm

54.016. Adult Literacy and Education SIG Business Meeting. SIG-Adult Literacy and Adult Education; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 7:05-8:35pm

54.017. Arts and Learning SIG Business Meeting and Awards Reception. SIG-Arts and Learning; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 7:05-8:35pm
Chair: Matt Omasta, Utah State University

54.018. Charters and School Choice Business Meeting. SIG-Charters & School Choice; Business Meeting
Metro Toronto Convention Centre, 600 Level, Room 604; 7:05-8:35pm

54.019. Classroom Management SIG Business Meeting. SIG-Classroom Management; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201F; 7:05-8:35pm
Officer: Kent Alan Divoll, University of Houston - Clear Lake

54.020. Computer and Internet Applications in Education SIG Business Meeting, SIG-Computer and Internet Application in Education; Business Meeting
Metro Toronto Convention Centre, 800 Level, Room 809; 7:05-8:35pm

54.021. Critical Educators for Social Justice Business Meeting. SIG-Critical Educators for Social Justice; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 713A; 7:05-8:35pm
Chairs: Nini Hayes, Western Washington University; Kari Kokka, University of Pittsburgh; Subini Anjum Aman, The University of Kansas

54.022. Critical Perspectives on Early Childhood Education Business Meeting. SIG-Critical Perspectives on Early Childhood Education; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 7:05-8:35pm

54.023. Elliot Eisner SIG Business Meeting. SIG-Elliot Eisner; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201A; 7:05-8:35pm
Participant: Eisner and the Primacy of Curriculum Development. Peter S. Hiebowtiz, The University of Alabama

54.024. Faculty Teaching, Evaluation, and Development SIG Business Meeting. SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201D; 7:05-8:35pm

54.025. Foucault and Contemporary Theories in Education. SIG-Foucault and Contemporary Theory in Education; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 7:05-8:35pm

Chairs: Marek Tesar, The University of Auckland; Maggie Macleure, Manchester Metropolitan University

Participant: Foucault in the Post-truth world. Jessica Lenore Ringrose, University College London; Carol A. Taylor, The University of Bath; Aaron M. Kuntz, The University of Alabama; Maggie Macleure, Manchester Metropolitan University

54.026. Graduate and Postdoctoral Education Across the Disciplines SIG Business Meeting. SIG-Graduate and Postdoctoral Education across the Disciplines; Business Meeting Metro Toronto Convention Centre, 200 Level, Room 201B; 7:05-9:05pm


Chair: Huia Tomlins Jahnke, Massey University
Speaker: Robert H Jahnke, Massey University
Discussant: Graham H. Smith, Te Whare Wānanga o Awanuiarangi

54.028. Leadership for School Improvement SIG Business Meeting. SIG-Leadership for School Improvement; Business Meeting Metro Toronto Convention Centre, 200 Level, Room 206D; 7:05-10:00pm

Officers: Kristin Shawn Huggins, Washington State University; David Edward DeMatheas, The University of Texas at Austin; Elizabeth Leisy Stoshich, Fordham Graduate School of Education; Rebecca Ann Thessin, The George Washington University

54.029. Rethinking Educational Marxism(s). SIG-Marxian Analysis of Society, Schools and Education; Business Meeting Metro Toronto Convention Centre, 200 Level, Room 202D; 7:05-8:35pm

Participants: Michael Joseph Viola, Saint Mary’s College of California; Lila D. Monzo, Chapman University; Clayton Todd Pierce, University of Utah
Discussant: Peter L. McLaren, University of Toronto

54.030. Montessori Education SIG Business Meeting. SIG-Montessori Education; Business Meeting Fairmont Royal York Hotel, Mezzanine Level, New Burnswick; 7:05-8:35pm

Chair: Angela Murray, The University of Kansas
Officers: Maria K. McKenna, University of Notre Dame; John P. Broome, University of Mary Washington

54.031. General Linear Model SIG Business Meeting: Remembering Isadore Newman. SIG-Multiple Linear Regression: The General Linear Model; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, York; 7:05-9:05pm

Speakers: Randall E. Schumacker, The University of Alabama; Janine M. Lim, Andrews University

54.032. Music Education SIG Business Meeting. SIG-Music Education; Business Meeting Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 7:05-8:35pm

Chair: Jennifer A Bugos, University of South Florida
Participant: Anne-Sophie Denault, Université Laval
Officers: Kenneth Elpus, University of Maryland - College Park; Ryan David Shaw, Michigan State University

54.033. NAEP Studies Business Meeting. SIG-NAEP Studies; Business Meeting Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 7:05-8:35pm

Chairs: Andrew Hudacs; Stacey Fisher, East Tennessee State University

54.034. Organizational Theory Business Meeting. SIG-Organizational Theory; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 7:05-8:35pm

Chair: Chen Schechter, Bar-Ilan University
Participant: Karen Seashore Louis, University of Minnesota

Officers: Scott C. Bauer, University of Colorado Denver; M. Jayne Fleener, North Carolina State University; Stephanie Lezotte, Rowan University; David H. Eddy-Spicer, University of Virginia

54.035. Out-of-School Time SIG Business Meeting. SIG-Out-of-School Time; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 7:05-8:35pm

Officers: Christina A. Russell, Policy Studies Associates, Inc.; Natalie S. King, Georgia State University; Kristin Najziger, Westat; Annie McNamara, University of Pittsburgh; Sharon Colvin, University of Pittsburgh; Elizabeth D Devaney, Children’s Institute

54.036. Philanthropy and Education SIG Business Meeting. SIG-Philanthropy and Education; Business Meeting Sheraton Centre Toronto Hotel, Second Floor, Churchill; 7:05-8:35pm

Chair: Naibh Haddad, Michigan State University
Discussant: Kathryn P. Chapman, Arizona State University

54.037. Philosophical Studies in Education Business Meeting. SIG-Philosophical Studies in Education; Business Meeting Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 7:05-8:35pm

Participant: Dilemmas in Democratic Education. Meira Levinson, Harvard University; Jacob Fay, Bowdoin College; Ana Romero Iribas; Lauren Bialystok, University of Toronto - OISE; Allison Mee; Nir Michaeli, Oranim College of Education

Officer: Terri S. Wilson, University of Colorado Boulder

54.038. What Can Postcolonial Studies in Education Do Today? SIG-Postcolonial Studies and Education; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 7:05-8:35pm

54.039. Professional Development School Research SIG Business Meeting. SIG-Professional Development School Research; Business Meeting Sheraton Centre Toronto Hotel, Second Floor, Huron; 7:05-8:35pm

Chair: Cindy Gutierrez, University of Colorado - Denver
Participants: Greg Middleton, Georgia State University; Linda A. Catelli, City College of New York - CUNY; Rebecca West Burns, University of South Florida; Jane E. Neapolitan, Towson University

54.040. Qualitative Research SIG Business Meeting. SIG-Qualitative Research; Business Meeting Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 7:05-9:05pm

Chair: Jessica Nina Lester, Indiana University
Participant: Troubling Categories in Qualitative Research. Leigh Patel, University of Pittsburgh
Discussants: Michelle Fine, City College of New York - CUNY; Kakali Bhattacharya, Kansas State University

54.041. Research Focus on Black Education Business Meeting. SIG-Research Focus on Black Education; Business Meeting Metro Toronto Convention Centre, 100 Level, Room 101; 7:05-8:30pm

Chair: T. Elon Dancy, University of Pittsburgh

54.042. Research on Teacher Induction SIG Business Meeting. SIG-Research on Teacher Induction; Business Meeting Metro Toronto Convention Centre, 200 Level, Room 202A; 7:05-8:35pm

Officers: Jian Wang, Texas Tech University; Amanda Rabidue Bozack, Radford University; Amanda R Hurlbut, Texas Woman’s University; Maria Ferris Greene Wallace, Millsaps College


Chair: Liza A. Talusan, University of Massachusetts - Boston

54.044. Research on the Superintendentcy SIG Business Meeting. SIG-Research on the Superintendentcy; Business Meeting
54.045. Rural Education SIG Business Meeting, SIG-Rural Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203B; 7:05-8:35pm
Officer: Amy Price Azano, Virginia Polytechnic Institute and State University; Karen Eypley, The Pennsylvania State University

54.046. School Community, Climate, and Culture SIG Business Meeting, Creating Safe K–12 Schools: SIG-School Community, Climate, and Culture; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205A; 7:05-8:35pm
Participant: Creating Safe K–12 Schools: International Trends. Jonathan Cohen, Teachers College, Columbia University; Barbara Anne Spears, University of South Australia; Grace Srzypczak, Flinders University; Phillip Sile, Flinders University; Rami Benbenishty, Hebrew University; Ron Avi Astor, University of Southern California; Dorothy L. Espelage, University of Florida

54.047. School University and Community Collaborative Research Business Meeting, SIG-School/University Collaborative Research; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201E; 7:05-8:35pm
Chair: Cheryl A. Torrez, University of New Mexico

54.048. Science Teaching and Learning SIG Business Meeting AERA 2019, SIG-Science Teaching and Learning; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203A; 7:05-8:35pm
Chair: Susan Gunn, Davenport University

54.049. Self-Study of Teacher Education Practices SIG Business Meeting, Welcome to the Wonderful World of Self-Study: A Business Meeting Like You've Never Attended Before. SIG-Self-Study of Teacher Education Practices; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205B; 7:05-9:05pm

54.050. Semiotics in Education: Business Meeting, SIG-Semiotics in Education: Signs, Meanings and Multimodality; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206A; 7:05-8:35pm

54.051. Social Studies Research SIG Business Meeting, SIG-Social Studies Research; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 7:05-8:35pm
Participant: Joel Weathheimer, University of Ottawa

54.052. Sociology of Education SIG Business Meeting, SIG-Sociology of Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205C; 7:05-8:35pm

54.053. Special Education Research SIG Business Meeting, SIG-Special Education Research; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205D; 7:05-8:35pm

54.054. Stress, Coping, and Resilience SIG Business Meeting, SIG-Stress, Coping, and Resilience; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203C; 7:05-8:35pm

Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 7:05-8:35pm
Chair: Elizabeth A. Sanders, University of Washington
Participants: Jerry West, University of Maryland - College Park; Prathiba Natesan, University of North Texas; Bethany A. Bell, University of South Carolina

54.056. Studying and Self-Regulated Learning SIG Business Meeting, SIG-Studying and Self-Regulated Learning; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 713B; 7:05-9:05pm
Chair: Hefer Bembenutty, Queens College - CUNY
Speaker: Daniel Charles Moos, Gustavus Adolphus College

54.057. Supervision and Instructional Leadership SIG Business Meeting, SIG-Supervision and Instructional Leadership; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206B; 7:05-8:35pm

54.058. Systematic Review and Meta-Analysis. SIG-Systematic Review and Meta-Analysis; Business Meeting
Metro Toronto Convention Centre, 600 Level, Room 606; 7:05-9:05pm
Chair: Elizabeth Tipton, Northwestern University

54.059. Systems Thinking in Education SIG Business Meeting, SIG-Systems Thinking in Education; Business Meeting
Metro Toronto Convention Centre, 600 Level, Room 603; 7:05-8:35pm
Officer: Miriam Deborah Eziani, University of North Texas

54.060. Alternative Schooling and Organizing: Teaching as Resistance, SIG-Teachers Work/Teacher Unions; Business Meeting
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall C; 7:05-8:35pm
Participants: Denisha Jones, Trinity Washington University; T. Philip Nichols, Baylor University; Rhiannon M. Maton, SUNY - College at Cortland; Elaine Simon, University of Pennsylvania
Discussant: Peter L. McLaren, Chapman University

54.061. Teaching Educational Psychology SIG Business Meeting, SIG-Teaching Educational Psychology; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206C; 7:05-9:05pm
Participant: Jane S. Vogler, Oklahoma State University

54.062. Technology as an Agent of Change in Teaching and Learning Business Meeting, SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 705; 7:05-8:35pm

54.063. Technology, Instruction, Cognition and Learning SIG Business Meeting, SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 715A; 7:05-8:35pm

54.064. Urban Learning, Teaching and Research SIG Business Meeting, SIG-Urban Learning, Teaching, and Research; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 704; 7:05-8:35pm

Sunday, April 7, 7:15 pm
Division Sessions

55.010. Division I Social, Division I - Education in the Professions; Invited Speaker Session
Drake One Fifty 150 York St, Toronto, ON, Private Room; 7:15-9:15pm

Sunday, April 7, 8:30 pm
Governance Meetings and Events

56.001. AERA SIG Executive Committee Reception for SIG Chairs: Invitation Only, AERA Governance; Governance Session
Metro Toronto Convention Centre, 500 Level, Room 501A; 8:30-10:00pm
### SIG Sessions

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<td><strong>56.010. Research Focus on Black Education Reception.</strong> SIG-Research Focus on Black Education; Invited Speaker Session</td>
<td>Metro Toronto Convention Centre, 100 Level, Room 101; 8:30-11:00pm</td>
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**Sunday, April 7, 8:40 pm**

### Division Sessions

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<td><strong>57.010. Division G and K Combined Reception.</strong> Division G - Social Context of Education; Invited Speaker Session</td>
<td>Metro Toronto Convention Centre, 700 Level, Room 718B; 8:40-11:55pm</td>
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<tr>
<td><strong>Monday, April 8, 7:00 am</strong></td>
<td><strong>AERA Related Activities</strong></td>
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<td><strong>58.010. Executive Director with Leadership of International Deans Groups.</strong> AERA Related Activities; Business Meeting</td>
<td>InterContinental Toronto Centre, Upper Lobby, Halton; 7:00-8:00am</td>
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Chair: Felice J. Levine, American Educational Research Association

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<td><strong>Monday, April 8, 7:30 am</strong></td>
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<tr>
<td><strong>59.001. AERA Executive Director and Division Vice Presidents:</strong> Closed Meeting. AERA Governance; Governance Session</td>
<td>InterContinental Toronto Centre, Upper Lobby, Humber; 7:30-8:30am</td>
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<td><strong>Monday, April 8, 7:35 am</strong></td>
<td><strong>Professional Development Courses</strong></td>
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<td><strong>60.010. School Site to the Oakwood Collegiate Institute (a public high school within the Toronto District School Board).</strong> SIG-Tracking and Detracking; Invited Speaker Session</td>
<td>Oakwood Collegiate Institute, 991 St Clair Ave W, Toronto, ON M6E 1A3, Canada; 7:35am to 3:00pm</td>
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Chairs: Briana L. Chang, The College Board; Marshall Jean, University of Chicago |

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<td><strong>Monday, April 8, 8:00 am</strong></td>
<td><strong>New Leader Orientation: Session 2.</strong> AERA Governance; Invited Speaker Session</td>
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Metro Toronto Convention Centre, 700 Level, Room 715B; 8:00-10:00am |

Chairs: Nathan E. Bell, American Educational Research Association; Margaret J. Mauka, University of Hawaii - Manoa; Kathy Ganiske, Vanderbilt University; Arturo Oliarte, The University of Texas - El Paso; Jennifer K. Clayton, The George Washington University; Cleveland Hayes, Indiana University Indianapolis; Shelley Zion, Rowan University; Mirka E. Koro-Ljungberg, Arizona State University |

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<tr>
<td><strong>61.001. A Conversation Between Edmund W. Gordon and Friends: Assessment in the Service of Teaching and Learning.</strong> AERA Presidential Session; Invited Speaker Session</td>
<td>Metro Toronto Convention Centre, 100 Level, Room 104A; 8:00-10:00am</td>
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Chair: Ezekiel J. Dixon-Roman, The University of Pennsylvania |

Speaker: Edmund W. Gordon, Teachers College, Columbia University |

Participants: Robert J. Mislevy, Educational Testing Service; Linda Darling-Hammond, Learning Policy Institute; James W. Pellegrino, University of Illinois at Chicago; John T. Behrens, Pearson; Randy E. Bennett, Educational Testing Service; Joanna Sandra Gorin, Educational Testing Service |

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<td><strong>Monday, April 8, 9:00 am</strong></td>
<td><strong>AERA Governance; Invited Speaker Session</strong></td>
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Metro Toronto Convention Centre, 700 Level, Room 715B; 9:00-10:00am |

Chair: Felice J. Levine, American Educational Research Association |

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<td><strong>Monday, April 8, 9:30 am</strong></td>
<td><strong>AERA Executive Committee SIG Leadership Best Practices/</strong></td>
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<td><strong>61.003. SIG Executive Committee SIG Leadership Best Practices/</strong></td>
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<td><strong>Presidential Sessions</strong></td>
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<td><strong>61.004. The Sociology of the Curriculum and Educational Policy: The Contributions of Geoff Whitty to Understanding the Current State of Educational Research — Memorial Service.</strong> AERA Sessions; Invited Speaker Session</td>
<td>Metro Toronto Convention Centre, 100 Level, Room 104B; 8:00-10:00am</td>
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Chair: Susan F. Semel, City College of New York - CUNY |


From Basil Bernstein to Geoff Whitty: How the British Sociology of Education Is Relevant to Education Research Today. Alan R. Sadownik, Rutgers University; A Politics of Possibility: Geoff Whitty’s Insights on Policy, Pedagogy, and Sociocultural Transformation of Educational Inequality. Terrenda Corisa White, University of Colorado-Boulder |

Discussant: Nancy L. Lesko, Teachers College, Columbia University |

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td><strong>Monday, April 8, 10:30 am</strong></td>
<td><strong>AERA Sessions</strong></td>
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<td><strong>61.005. Journal Talks 6.</strong> AERA Sessions</td>
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<tr>
<td><strong>Monday, April 8, 11:00 am</strong></td>
<td><strong>AERA Governance; Board Meeting</strong></td>
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Metro Toronto Convention Centre, Upper Lobby, Wellington; 8:00am to 6:00pm |

**Sunday, April 7, 11:55pm**

### AERA Related Activities

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td><strong>61.002. AERA–Society for Research in Child Development Early Career Fellows Convening and Networking Space: Invitation Only (Day 3).</strong> AERA Related Activities; Board Meeting</td>
<td>InterContinental Toronto Centre, Upper Lobby, Wellington; 8:00am to 6:00pm</td>
</tr>
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**Monday, April 8, 11:00pm**

### Governance Meetings and Events

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td><strong>61.000. Division Sessions</strong></td>
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<tr>
<td><strong>Monday, April 8, 11:55pm</strong></td>
<td><strong>AERA Related Activities</strong></td>
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**Monday, April 8, 11:00pm**

### Professional Development Courses

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<th>Time</th>
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<tr>
<td><strong>61.010. PDC25: Federal Education Policy as a Driver of Assessment Design and Practice (1960 to present).</strong> Professional Development and Training Committee; Professional Development Course</td>
<td>Metro Toronto Convention Centre, 600 Level, Room 601B; 8:00am to 12:00pm</td>
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</tbody>
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Director: Daniel Lewis, ACT |

Instructors: Daniel Lewis, ACT; Wes Bruce, Self-employed |

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<tr>
<th>Time</th>
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<tr>
<td><strong>61.011. PDC26: Validity Study Using Differential Item Functioning.</strong> Professional Development and Training Committee; Professional Development Course</td>
<td>Metro Toronto Convention Centre, 600 Level, Room 602A; 8:00am to 12:00pm</td>
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Director: Youn-Jeng Choi, The University of Alabama |

Instructor: Youn-Jeng Choi, The University of Alabama |

### Governance Meetings and Events

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<tr>
<td><strong>61.000. AERA Committee on Scholars and Advocates for Gender Equity in Education:</strong> Closed Meeting. AERA Governance; Governance Session</td>
<td>InterContinental Toronto Centre, Upper Lobby, Haliburton; 8:00-9:30am</td>
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61.001. SIG Executive Committee SIG Leadership Best Practices/ |
Committee Sessions

Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 8:00-9:30am
Chair: Carrie Klein, George Mason University; Samantha Silberstein, Indiana University - Bloomington; Karley Riffle, Auburn University
 Participants: Kakali Bhattacharya, Kansas State University; Amandita Tachine, Arizona State University; Z Nicolazzo, The University of Arizona; Lindsay Perez Huber, California State University - Long Beach
 Discussant: Stephen Santa-Ramirez, Mary Lou Fulton Teachers College
 Arizona State University

61.007. The Art of the Pushback. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 8:00-9:30am
Chair: James Lamar Foster, University of Washington - Seattle
 Participants: Lin Wu, University of Washington - Seattle; Jacqueline Roebuck Sakho, Lewis & Clark College; Aditi Rajendran, University of Washington - Seattle; Craig Martin Peck, University of North Carolina - Greensboro; Oscar Patron, University of Pittsburgh; Oscar Medina, University of Missouri - Columbia
 Discussant: James Lamar Foster, University of Washington - Seattle

Division Sessions

61.008. Early and Mid-Career Mentoring for Equity-Focused Faculty: Navigating the Promotion and Tenure Process and Authenticity. Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201D; 8:00-10:00am
Participants: Ann M. Ishimaru, University of Washington; James Joseph "Jim" Scheurich, Indiana University - Indianapolis; April L. Peters, University of Houston; Mark Anthony Gooden, Teachers College, Columbia University; Julian Vasquez Heilig, California State University - Sacramento; David Edward DeMatthews, The University of Texas at Austin; Sonya Douglass Horsford, Teachers College, Columbia University; Gerardo R. Lopez, University of Utah; Zeus Leonardo, University of California - Berkeley
Moderator: Dana Thompson Dorsey, University of Pittsburgh; Lolita A. Tabron, University of Denver

61.009. Leader Capacity for Equitable Schools. Division A - Administration; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 8:00-9:30am
Chair: Kimberly Kappler Hewitt, University of North Carolina - Greensboro
 Participants:
Building Capacity for Equity-Oriented Leadership Through Immersion Learning, Mary Frances Jones, University of Illinois at Chicago; Gregory O'Donnell, University of Notre Dame
Leadership Dispositions for Effective Principal Preparation in Chronically Low-Performing Schools. Carol A. Barg, National-Louis University; Stuart Ives Carrier, National-Louis University; James L. Schott, National-Louis University; Daniel C. Buckman, National-Louis University
Learning to Lead Deaf Education: Engaging Schools in Understanding/Implementing Education Access for Deaf Children. Irma Laura Almager, Texas Tech University; Catherine Ann O'Brien, Gallaudet University; Fernando Valvi, Texas Tech University
Supervising for Equity: Preparing Future Instructional Leaders to Promote Educational Equity. Rachael Garver, Montclair State University; Tanya Maloney, Montclair State University
What Are We Preparing Candidates For? A Review of the Literature on the Role of Race in K – 12 Teacher and Principal Preparation. Rachel Roegman, University of Illinois at Urbana-Champaign; Joni Kolman, California State University, San Marcos; Anjale DeVawon Welton, University of Illinois at Urbana-Champaign; A. Lin Goodwin, The University of Hong Kong
Discussant: Beverly J. Irby, Texas A&M University - College Station

61.010. Systemic Equity Leadership: Federal, State, and Local Organizations’ Response to Equity Policy. Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201B; 8:00-10:00am
Chair: Decoteau J. Irby, University of Illinois at Chicago
Participant: Leah Dozier Walker, Virginia Department of Education
Presenter: Paula A. Johnson, Texas A&M University - College Station
Moderator: Anjale DeVawon Welton, University of Illinois at Urbana-Champaign

61.011. Curriculum Ignorance(s): Pan-Asian Identities in the Educational Industrial Complex [#GetFreeWithDivB]. Division B - Curriculum Studies; Invited Speaker Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 8:00-10:00am
Chairs: Gabriel Stephen Huddleston, Texas Christian University; Anthony L. Brown, The University of Texas at Austin
Participants: Min Yu, Wayne State University; Nina Asher, University of Minnesota - Twin Cities; Mila Zhu, Dallas Independent School District; Noreen Naseem Rodriguez, Iowa State University; Riyad Ahmed Shahjahian, Michigan State University
Presenter: Nirmala Erevelles, The University of Alabama
Discussants: Kirsten T. Edwards Williams, University of Oklahoma; Ming Fang Hs, Georgia Southern University
Commentator: M. Francke Hucksby, Texas Christian University

61.012. Climate Change Teaching and Learning in the Post-Truth Era: Making Valid Inferences From Scientific Evidence. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 8:00-10:00am
Chair: Doug Lombardi, Temple University
Participants:
How a Growth Mind-Set Can Change the Climate: Implicit Beliefs Influence People’s Thoughts and Actions. Lorenzo Duchi, Erasmus University Rotterdam; Doug Lombardi, Temple University; Fred Paas, Erasmus University; Sofi Loyens, University College Roosevelt
Socioscientific Argumentation: A Systematic Literature Review on Terms, Concepts, and Measurement Approaches. Olga Ioannidou, Ludwig-Maximilians-Universität München; Andreas Hetmanek, Ludwig-Maximilians-Universität München; Frank Fischer, Ludwig Maximilian University of Munich; Tina Seidel, Technische Universität München
Student Artists as Informal Educators About Climate Change. Jill Hendrickson Lohmeier, University of Massachusetts - Lowell; Shanna Rose Thompson, University of Massachusetts - Lowell; Robert Chen, University of Massachusetts - Boston; Stephen Mishol
Student Explorations of Human Impact on Global Temperatures: Leveraging Student Choice to Promote Knowledge Integration. Allison Bradford, University of California - Berkeley; Beth McBride, University of California - Berkeley; Dylan Bland, College Park High School; Marcia Linn, University of California - Berkeley
Youth Voices on Climate Change: Examining Politicized Climate Discourse in a Digital Online Network. Lynne Zimmio, Stanford University; Emma Carene Gargroetzi, Stanford University
Discussant: Doug Lombardi, Temple University

Embracing and Modeling the Complex Dynamics of Expectancy-Value Motivation System Among Undergraduate Biology Students.

Antecedents of Engineering Major Persistence: An Exploration With Item Factor Analysis of the Grit-S.

The Complexities and Challenges of Understanding Individual Differences and the Development of Multiple Dimensions of Self-Efficacy. Sharon Zambrunn, Virginia Commonwealth University; Michael Broda, Virginia Commonwealth University; Sarah Anne MARR, Virginia Commonwealth University; Eric Ekholm, Virginia Commonwealth University

Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 8:00-10:00am
Chair: Anahid S. Modrek, University of California - San Diego
Participants:
Do Girls Want More From Science? Exploring Gender Differences in Autonomy Across STEM. Anahid S. Modrek, University of California - San Diego; Alexander Kwako, University of California - Los Angeles; William A. Sandol, University of California - Los Angeles
Effects of Female Scientist Modeling Teaching on Children's Scientist Identity and Career Motivation. Shrink the Gap: Environmental and Individual Strategies Enhancing Females' Belongingness in STEM. Bobbie Bermudez, University of Oregon; Mengfan Zhai, University of Oregon; Zige Zhao, University of Oregon; Shawn Andrew Lamkins-Uthando, University of Oregon
The Relation of Personality, Gender, and Achievement in Science Classes. John C. Stewart, West Virginia University; Dona Hewagolle, West Virginia University

61.017. Post-Truth? The Power of Repertoires of Everyday Practice of Youth From Nondominant Communities.
Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Domination Ballroom South; 8:00-10:00am
Chair: Maisha T. Wim, University of California - Davis
Participants:
Recruiting Everyday Repertoires as Resources for Interrogating Political, Social, and Economic Challenges. Carol D. Lee, Northwestern University
Lessons From Immigrant Child Language Brokers for Schools. Michael H. Bower, University of California - Los Angeles; Marjorie L. Laine (Faulkner Orellana), University of California - Los Angeles
Troubling Expertise in Literary Reading. Sarah Levine, Stanford University
Discussant: Maisha T. Wim, University of California - Davis

Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 8:00-10:00am
Chair: Anahid S. Modrek, University of California - San Diego
Participants:
Using a Multivariate Model to Understand How Youths’ In-the-Moment Engagement Predicts Changes in Youths’ Interest. Joshua Michael Rosenberg, The University of Tennessee - Knoxville; Patrick Neil Beymer, Michigan State University; Thomas M Houslay, University of Cambridge; Jennifer A. Schmidt, Michigan State University
Patterns of Momentary Engagement in Science. Katarzyna Salmela-Aro, Cicerone Learning; University of Helsinki; Patricia Camsille
The Effect of Feedback on Learners’ Behavior and Performance in a Digital Game. Katerina Schenke, University of California - Los Angeles; Tianying Feng, UCLA CREST; Gregory K.W. Chung, University of California - Los Angeles; Jeremy Roberts, PBS Kids Digital
10. Competence and Rationale: Interactions at Multiple Levels Predict Classroom Engagement in Science. Rebecca Rose Steinigut, NA; Erika Alisha Patall, University of Southern California; Keenan A. Pittuch, The University of Texas at Austin; Ariana Christine Vasquez, University of Pittsburgh
11. Examining Learning Engagement in Context Using Experience-Sampling Method. Kui Xie, The Ohio State University; VanessaWonchant Vongkakhun, The Ohio State University, Benjamin C. Heddy, University of Oklahoma
12. The Many Faces of Self-Regulation in Educational Contexts: Painting the Bigger Picture. Franz Wortha, University of Tübingen; Tobias Appel, University of Tübingen; Maike Tibus, University of Tübingen; Enkeledja Kacineci, University of Tübingen; Benjamin Nagengast, University of Tübingen; Ulrich Trautwein, University of Tübingen; Brent W. Roberts, University of Illinois at Urbana-Champaign; Peter Gerjets
Discussants: David Thissen, University of North Carolina - Chapel Hill; Minos Bong, Korea University

Masking and the Ethics of Representation. Carolyn A. Colvin, University of Iowa

Delineations of “Truth” and Context in Rural Wisconsin. Jennifer Laura Seelig, Wisconsin Center for Education Research, University of Wisconsin-Madison

Useless Narratives and an Interrogation of Practices of (Un)Masking in the Rural Rust Belt. Alexandra Panos, University of Nebraska - Omaha

Discussion: Jessica Nina Lester, Indiana University

61.023. Annual Division H Breakfast Business Meeting and Awards Presentations. Division H - Research, Evaluation and Assessment in Schools; Business Meeting Sheraton Royal York Hotel, Convention Floor, Concert Hall; 8:00-10:00am

61.024. Methodological Challenges to the Measurement, Assessment, Accountability, and Evaluation of Race/Ethnicity and Racial Matters in Schools. Division H - Research, Evaluation and Assessment in Schools; Invited Speaker Session Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 8:00-10:00am

Discussion: Rich Milber, Vanderbilt University

61.025. Percent Plans, Recruiting, and Distributional Outcomes: New Perspectives on Student Access and Stratification. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 8:00-9:30am

Chair: Jenna Weber Kramer, Vanderbilt University

Participants:

- Diamonds or Diamonds in the Rough: Using Data Science to Study Off-Campus Recruiting by Public Research Universities. Karina Gracia Salazar, The University of Arizona; Ozan Jaquette, University of California - Los Angeles
- Long-Term Changes in High School Sending Patterns to Texas Flagships Related to the Percent Plan. Kalena Cortes, Texas A&M University - College Station; Daniel Klasik, The George Washington University
- Who Do Students Turn to for Financial Aid Advice? Parent, Family, and Peer Relationships. Casandra Elena Harper Morris, University of Mississippi - Columbia; Rajeev Darolia, University of Missouri - Columbia; Lisa Scheese, University of Missouri - Columbia; Enyu Zhou, Council of Graduate Schools
- Who Benefits From Higher Education in Low- and Middle-Income Countries? M. Najeeb Shafiq, University of Pittsburgh; Robert Kevin Toutkoushian, University of Georgia; Alexandria Valerio, World Bank

Discussion: Ray Franke, University of Massachusetts - Boston

61.026. The Productive Tensions of Dual Credit: Reenvisioning Dual Credit Instruction, Postsecondary Readiness, and Success. Division J - Postsecondary Education; Symposium Sheraton Centre Toronto Hotel, Second Floor, Churchill; 8:00-9:30am

Chair: David R. Troutman, The University of Texas System

Participants:

- Dual Credit as Protective Factor: A Risk and Resilience Analysis of Dual Credit Students’ Success. David R. Troutman, The University of Texas System College Students Looking Back: The Impact of Dual Credit Participation on College Success. Aimee Elizabeth Hendrix Soto, The University of Texas at Austin The Effects of Dual Enrollment on Students’ Beliefs and College Aspirations. Rachel S Martin, The University of Texas at Austin; Shrutti Khandekar, The University of Texas at Austin; Matt Giani, The University of Texas at Austin

Discussion: Jason L. Taylor, University of Utah

61.027. The Role of Higher Education in a Neoliberal Reality. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Kenora; 8:00-9:30am

Chair: Kevin S. Zayed, Denison University

Participants:

- American Perceptions of the Public and Private Benefit of Higher Education. Jeree Matherson, Teachers College, Columbia University; Noah Daniel Drezer, Teachers College, Columbia University; Oren Pizmony Levy, Teachers College, Columbia University
Analyzing the Design and Causal Effects of Frames in Inequalities
Grant-Making in U.S. Postsecondary Education. Heather McCamby, Northwestern University School of Education and Social Policy Human Development and Social Policy
The Evolution of Higher Education Mission Statements in Western New York From 1845 to 2017. Loretta A Frankovitch, University at Buffalo - SUNY
What Do You Expect? Tensions Between a Liberal Education and a Neoliberal Reality. Marcela G. Cuellar, University of California - Davis; Alicia Garcia, University of California - Davis; Kem Saichaie, University of California, Davis

61.028. Counteracting Monolingualism in Preservice Teacher Education Through Translanguaging. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 703; 8:00-10:00am
Chair: Zhongfeng Tian, Boston College
Participants:
- Translanguaging for Justice in U.S. TESOL Teacher Education. Elizabeth Anne Robinson, Suffolk University; Zhongfeng Tian, Boston College; Elie Crief, Suffolk University; Maïra Lins Prado, Suffolk University
- (Re)Imagining a Translingual Self: Shifting One Monolingual Teacher Candidate’s Language Lens. Christina M. Ponzio, Michigan State University
- How Translanguaging Can Transform Teacher Education: Using Communicative Repertoires for Teacher Education in Colombia. Rosa Alejandro Medina, University of Massachusetts - Amherst
- Translanguaging in Teacher Education Through Community Walks and Student-Created Texts. Kevin S. Carroll, UPR Rio Piedras; Kevin M. Wong, New York University
- Translanguaging in a Post-English-Only Era in California Schools. Luz Yadira Herrera, California State University - Fresno
Discussants: Deborah K. Palmer, University of Colorado Boulder; Carla España, Hunter College

61.029. Educators and Emotional Labor: Coping With the Emotions of Teaching. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 704; 8:00-10:00am
Chair: Mahtab Nazemi, Thompson Rivers University
Participants:
- “Fearful but Coping”: Teachers’ Reflections on Their Emotional Experiences as First Responders in an Earthquake. Veronica Mary O’Toole, University of Canterbury
- Teacher Retention: Hyperaccountability and the Emotions of Teaching. Jane Perryman, UCL Institute of Education; Graham Calvert; Clare Brooks, UCL Institute of Education
- Through Things to Feelings: An Analysis of the Emotional Dimension in Beginning Teachers’ Work. Erkki Tapio Lassila, University of Oulu; Katri Jokikokko, University of Oulu; Geert Kielteiger, University of Leuven; Eila Estola, University of Oulu; Minna Uitto, University of Oulu
- “It’s Always Take, Take, Take!”: Teacher Collaboration, Gender Politics, and Emotions in School Reform. Hayley Ryan Weddle, University of California - San Diego; Marie Lockton, University of California - San Diego
- Teacher Identity, Vulnerability, and Supportive Relationships With Students. Ellen Kruse, Santa Clara University; Kendra Bean, Santa Clara University; Tim Urbán, Santa Clara University
Discussant: Rema Reynolds, Eastern Michigan University

61.030. Going Rogue and Building Bridges: Teacher Learning for Justice and Equity. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 716B; 8:00-10:00am
Chair: Liz Meyer, University of Colorado - Boulder
Participants:
- Building Bridges: From Teacher Education Program to First-Year Teaching for Equity and Critical Inclusivity. Jodene Morrell, University of Notre Dame; Erica Eva Colmenares, California State University, Chico; Britt K. Hanre, Teachers College, Columbia University
- Differentiating Professional Development to Grow the Capacity of Novice Male Teachers of Color: A Qualitative Methods Exploration. Shannon Waite, Fordham University; Travis Bristol, University of California - Berkeley; Marcelle Mentor, The College of New Rochelle; Ting Yuan, City College of New York - CUNY; Richard Haynes, New York City Department of Education
- Going Rogue: Extended Early Literacy Professional Development for Teachers of Young Multicultural-Multilingual Learners. Sherry Taylor, University of Colorado

61.031. How Political, Social, and Institutional Contexts Matter for Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 710; 8:00-9:30am
Chair: Jennifer Elizabeth Carinci, American Association for the Advancement of Science
Participants:
- An Integrative Approach to Professional Development to Support College and Career Readiness Standards. Katie Pak, University of Pennsylvania; Laura M. Desimone, University of Delaware; Arianna Parsons, University of Pennsylvania
- Context-Driven Learning From Professional Development: Examining Teacher Knowledge, Instructional Practice, and Student Mathematics Achievement Gains. Jennifer K. Jacobs, University of Colorado - Boulder; Karen A. Koellner, Hunter College - CUNY; Nanette M. Seago, WestEd; Helen Garnier; Chao Wang, University of Colorado
- Improving Instructional Quality With or Without Policy: A District-Level Analysis. Barnett Berry, University of South Carolina; Joseph Peter Bishop, University of California - Los Angeles
- Investigating How Facilitators Support Teachers’ Shared Ownership During Elementary Collaborative Curriculum Design. Stephanie Beck, McGill University; Chao Zhang, McGill University; nilou baradaran, McGill University; Alain Breuleux, McGill University

61.032. Literacies and Language Across the Curriculum. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 705; 8:00-10:00am
Chair: Laurie Rabionowitz, Teachers College, Columbia University
Participants:
- Building Civic Agency Through Problem-Based Enhanced Language Learning. Melanie Baca, Arizona State University; Sarah Saltmarsh, Arizona State University; Stephanie Lund, Arizona State University; Silvia Arocchi Aparicio, Arizona State University; Malissa Thibault, Arizona State University
- Challenges Incurred Enacting Multitiered Models of Literacy Coaching and Professional Learning Projects. Tiffany L. Gallagher, Brock University; Arlene Grierson, Brock University; Rachel St. Hilaire, Brock University
- Changing Teaching Practices in Literary Reading: From Professional Learning Contexts to the Classroom and Beyond. Angela Fortune, The University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Jessica Chambers, University of Illinois at Chicago
- Leveraging Practice-Embedded Research Relationships in Science Education: Privileging Teacher Knowledge for Student Learning. H. Emily Hayden, Iowa State University; Arupma Singh, Iowa State University; Michelle R. Eades-Baird, Empire State College - SUNY
Discussant: Jenny Tuten, Hunter College - CUNY

61.033. Metaphors of Learning in the Professions: Psychologists, Teachers, Policy Makers, and Artists Compared. Division K - Teaching and Teacher Education Co sponsored with Division I - Education in the Professions; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 8:00-9:30am
Chair: Kristina M Stamatis, University of Colorado - Boulder
Participants:
- Teaching in a Culture Hypersensitive to Power Relations: Learning From Preservice Teachers’ Metaphors. Chaua Shae, Mandel Leadership Institute
- Two Case Studies of the Clinical Applications of Metaphor and Analogical Reasoning: Attention Deficit Hyperactivity Disorder and Anxiety. Abram Sterne
- From Psychology to Art: Beyond Psychologized Metaphors in Education. Zori Bekerman, Hebrew University of Jerusalem; Michalinos
61.034. Policies and Practices for Teaching Undocumented Youth and Families: Implications for Schools and Teacher Education. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 707; 8:00-10:00am
Chair: Tracey Terece Flores, The University of Texas at Austin
Presenters: William Perez, Loyola Marymount University; Marco A Murillo, Loyola Marymount University; Dafney Blanca Dalbach, University of Washington - Seattle; Vanessa Segundo, University of California - Davis
Participant: DREAMzone, UndocoAlly, and UndocoPeers: Reducing Stigma and Prejudice via Educational Interventions. Jesus Cisneros, University of Texas at El Paso
Discussant: Margarita Jimenez-Silva, University of California Davis

61.035. What’s "Core" to Teacher Educator Pedagogy? (Re) Considering the Meaning of Practice in Teacher Educator Development. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 709; 8:00-10:00am
Chair: Mariana Soto-Manning, Teachers College, Columbia University
Participants:
Examining Rehearsals of Teaching: How Interactions Contribute to Different Opportunities for Learning. Marta Anna Kobieła, McGill University; Vandana Chandrasekhar; McGill University; Ashley Cameron, McGill University; Saba Din, McGill University
From the Ground Up: Building a Situated Knowledge Base for Asset-Oriented Teacher Educators. Kathryn Struthers Ahmed, Hunter College; Jamy Stillman, University of Colorado - Boulder; John Luciano Beltramo, Santa Clara University; Erika Castañeda-Flores, Green Dot Public Schools; Veronica Garcia, San Francisco Human Rights Commission; Michelle Poy
The Cycle of Enactment and Investigation: An Approach for Novice Teacher Educator Professional Development. Linnin Jao, McGill University
Discussant: Lauren Gatti, University of Nebraska - Lincoln

61.036. Using Statewide Data to Improve Teacher Education Through a Research-Policy Partnership. Division L - Educational Policies and Politics; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 8:00-9:30am
Chair: Dan Goldhaber, American Institutes for Research
Participants:
Preparing Teachers in Tennessee: The Landscape of Student Teaching Experiences. Hannah Mullman, University of Michigan; Matthew Ronfeldt, University of Michigan
Does Mentor Training Impact Coaching Practice or Candidate Preparation? Matthew Ronfeldt, University of Michigan; Hannah Mullman, University of Michigan; Emanuele Bardelli, University of Michigan - Ann Arbor
Labor Market Outcomes for Teachers Endorsed in High-Needs Areas. Emanuele Bardelli, University of Michigan - Ann Arbor; Matthew Ronfeldt, University of Michigan
Modeling Educator Preparation Provider Effects on Graduates’ Improvement Trajectories. Matthew Ronfeldt, University of Michigan; John Papay, Brown University; Emanuele Bardelli, University of Michigan - Ann Arbor
Discussant: Kevin Schauf, Tennessee Department of Education

61.037. The Community Arts Collaboratory: An Approach to Learning in and Through the Arts. SIG-Arts and Learning; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 8:00-9:30am
Chair: Erica Rosenfeld Halverson, University of Wisconsin - Madison
Participants:
Chronic Stress, Executive Functions, and Drama: A Theoretical Proposal. Katherine Norman, University of Wisconsin - Madison
Learning to Innovate: Literary Adaptation as a Pedagogical Tool for 21st Century Curriculum and Instruction. Nathan T. Wheeler, University of Wisconsin - Madison
Toward an Educational Vision of Self-Efficacy Through Creative Self-Expression: Designing Curriculum for Arts-Based Outreach. Kailee Spanil, Pacific University Oregon
Evaluating Community-Based Arts Programs: An Arts Collaboratory Approach. Stephanie Richards, University of Wisconsin - Madison
Discussant: Beth M. Warren, Boston University

61.038. Queerness and the Catholic Educational Mission: Untold Stories. SIG-Catholic Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 8:00-10:00am
Chair: Ursula S. Aldana, University of San Francisco
Participants:
Mixed Blessings: National Study of the Experience of LGBTQ Educators in Catholic Schools. Jane Bleasdale, University of San Francisco
Stories of Queer Educators in Religious Schools: Common Themes From Personal Narratives. Hannah Yanow, University of San Francisco
Attraction and Resistance in the Lives of Queer Catholic Teachers. Kevin James Stockbridge, North Dakota State University
Coming Out and the Impact on Leadership Roles. Justin William Moore, University of San Francisco
The Importance and Practice of for Queer Educators in Catholic Schools. Daniela Dominguez, University of San Francisco

61.039. Assessing Computational Thinking: A “Landscape” Symposium About Where We Are at and Where to Go. SIG-Computer and Internet Application in Education; Symposium
Metro Toronto Convention Centre, 800 Level, Room 803A; 8:00-10:00am
Chair: Quinn Burke, Digital Promise
Participant: Quinn Burke, Digital Promise
Participants:
Assessing Computational Thinking: A “Landscape” Symposium About Where We Are at and Where to Go. Satadbhi Basu, SRI International; Tom McKlin, The Findings Group, LLC; Daisy Wise Rutstein, SRI International; David Winthrop, University of Maryland - College Park; Aman Yadav, Michigan State University
Assessing Computational Thinking in Different Contexts and Curricula. Satadbhi Basu, SRI International
Assessing Classroom Implementation in Computer Science. Tom McKlin, The Findings Group, LLC
An Approach for Assessing Computational Thinking in Mathematics and Science Classrooms. David Winthrop, University of Maryland - College Park
Leveraging Computational Thinking in K–12 Classrooms: An Examination Into Teachers’ Understanding of Integrating Computational Concepts. Aman Yadav, Michigan State University

61.040. Being and Becoming Citizen Teachers: Examining the Ecology and Complexity of Democratic Teacher Development. SIG-Democratic Citizenship in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201F; 8:00-10:00am
Chair: Rebecca Buchanan, University of Maine
Participants:
Preservice Teachers’ Negotiating of Resistance to Socially Transformative Teaching. Evan Moloney, The University of Maine
Centralizing the Tension in Teacher Education. Rebecca Buchanan, University of Maine
New Zealand/United States: Distinct Policies, Impacts Upon Transition Teachers of Students With Significant Disabilities. Sarah M Hart, University of Hartford
Care, Learning, and Change: A Pedagogy of Transformative Care in Early Childhood Education. Margaret Clark, University of Hartford
Fostering Civic Engagement Through College Service-Learning. Tanya Sturtz, Keene State College; Darrell C. Hucks, Keene State College
“No One Should Do This Work Alone”: Sustaining Teachers as Civic Agents in Urban Schools. Alison Thompson, Lewis & Clark College
Replicate or Disrupt? Early Field Experiences That Foster Equity in
Math Teaching. Dana Sexton, San José State University

61.041. Moving Disability Studies in Education Theory to Practice: Making the Theoretical Practical for Praxis. SIG-Disability Studies in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 8:00-10:00am
Chair: Elizabeth B. Kozleski, Stanford University
Participants:
When the Curriculum Triggers: An Auto-Ethnography of Teacher Educator Growth. Jennifer Ashton, College at Brockport - SUNY; Maria Timmerlaak, SUNY - College at Cortland
Disability Plots: Curriculum, Allegory, and History Education. Mark Helmsing, George Mason University
Windows of Opportunity: Special Education Teachers' Perspectives on Experiential Knowledge and Student Supports for Transition. Lydia L. Osacito-Stoutenburg, University of Miami; Wendy Cavendish, University of Miami; Kristin Watson-Kibler, University of Miami
Inclusive Pedagogies: Practicing What We Preach in the Academy. Janet S. Sauer, Lesley University; Amy Gooden, Lesley University
Precarious, Debilitated, and Ordinary: Rethinking (In)Capacity for Inclusion. Srikala Narain, Teachers College, Columbia University
Discussant: Scot Danforth, Chapman University

61.042. Impacts of Early Childhood Interventions. SIG-Early Education and Child Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00-9:30am
Chair: Jaime Lynn Puccioni, University at Albany - SUNY
Participants:
Elementary School Context and the Long-Term Impacts of North Carolina's Pre-Kindergarten Program. Robert C. Carr, University of North Carolina - Chapel Hill; Ellen S. Peiser-Feinberg, University of North Carolina - Chapel Hill; Rachel Kaplan; Irina Mokrova, University of North Carolina - Chapel Hill
Boosting Family Childcare Success in Quality Rating and Improvement Systems. Rena Hallam, University of Delaware; Allison Hoger, University of Alabama; Martha J. Buell, University of Delaware; Myae Han, University of Delaware
Examining the Sequencing of Preschool Programs and Elementary School Types for Low-Income Children's Achievement Trajectories. Heath J. Bachman, University of Pittsburgh; Monica Gabriel Navarro, University of Pittsburgh; Leanne Elliott, University of Pittsburgh
Fostering Pre-K to Elementary Alignment and Continuity in Mathematics in Two Urban School Districts. Cynthia E. Coburn, Northwestern University School of Education and Social Policy Human Development and Social Policy; Abigail Stein, Northwestern University; Gracielabarba, Stanford University
Initial Lessons Learned From the Collaborative Efforts of an Early Head Start Childcare Partnership. Heather L. Horsley, California State University - Fresno; Sunah Chang, University of Illinois at Chicago; Karen Fong, American Society for Clinical Pathology - Board of Certification; Andrea Vaughan, University of Illinois at Chicago; Emily Machado, University of Washington; Svetlana Mitric, University of Illinois at Chicago
Ohio Head Start Teachers' Perceptions of the Impacts of the Pre-K Classroom Assessment Scoring System. Katherinesron Delaney, University of Toledo; Ruslan Sladey, University of Toledo

61.043. Structured Poster Session: The Role of School Leadership for Sustainable Professional Learning Networks. SIG-Educational Change; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 8:00-9:30am
Chair: Cindy Louise Poortman, University of Twente
Participants:
1. What Does Integrated Leadership Look Like in Schools With Sustainable Data Teams? Elke Muihlenburg, Universityof Twente; Cindy Louise Poortman, University of Twente; Kim Schildkamp, Universiteit Twente; Siebrich de Vries; Klaas Van Veen, University of Groningen
3. Networked Distributed Leadership Supporting Educational Transformation. Katherine J. Sanford, University of Victoria; Kerry Robertson, University of Victoria
4. Learning to Lead Sustainable School Networks in Chile. Álvaro González, Pontificia Universidad Católica de Valparaíso; Mauricio Pino-Yancovic, Pontificia Universidad Católica de Valparaíso; Luis Alhumada, Pontificia Universidad Católica de Valparaíso
5. Professional Learning Networks as Lifelines for Professional Development in an Agile and Flexible Environment. Livia Anna Julia Roessler, University of Innsbruck; Evi Agostini, Leopold-Franzens University of Innsbruck

61.044. Big Little Lies: Contradictions, Distortions, and Fictions in Human-Animal Education. SIG-Environmental Education; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Conference 6; 8:00-9:30am
Chair: Veronica Pacini-Ketchabaw, University of Western Ontario
Participants:
Science Education in the Global Animal Economy: A Schizoanalytic Inquiry. Helena Pedersen, University of Gothenburg, Sweden
Saving Bilbies: Eco-Nationalist Narratives, Australian Settler Children, and Endangered Native Animals. Africa Taylor, University of Cambridge
H. G. Wells and Interspecies (Re)Encounters: Challenging the Anthropocentric Gaze of Literary Education. John William Drew
Living the Animal Turn: Multispecies Pedagogical Encounters. M.J. Barrett, University of Saskatchewan
Discussant: Veronica Pacini-Ketchabaw, University of Western Ontario

61.045. Supporting Doctoral Students at All Phases. SIG-Graduate and Postdoctoral Education across the Disciplines; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 8:00-10:00am
Chair: Alison Horsman, University of Edinburgh
Participants:
Identity Development in Doctoral Education: Literature Review and Implications. Youn Ha Choi, Oregon State University; Jana Bouwma-Gearhart, Oregon State University; Grant Lee Ermis, Oregon State University
Exploring Factors That Challenge and Support the Development of Educational Doctoral Students. Jessica L. Spott, Texas Tech University; Kara Michelle Page, Texas Tech University; Narges Hashi, Terra Tindale Williams, Texas Tech University; Kamau Oginga Siwatu, Texas Tech University; William Y. Lan, Texas Tech University

61.046. Reversing False Truths: Engaging Elders and Community in Supporting Increased Outcomes for Wikwemikong Learners. SIG-Indigenous Peoples of the Americas; Off-Site Visit
Metro Toronto Convention Centre, 700 Level, Room 714B; 8:00-10:00am
Visit Leader: Evelyn Wilson, OISE/University of Toronto
Participants:
Realizing Learners' Full Potential While Instilling Proud Identity and Lifelong Commitment to the Community. Fay Zocoe, Wikwemikong Board of Education
Forward Focus: Implementing and Monitoring Culturally Responsive, Evidence-Based Improvement for FN Learners. Michael Staruck, Wikwemikong Board of Education

61.047. Language Ideologies and Positioning: Countering Deficit Discourses Surrounding Immigrant and Emergent Bilingual Learners. SIG-Language and Social Processes; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715A; 8:00-10:00am
Chair: Kathleen Mary Corley, Arizona State University
Participants:
(Re)Positioning the Englishes of a Black Transnational Youth. Patrannm Smith, Texas Tech University
"You ARE Immigrant...but Not Like Us". Discourse Analyses of Undocumented Positionings in a Culturally and Linguistically Diverse Classroom. Vonna Hemmeler, University of Virginia; Amanda Kibler, University of Virginia

Construction of Language Ideologies in a Multilingual Second-Grade Classroom. Lindsey Rowe, The Ohio State University - Columbus

“I Grew Up Protective of My Community”. A Preservation Teacher’s Urban Narrative. Debbie Morritt, The Ohio State University - Columbus

Discussant: Hayriye Kayi Aydar, University of Arizona

Metro Toronto Convention Centre, 200 Level, Room 205D; 8:00-10:00am
Chair: Yan Liu, Central Connecticut State University
Participants:
Being “Savvy”: Using Frame Analysis to Examine How Urban Superintendents Lead for Equity. James C Covello, Saint Joseph’s University
How Can Social Justice Leaders Build Gender-Inclusive Schools? Suggestions From Gender-Diverse Voices. Katherine Lewis, Dominican University of California
Using Critical Race Theory to Redefine the 12 Professional Dispositions of Chief Diversity Officers. Brandon C.M. Allen, Purdue University; Alberto J. Rodriguez, Purdue University; Levon T. Esters, Purdue University
Critical Case Studies of District-Level Equity Leaders in Public Schools. Meredith Maier, Durham Public Schools
A Case Study of Critical Program Development With Migrant Students. Eugene Fujimoto, California State University - Fullerton; Maria Veronica Oropesa Fujimoto, California State University - Los Angeles; Miguel Zavala, Chapman University
Deepening Educational Leadership Discourse and Knowledge: Learning From Experiences of Secondary School Principals in Kenya. Peter Rugano, University of Embu; Ann E. Lopez, OISE/University of Toronto

61.049. Perspectives of and From School Leadership: Trust, Perceptions, and Role Definition. SIG-Learning and Teaching in Educational Leadership; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 8:00-10:00am
Chair: Bernard Oliver, Valdosta State University
Participants:
Exploring the Measurement of School Leaders’ Collective Efficacy and Collective Trust. John Eric M Lingat, University of Kentucky; Thomas R. Guseke, University of Kentucky; Lu Young, University of Kentucky
Leading Change: A Longitudinal Exploration of School Leaders’ Challenges, Strategies, and Internal Experiences. Eleanor E. Drago-Sevcen, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University; Jessica Blum-DeStefano, Bank Street College of Education
LGBT Educators’ Perceptions of Homophobia and Transphobia and Policy Implications for School and District Leaders. Tiffany Wright, Millsersville University of Pennsylvania; Nancy J. Smith, Millersville University of Pennsylvania
Planning to Assist Low Achievers: Perspectives of Instructional Leaders and Teachers. Andrea L. Ridley, Dalton State College; Tak C. Chan, Kennesaw State University
School Principals’ Self-Perceptions of Their Roles and Responsibilities in Six Countries. Tak C. Chan, Kennesaw State University; Robert C. Morris, The University of West Georgia; Ting Wang, Huzhou Normal University; Binbin Jiang, Kennesaw State University; Steve Rebiza, University of Rzeszow; Sena Kpego, University of Health and Allied Sciences; Selahattine Tiran, Eskisehir Osmangazi University
Exploring the Effects of Professional Learning Communities on Teachers’ Self-Efficacy and Job Satisfaction in China. Jia Zhang, Zhejiang University
Discussant: Gen Chovan, California State University - Sacramento

61.050. Constructivist Learning Environments and Participants’ Reasoning. SIG-Learning Sciences; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713B; 8:00-10:00am
Participants:
Cultivating a Theoretical Turn-of-Mind. Hillary Lucille Swanson, Northwestern University
Entanglement of Computational Thinking and Fairness Reasoning in a Resource Allocation Scenario. Erin Ronayne Sohr, University of Maryland - College Park; Jennifer Radoff, University of Maryland - College Park; Ayush Gupta, University of Maryland - College Park; Andrew R. Elby, University of Maryland - College Park
History’s a Myth: Storytelling With Youth to Explore Local History. Helen Elizabeth Collins, Vanderbilt University; Andrew L. Hostetler, Vanderbilt University
Integrating Agent-Based Modeling and Indigenous Perspectives for Complex Systems Education. Marilu Lam-Herrera, University of Calgary; Group Isqii’ Aj Kenola’, Mujeres Tejedoras de Santo Domingo Xenoacoj; Pratim Sengupta, University of Calgary
Integrating Computational Practices and Game Design in Eighth-Grade Science: Student Outcomes With Respect to Systems. Gillian M. Puttick, TERC; Jackie Barnes, Northeastern University; Michael Patrick Cassidy, TERC; Eli Tucker-Raymond, TERC; Casper Hartveeld, Northeastern University; Gillian Smith, Worcester Polytechnic Institute
Discussant: Victor R. Lee, Utah State University

61.051. Lives of Teachers SIG Showcase Paper Session. SIG-Lives of Teachers; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 8:00-10:00am
Chair: Tammi R. Davis, Missouri State University
Participants:
The Transition From Paraprofessional to Teacher: The Paraprofessional’s Voice. Lindsay K Lightner, Washington State University; Judith A. Morrison, Washington State University
Troubling Truth and the Neoliberal Discourse. Andrea Marlene Gallant, Deakin University - Melbourne; Philip Riley, Australian Catholic University; Kim Ann Senior, Deakin University
Writing the Riptide: Reflections on Research Professional Development Partnerships in Post-Harvey Houston. Cherylf J. Craig, Texas A&M University - College Station; Chestin T. Azezene-Curl, Texas A&M University - College Station; Gayle A Curtis, Texas A&M University - College Station
“I’m So Glass Half-Empty”: Emotions and Their Impact During the Learning-to-Teach Experience. Megan Stump, University of Maryland - College Park
Discussant: Margaret S. Crocco, Michigan State University

61.052. An Analytic Examination of Current Issues in the Middle School Education. SIG-Middle-Level Education Research; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 8:00-10:00am
Chair: Judy H. Tang, Westat
Participants:
Examining the Relations Between Grade Configurations and Student Educational Experiences at the Middle School Level. Kavemuii Murangi, Westat; Elisha Lubur, Westat; Lisa Hamilton, Westat
Examining the Relations Between Middle School Teacher Preparation, Professional Development, and Student Performance. Juliann Dupuis, Notre Dame of Maryland University; Judy H. Tang, Westat
Middle School Students’ Course-Taking and Performance on NAEP Assessments. Robert Colby Perkins, Westat; Ingrid Fichtenberg, Westat
Student Access and Applications of Digital Resources in the Middle School Classrooms. Judy H. Tang, Westat; Kavemuii Murangi, Westat
Discussant: Kavemuii Murangi, Westat

61.053. The Utility of Visualization in Mixed-Methods Research. SIG-Mixed Methods Research; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 8:00-9:30am
Chair: Katherine E Entiggar, The Graduate Center of the City University of New York
Participants:
Remixing Acculturation: Utilizing Formative Joint Displays to Examine Dissonance in Acculturation Data. Cherrie D Edwards, Virginia Polytechnic Institute and State University; Elizabeth G. Creamer, Virginia Polytechnic Institute and State University
Developing and Applying a Fully Interactive Mixed-Methods Data Collection and Analytical Joint Display. Jonathan Engelman, Kettering College
Exploring Social Relationships in “a Mixed Way”: Mixed Structural Analysis. Dominik Emanuel Froehlich, University of Vienna; Judith Schoonenboom, University of Vienna; Christine Salinen, University of
61.054. Challenges and Opportunities: Exploring First-Generation College Students’ Lived Experiences and Interventions to Support Their Success. SIG-Motivation in Education; Symposium 
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom 
South; 8:00-10:30am 
Chair: Elizabeth Ann Canning, Indiana University - Bloomington; Stacy J. Priniski, University of Wisconsin - Madison 
Participants: 
Feeling Like an Imposter: Competition and the Classroom Experiences and Performance of First-Generation College Students. Elizabeth Ann Canning, Indiana University - Bloomington; Mary C. Murphy, Indiana University 
Addressing the Cultural Transition to College for First-Generation College Students. Rebecca Covarrubias, University of California - Santa Cruz 
Designing Utility-Value Interventions for First-Generation College Students. Stacy J. Priniski, University of Wisconsin - Madison; Tanya Skiljevic, The University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin 
Brief Social Belonging Intervention for First-Year Students at a Land-Grant University: Does Modality Matter? Xiao-Yin Chen, University of Kentucky; Ellen L. Usher, University of Kentucky; Christia Spears Brown, University of Kentucky; Calah Ford, University of Kentucky 

61.055. Music Education in the Contexts of Race, Religion, Culture, and Current Events. SIG-Music Education; Paper Session 
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 8:00-9:30am 
Chair: Sarah Jean Morrison, Queen’s University - Kingston 
Participants: 
Humanizing the Political: Field Experiences and Current Events Converge. Andrea VanDeusen, East Carolina University 
Student Success in a University Music Program: Tapping the Diversity of Social and Cultural Capital. Richard C. Miller, University of Nevada - Las Vegas; Katrina Liu, University of Nevada - Las Vegas 
Musicking Criticality: Reenvisioning Critical Pedagogy for Music Education. Julie Hess, Michigan State University 
Perceptions of Religious Music in a Southern U.S. Public Middle School: A Case Study. Emily Mercado, University of Utah 

61.056. Paulo Freire and Critical Pedagogy in a Post-Truth Era. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Paper Session 
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 8:00-10:00am 
Chair: Lilia D. Monco, Chapman University 
Participants: 
Paulo Freire and the Discourse on Lifelong Learning in a Post-Truth Climate. Peter G. Mayo, University of Malta 
Poder: A Program for Democratizing Entrepreneurship and Technology Education With Critical Consciousness Development. German Andres Cadenas, Lehigh University; Elizabeth Cantu, Arizona State University; Tameka Spence; Aliss Ruth 
The Burden of Being Woke: Critiquing Critical Consciousness as the Pedagogy for Oppressed Black Boys. Lynette Parker, Reach Institute for School Leadership 
The Im(possibilities) of Freirian Dialogue: Contested Moments of Critical Pedagogy. Krystal Amari Yanez Medrano, University of Texas Rio Grande Valley; Laura M. Jewett, The University of Texas Rio Grande Valley 

Discussant: Peter L. McLaren, Chapman University 

61.057. The Politics and Landscapes of Philanthropic Involvement in Pre-K–20 Education. SIG-Philanthropy and Education; Paper Session 
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 8:00-9:30am 
Participants: 
Brokerage Roles of Higher Education Intermediary Organizations in Foundation-Sponsored Networks. Nabih Haddad, Michigan State University 
Mapping Shifting Landscapes: Private Foundation and Impact Investor Investment and Activity in Education in Asia. Prachi Srivastava, University of Western Ontario; Robin Read, University of Toronto 
Philanthropic Foundation Investment in Preschool Programs, Policies, and Research. Kathryn P. Chapman, Arizona State University 
The Politics of Market-Based School Choice Research: A Converging of Ideology, Methods, and Philanthropic Funding. T. Jameson Brewer, University of North Georgia; Julian Vasquez-Heilig, California State University - Sacramento; Frank M. Adamson, California State University - Sacramento 

61.058. Recommendations for Professional Development Schools Related to Preservice Teachers, Teacher Roles, and the Partnership. SIG-Professional Development School Research; Paper Session 
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 8:00-10:00am 
Chair: Bernard J. Badiai, The Pennsylvania State University 
Participants: 
The Influence of Teacher Leadership Capacity in a Professional Development School to Foster School Renewal. Rebecca West Burns, University of South Florida; Samantha Haraf, University of South Florida - Tampa; Patricia T. Simmons, Hillsborough County Public School District; Woodland Johnson, Mort Elementary School 
Exploring Perspectives Across Multiple Partnership Schools: One University’s Work to Design Mutually Beneficial Partnerships. Penny B. Howell, University of Louisville; Sherri Brown, University of Louisville; Tasha Marie Tropman Laman, University of Louisville; Jennifer M. Bay-Williams, University of Louisville; John Finch, University of Louisville; Alice Gnau, Westport Middle School 
The Perceptions of Mentor Teachers in Professional Development Schools: Stories From Classroom-Based Teacher Educators. Angela Hooser, Middle Tennessee State University 
Developing Leadership Capacity in Master Teachers. Lynn Marie Sikma, University of North Carolina - Wilmington; Amy E. Garrett Dikkers, University of North Carolina - Wilmington; Somer Lewis, University of North Carolina - Wilmington 
Exploring the Impact of School-University Collaborative Partnership Through a Faculty-in-Residence Program. Danielle Christine Herro, Clemson University; Shanna E Hirsch, Clemson University; Cassie Fay Quigley, University of Pittsburgh 
Participants: Diane Yendol-Hoppey, University of North Florida; Susan L. Ogletree, Georgia State University 

Metro Toronto Convention Centre, 800 Level, Room 802B; 8:00-9:30am 
Chair: Todd L. Hutner, The University of Alabama 
Participants: 
Addressing the Climate Change Consensus Gap Among Preservice Teachers: A Four-Faceted Approach. Grinnell Smith, San José State University; Colette Rubin, San José State University 
Agency Development in Preservice Science Teachers: A Multimodal Analysis. Caroline Thompson Spurgin, University of California - Santa Cruz; Doris B. Ash, University of California - Santa Cruz; Lora Bartlett, University of California - Santa Cruz 
Critical Place-Based Science Education: A Model for Marginalized Communities to Share Knowledge. Sheliza Ibrahim Khan, Brock University 
The influence of an early intensive field experience on participant’s perceptions of STEM teaching. Chirky J Cross, Stephen F. Austin State University; Keith Hubbard, Stephen F. Austin State University; Lesa Beverly, Stephen F. Austin State University; Dennis Gravatt, Stephen F. Austin State University; Ray Darville, Stephen F. Austin State University 
The MakerLab Project: Using Makerspace Pedagogy to Engage Preservice Science Educators in Independent Scientific Inquiry. Judy Lemus, University of Hawaii - Manoa; T. Jameson Brewer, University of North Georgia; Julián Vasquez-Heilig, California State University - Sacramento; Frank M. Adamson, California State University - Sacramento 

Culturally Relevant Computational Thinking: A Science and Engineering Practice for Nonscience Teachers. Patrick James Enderle, Georgia State University; Rouollah Aghasaleh, Georgia State University
61.060. Formative Assessment to Support English Learners’ Academic Language Development: Resources for Teachers and Students. SIG-Second Language Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206A; 8:00-9:30am
Chair: Mikiyoung Kim Wolf, ETS
Participants:
Formative Assessment of English Learners’ Language Proficiency in the Science Classroom. Lorena Llosa, New York University; Scott Grapin, New York University
Formative Assessment to Strengthen English Learners’ Effectiveness in Reasoning-Focused STEM Discourse. Rita MacDonald, University of Wisconsin - Madison
Technology-Based Formative Assessment of Academic Reading Skills for English Learners and Teachers: A Usability Study. Mikiyoung Kim Wolf, ETS; Christopher Hamill, ETS; Jeremy Lee, ETS; Maria Konkel, ETS
Discussant: Margaret Heritage, WestEd

61.061. Communities as Central Places of Preservice Teacher Learning. SIG-Service-Learning & Experiential Education; Working Group Roundtable
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 8:00-10:00am
Chair: Heather Marie Coffey, University of North Carolina - Charlotte
Participants:
Sankofa: The Historical Roots of and the Routes to Community-Based Practicum Experiences. Daniella Ann Cook, University of South Carolina - Columbia
Modeling Responsible Change: Outcomes of a Middle School-University Partnership in Critical Service-Learning. Heather Marie Coffey, University of North Carolina - Charlotte
Boner Love: Reflections on a Cross-College, Cross-Community Partnership. Anna Bost Pennell, Guilford College
“What Else Can We Do?” Teacher Preparation Programs as Fields of Epistemological Community Transformations. Carmen Ocon, Clark University
Meeting in the Third Space: Integrating Social Studies Methods and Community Fieldwork in Place-Conscious Teacher Education. Thomas Owenby, University of Wisconsin - Madison; Mary Klehr, Madison Metropolitan School District/University of Wisconsin-Madison Teacher Education Center
Urban Teacher Preparation: Grounded in Community. Tammy Schwartz, Miami University - Oxford; Jack Baker, Miami University - Oxford; Hannah Dinnen, Miami University - Oxford; Marresa Dixon, Miami University - Oxford; Paul D. Flaspohler, Miami University - Oxford

61.062. The Disparate Stories of America. SIG-Social Studies Research; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 8:00-9:30am
Chair: Marcia J. Watson-Vandiver, Towson University
Participants:
Unsettling Narratives: Settler Colonialism and Citizenship Education. Ryan Oto, University of Minnesota - Twin Cities; George Dalbo, University of Minnesota - Twin Cities; Daniel Bordwell, University of Minnesota
Unmasking Neutrality: Racialization and the Teaching of the Civil Rights Movement. Charley Brooks, University of California - Santa Cruz
This Is a Story of Who America Is: Critical Black Active and Communal Citizenship. Amanda Elizabeth Vickery, Arizona State University - Polytechic
Students’ Understanding of the History of American Slavery: Differences by Race, Ethnicity, and Gender. Magdalena H. Gross, Stanford University; Christine Min Wotzipa, Stanford University
Discussant: Stuart Rhodes, Arizona State University

61.063. Mixture Modeling in Practice. SIG-Structural Equation Modeling; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Saskatchewan; 8:00-10:00am
Chair: Odilia Simon, University of California - Santa Barbara

61.064. Teacher Education and Pedagogical Content Knowledge in Teaching History. SIG-Teaching History; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 8:00-10:00am
Participants:
An Examination of Factors That Influence Secondary History Teachers’ Instructional Choices. Brian Girard, The College of New Jersey; Lauren McArthur Harris, Arizona State University; Linda K. Mayer, The College of New Jersey; Taylor M. Kessen, Arizona State University; Stephanie F. Reid, Mary Lou Fulton Teachers College Arizona State University
Assessing Preservice History Teachers’ Professional Vision With a Video Survey: An Approach to the Pedagogical Content Knowledge of History Teachers. Monika Waldis, University of Teacher Education Northwestern Switzerland; Martin Nitsche, University of Applied Sciences of Northwestern Switzerland
How Does Hands-On Engagement With Inquiry-Based Learning Affect Preservice History Teachers’ Beliefs? Michiel Voet, Ghent University; Bram De Wever, Ghent University
Professional Development and the Place of Teacher Content Knowledge: A Case of Teaching School Desegregation. Yonghee Suh, Old Dominion University; Brian J. Daugherty, Virginia Commonwealth University
Teaching Teachers: A Study on the Effects of Training Teachers in Historical Literacy. Serina A. Cinnamon, University of North Carolina at Pembroke; Mabel O. Rivera, University of North Carolina-Pembroke
Discussant: Erika Kitzmiller, Teachers College, Columbia University

61.065. Improving Workplace Learning. SIG-Workplace Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 8:00-9:30am
Chair: Susan Glover Takahashi, OISE/University of Toronto
Participants:
Coaching in Vocational Education and Training: Helping to Explore What Can Be Achieved, Taking Initiative, and Deepening the Work Experience Within Innovative Learning Cultures. Antje Barabasch, SFIVET; Anna Keller
Cultural Intelligence as the “Know-How” and “Know-What” Required for Workplace Success: A Series of Meta-Analyses. Christina Bode Irvine, North Carolina State University; M. Jayne Fleener, North Carolina State University
Quality of Vocational Education and Training: A Systematic Survey Review. Svenja Boehn, University of Mannheim; Viola Deutscher, University of Mannheim
Identification and Analysis of Barriers and Enablers to Data-Driven Decision Making by Counselors and Advisors. Carlos Antonio Viera, Miami Dade College
Discussant: Carlos Antonio Viera, Miami Dade College

61.066. Multimodal Narratives of Literacies for Equity: Possibilities and Limits for Democratizing Evidence. SIG-Writing and Literacies; Symposium
Division and SIG Roundtables

61.067. Leveraging Anthropology of Education Policy in a World Turned Upside Down; Roundtable Session

61.067-1. Leveraging Anthropology of Education Policy in a World Turned Upside Down. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 8:00-9:30am
Chair: Sarah A. Robert, University at Buffalo - SUNY
Participants:
Excavating Policy for Democracy and Equity: A Forward-Looking Genealogy of the Anthropology of Education Policy. Angelina E. Castagno, Northern Arizona University; Teresa L. McCarty, University of California - Los Angeles
“Respect MLK: Shut Up and Dress Up!” Undermining Democratic Education in U.S. Public High School. Sarah A. Robert, University at Buffalo - SUNY; Kate Haq, Independent Scholar

61.068. MTCC Roundtable Session 23; Roundtable Session

61.068-1. Restructuring and Reforming Educational Organizations. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Sue Winton, York University
Participants:
Accountability Reforms and the Pressure on Administrative Services in School Systems. Yut Nakib, The George Washington University; Drew Atchison, American Institutes for Research
A Closer Look at the Largest California Districts: Governance, Superintendents, Students, and Communities. Irina S. Okhremchouk, San Francisco State University
Becoming a Community School: Teacher Perspectives Through Partnership-Based School Transformation. Shante Stuart McQueen, University of Pittsburgh

61.068-2. From Pipelines to Pathways: Reconceptualizing Schooling for Black Males. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Bianca Jontae Baldwin, University of Wisconsin - Madison
Participants:
Black Boy Resistance as Rubric and Health. Tiffani Johnson
Preschoolers at Risk: The Overexpulsion of African American Boys. Deidre Jones, Youth Policy Institute
Knowledge, Skills, Motivation, and Organizational Factors Teachers Need to Support Black Boys in Public Preschool. Ayanna Davis, Los Angeles Unified School District
Highly Involved Black Undergraduates Resist Inequitable Practices at a Private Predominantly White Institution. Donté Miller, Indiana University - Bloomington
Discusants: Tyrone C. Howard, University of California - Los Angeles

61.068-3. Analyzing and Critiquing Inter- and Intra-Immigration Policy Issues. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Preston C. Green, University of Connecticut
Participants:
Detained Immigrant Minor’s Human Right to Education: Precariously Protected by Settling for the Flores Agreement. Chelsea Connery, University of Connecticut - Storrs; Preston C. Green, University of Connecticut
Local Availability of Childcare and Family Choices by Immigration Status: A Conditional Logit Model Analysis. Qi Xing, American Institutes for Research
Mathematics Achievement Opportunity for “American Mexican” Children in Mexico. Jimmy Hernandez, Brigham Young University; Bryant Jensen, Brigham Young University; Eric Ruiz Bybee, Brigham Young University
Migrant School Segregation in Urban China: Consequences for Local and Migrant Students. Wu Wei, The Chinese University of Hong Kong

61.068-4. Large-Scale Assessments in the Caribbean: Their Outcomes, Promises, and Challenges. SIG-Caribbean and African Studies in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Lilian Linaidy Chimuna, University of Denver
Participants:
Cultural and Language Biases in High-Stakes Mathematics Secondary Entrance Assessment in Trinidad and Tobago. Iris Pamela Hewitt-Bradshaw, The University of Trinidad and Tobago
Describing and Evaluating Policy Arguments Justifying 11+ Testing in Trinidad and Tobago. Jerome De Lièvre, University of the West Indies
Large-Scale Implementation of Formative Assessment: The Case of the Caribbean Primary Exit Assessment in Grenada. James E. Young; Mary Grace-Anne Jankman, The University of the West Indies - Cave Hill
Whose Truth Is It: Analysis of Factors Influencing Curriculum Outcomes in the Caribbean. Deon Marie Edwards-Kerr, The University of the West Indies - Mona Campus; Carmel Geneve Roofe, ‘The University of the West Indies - Mona Campus
Discuscant: Cheryl A. McLean, Rutgers University

61.068-5. Research on Charter School Teachers, Principals, and Board Members. SIG-Charters & School Choice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Richard Blissett, Seton Hall University
Participants:
Clarity of Purpose and the Freedom to Lead: Principal Autonomy in Colorado Charter Schools. Teal Maxwell, University of Northern Colorado
Examining the Teacher-Principal’s Power Relationship in Charter Schools: Evidence From the 2015–2016 National Teacher and Principal Survey Data. Jiangang Xia, University of Nebraska - Lincoln; Jianping Shen, Western Michigan University; Yongmei Ni, University of Utah
An Exploratory Study of the Perspectives of Teachers on the Unionization of One Charter Management Organization. Justin S McClinton, The University of California - Santa Barbara
Charter School Board Members’ Readiness to Serve and Implications for Training. Maryrta Anne Gawlik, Florida State University; Ann M. Allen, The Ohio State University
Discuscant: Timothy L. Weekes, Holy Names University

61.068-6. Critical Feminism in Education: Discourses and Dialogue. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
Cross Roads Within Experiences: Accounts of Teaching and Learning for Diversity. Fouzia Usman, University of Calgary; Sonia K. Aujla-Bhullar, University of Calgary
Engaging in (De)Liberate Dialogue: An Endarkened Feminist Tri-Ethnomography Among Black Teacher Educators. Erica D. McCray, University of Florida; Tianna Dowie-Chin, University of Florida; Alexandra Harvey, University of Florida
Troubling School Discourses on Race and Gender: A Self-Study. Amanda Michelle Gehard, University of Regina
Women in Educational Leadership: Negotiating Postures of Resistance. Liz Chase, St. John’s University; Jennifer L. Martin, University of Illinois at Springfield
61.068-7. Asian American and Pacific Islander Perspectives on Educational Policy and Practice. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Liza A. Talusan, University of Massachusetts - Boston
Participants:
- Attitudes of Hmong College Students Toward College Affirmative Action Policies. Robert Jay Lowinger, Marshall University; Nicholas Daniel Hartlep, Metropolitan State University; Mariah Kornbluh, California State University - Chico; Alexandra Luong, University of Minnesota - Duluth; Mihyang An, University of Wisconsin - Stout
- Interfering With the Chinese Dream in America? WeChat Views on Affirmative Action. Marc P. Johnston-Guerrero, The Ohio State University; Kai Zhao, The Ohio State University

61.068-8. Deschooling Educational Technology and Expectations. SIG-Ivan Illich; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Engin Atisay, Bristol Community College
Participants:
- The Fall of Patriotism and Matriotism’s Rise. Dana L. Stuchul, The Pennsylvania State University; Madhu Suri Prakash, The Pennsylvania State University

61.069-9. Improving Mathematics Teaching and Assessment for English Learners. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Johanna Christine Groene, University of Wisconsin - Milwaukee
Participants:
- Teaching Practices to Facilitate Emergent Bilinguals’ Participation in and Access to High-Quality Mathematics. Erin Smith, The University of Southern Mississippi; Jonice Wilson, North Carolina State University
- Teacher Perceptions of Factors That Make Mathematics Word Problems More Difficult for English Learners. Deni L. Basaraba, Bethel School District S2; Candace A. Walkington, Southern Methodist University; Doris Luft Baker, Southern Methodist University; Leanne R. Ketterlin-Geller, Southern Methodist University; Paul Yvonoff, Southern Methodist University
- Understanding the Trajectories of Math Achievement: What Is the Role of Language and Literacy? Ellen Feszeha, University of Toronto; Nellie Kamkar, University of Toronto; Eunice Eunhee Jang, University of Toronto

61.069-10. International Education. SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
- Cultivating Teacher Professionalism in Chinese and U.S. Contexts: Standards, Context, and Personhood. Laura Blythe Liu, Indiana University-Purdue University Columbus; Jennifer Conner, Indiana University - Purdue University at Columbus; Qing Li, Beijing Normal University
- Leveraging Research in a Contemporary University: A Model for Internationalization at Home. Amy Roberts, University of Wyoming; Diloza Khislava, University of Wyoming
- Losing Race: Lessons from the New Inclusive Internationalization Movement. Sosanya M. Jones, Howard University
- Gender, Attitudes, and Cognitive Skills in Fourth and Eighth Graders’ Science Achievement Across Three Countries. Rachel Louise Geesa, Ball State University; Burcu Iczi, Florida State University; Shiyi Chen, Florida State University; Hyuksoon S. Song, Georgien Court University

61.068-11. Internal Practices and Professional Development Within Informal Learning Environments. SIG-Informal Learning Environment Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Gabriela T. Richard, The Pennsylvania State University
Participants:
- Developing High-Tech, Low-Cost Making Projects to Enhance Computational Teaching and Learning. Molly Victoria Shea, San Francisco State University; A. Susan Jurow, University of Colorado - Boulder; Meg Elena Escudé, Exploratorium
- Choosing to Change? Interpretive Framing of a Traveling Exhibition Affects Its Impact on Hosting Museums. Noah Weeth Feinstein, University of Wisconsin - Madison; Corinna Phelps West, The University of Wisconsin - Madison; Esther Hsiuburger, The University of Wisconsin - Madison
- Museum Professionals’ Perspectives: Controversy in Science Museums, a Changing Landscape. Ana Maria Navas Iannini, University of Toronto; Erminia G. Pedretti, OSIE/University of Toronto; Daniel Atkinson, University of Toronto

Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
- Insights From a Critical Policy Analysis of the Field of Refugee Education in Australia. Anna M. Sullivan, University of South Australia; Bruce Raymond Johnson, University of South Australia; Melanie Baik, University of South Australia; Roger Clement Sle, University of South Australia
- The Liminality of Immigration Policy and Educational Opportunity for Undocumented Students in Higher Education. Brianna R Ramirez, University of California - San Diego
- Stressed, Overworked, and Not Sure Who to Trust: How Public School Educators Navigate Immigration Enforcement. Shena Sanchez, University of California - Los Angeles; Patricia C. Gandara, University of California - Los Angeles; Patricia Martin, University of California - Los Angeles; Rachel Freeman

61.069. MTCC Roundtable Session 24; Roundtable Session
61.069-1. Investigations of and by Teachers About Their Learning in Cross-Cultural Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Yang Gao, San José State University
Participants:
- Create a New Pathway to Collaborative Reflection: The Problems and Improvement on Chinese Preschool-Based Teaching Research. Yang Yang, East China Normal University; Chu chu Zheng, East China Normal University
- Teacher Learning as Boundary Crossing: A Case Study of Master Teacher Studio in China. Zheng Xin, Southwest University; Hongbiao Yin, Chinese University of Hong Kong
- The Effects of Different Types of Teachers’ Professional Development on Job Satisfaction in Cross-Cultural Context: The Role of Self-Efficacy. Song Jung, Seoul Educational Research & Information Institute; Shinyeung Jeon, University of Oklahoma; Lienny Jeon, Johns Hopkins University; Timothy G. Ford, University of Oklahoma
- Understanding the Assessment Literacy of the English Language Teachers in Bangladesh. Nasreen Sultana, Queen’s University - Kingston

61.069-2. Measuring the Effectiveness of Professional Development Programs on Teachers’ Self-Efficacy and Satisfaction. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Amy Marisa Barrios, University of the District of Columbia
Participants:
- Antecedents of Teacher Efficacy and Instructional Practice in Internet Reading for Dyslexic Students. Christian Brandmo, University of Oslo; Oistein Anmarkrud, University of Oslo; Natalia Latini, University of Oslo
- Are Teachers Prepared to Teach Multilingual Learners in U.S. Public Schools? Qichen Deng, Boise State University; Lydiah Kanamu Kimanga, University of Nebraska - Lincoln
- Determinants of Teachers’ Digital Media and Content Use: Evidence for Professional Teacher Development. Sabine Seufert, University of St. Gallen; Josef Guggemos, IWP
- Teacher Engagement in Online Professional Development Follow-Up: The Role of the Workplace and Information and Communications Technology Familiarity. Canan Gunes, Simon Fraser University; Serkan Ozel, Bagazici University
Not Enough? Victor M Hernandez-Gantes, University of South Florida; Edward Charles Fletcher, University of South Florida; Sasha M Keighobadi, University of South Florida
How Does College Work Experience Contribute to Academic Success? Marjori M. Krebs, University of New Mexico; Sheri S. Williams, University of New Mexico
Unpaid Versus Paid Internships: Group Membership Makes the Difference. John Zilivinski, Binghamton University - SUNY; Jennifer Gillis Mattson, Binghamton University - SUNY; Kelli K Smith, Binghamton University
Whole-Person and Research-Focused Career and Technical Education in Taiwan: Students’ and Teachers’ Perceptions. Leping Mou, University of Toronto; Eric Lavigne, University of Toronto; Gavin Moodie, University of Toronto; Ruth A. Childs, University of Toronto - OISE; Leesa Mary Wheelahan, University of Toronto - OISE

61.069-8. Culture in Online Learning and Teaching. SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Ricardo Montelongo, Sam Houston State University
Participants:
Cultural Diversity in Online Education: An Exploration of Instructors’ Perceptions and Challenges. James Doghey, Texas A&M University - Corpus Christi; Alex Kumi-Yeboah, University at Albany - SUNY; Guangji Yuan, SUNY - ALBANY
Culturally Informed Design of Online Courses for Democratizing Learners’ Experiences. Kay Shattuck, Quality Matters; Stella Porto, Inter-American Development Bank
Strategies and Reflections on Teaching Diversity Online With Critical Digital Pedagogy. Paul William Eaton, Sam Houston State University; Ricardo Montelongo, Sam Houston State University
An Exploratory Study on How Live Courses Reshape the Classroom Social Interaction of Primary School Students and Teachers in China. Jingyi Hu, Playnovate Ed-tech; Weiyan Xiong, Lingnan University

61.069-9. Data Analytics and Research Methodologies in Cognition and Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Jiuhai Wang, Kent State University
Participants:
Evolutionary Algorithm Optimization of Interactive Factors in Inquiry-Based Learning Environments. Matthew Orr, University of Utah; Eric G. Poitras, University of Utah; Kirsten R. Butcher, University of Utah
Examining the Relationship Between Preservice Teachers’ Performance and Cognitive Engagement in Designing Lesson Plans. Shan Li, McGill University; Lingyun Huang, McGill University; Eric G. Poitras, University of Utah; Susanne P. Lajoie, McGill University
Innovations in Methodologies for Telemetry Testing in Learning Games to Improve Accuracy and Engagement. Melissa Cheung, WestEd; Elizabeth M. McCarthy, WestEd
Investigating Attributes of Engagement in Digital Learning Environments. Dirk Jenthaler, University of Mannheim; David Gibson, Curtin University; Longwei Zehng
Semi-Supervised Machine Learning for Domain Modeling in Network-Based Tutoring Systems: Implications for Fostering Self-Regulated Learning. Eric G. Poitras, University of Utah; Laurel Udy, University of Utah; Lingyun Huang, McGill University; Shan Li, McGill University; Susanne P. Lajoie, McGill University

61.069-10. Making, Coaching, and Listening: Enhancing Special Education Teacher Preparation. SIG-Special Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Rhonda Suzanne Bondie, Harvard University
Participants:
Examining the Impact of Inclusion Literature on Early Childhood Preservice Teachers. Gretchen M. Cole-Lade, Oklahoma State University
Preservice Teachers Using Maker Pedagogy to Teach Students With Disabilities: A Multiple-Case Study. Jason Trumble, University of Central Arkansas; Michelle Buchanan, University of Central Arkansas; Donna Wake, University of Central Arkansas; Kathleen Atkins, University of Central Arkansas
Was It Something I Said? Understanding eCoaching in Early Childhood
61.069-11. Religion and Schooling. SIG-Religion and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Veronique W Merrill, Teachers College Columbia University
Participants:
Do Religious Beliefs Influence Students’ Career Choice? Anne Suryani, The University of Melbourne
Examining the Relationship Between Religiosity and Academic Outcomes: New Evidence Using Sibling Data. Ilana Horwitz, Stanford University; Benjamin W. Domigue, Stanford University
What Do They Teach Them in the Mosque? Turkish Mosque Education in the Netherlands. Semiha Sózeri, University of Amsterdam
Would You Believe? Irish Education Student Perspectives on Religions and Beliefs in Challenging Times. Marie Parker-Jenkins, University of Limerick; Patricia Kieran, Mary Immaculate College; Anne Kathleen Ryan, Limerick Institute of Technology
Discussant: Veronique W Merrill, Teachers College Columbia University

61.070. Sheraton Roundtable 10; Roundtable Session
61.070-1. Pedagogies of Biotechnology, Numbers as Grids, and Project-Based Learning in the Post-Truth Era. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concours, Osgoode Ballroom; 8:00-9:30am
Chair: Kevin Lawrence Henry, University of Arizona
Participants:
Equity Pedagogy and Project-Based Learning as Instructional Weapons in a Post-Truth Era. Brandt Nicole Hinnant-Crawford, Western Carolina University; Emily E Virtue, Clemson University; Liz Bergeron, New Tech Network
Numbers as Grids for Globalizing Curriculum in Tanzania. Cecilia Kyalo, University of Wisconsin - Madison
“Teaching Desire”: Exploring International College Students’ and Their Instructor’s Be-longings in a Biotechnology Pedagogical Context. Sarah Halwany, University of Toronto; John Lawrence Borice, OISE/University of Toronto

61.070-2. Philosophy and Practice in the Shadow (of) Curriculum Reform. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concours, Osgoode Ballroom; 8:00-9:30am
Chair: Zheng Zhang, Western University
Participants:
Cultural Representation in American-Published Chinese as a Foreign Language Textbooks: China’s Culture or Chinese’s Culture? Xiaochen Hua, The University of Kansas
Literacy and Identity Options: A Case Study of Literacy Curricula in a New Brunswick Transnational Education Program in China. Zhong Zhang, Western University; Rachel May Heydon, University of Western Ontario; Wanqing Li, The University of Western Ontario; Pamela M. Malins, University of Western Ontario
Cultural Discourse of Confucian Scholarship: The Talent of Tang Shouqian. Yingchen Zhang

61.070-3. Putting PheMaterials Into Practice in Pedagogy and Curriculum. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concours, Osgoode Ballroom; 8:00-9:30am
Chairs: Kathryn Jill Strom, California State University - East Bay; Jessica Lenore Ringrose, University College London; Carol A. Taylor, The University of Bath
Participants:
The Call of “Things”: Exploring Sonic Vibrations and “Noisy Bodies” in Readers Workshop. Bessie Dernikos, Florida Atlantic University
Feminist Posthuman Pedagogies in Teacher and Leadership Preparation. Nikki Fairchild, University of Chichester; Kay Sidebottom; Kathryn Jill Strom, California State University - East Bay
Posthuman Public Pedagogy: Advertising’s Gendered Agency, Affectivity, and Matter. Jessica Lenore Ringrose, University College London; Kaitlyn Regheu, University of Kent; Shiva Zarabadi, University College London
Trolls and Feminist Speculative Ethical Practices in Higher Education. Susan Naomi Nordstrom, The University of Memphis

61.070-4. Readings Across the Contents and Subjects. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concours, Osgoode Ballroom; 8:00-9:30am
Chair: Molly Quinn, Augusta University
Participants:
A World Without Maps: Exploring Nationalism in Social Studies Curriculum. Patricia Jagger, University of Alberta; Cathryn van Kessel, University of Alberta; Kim Edmondson, Black Gold Regional Schools
How Do Mathematics Textbooks Balance Cognitive Levels of Problems on Fractions? Ke Wang, Texas A&M University - College Station; Yeping Li, Texas A&M University - College Station; Michael Rugh, Texas A&M University - College Station
Metaphor and Educational Technology Discourse in the Social Studies. Lance E Mason, Indiana University - Kokomo; Joe Bishop, Eastern Michigan University
Teaching Consent Using Critical Media Literacy Education. Emily Alanna Moomaw, University of Toronto; Hayley Brooks, University of Toronto

61.070-5. Reclamation and Refusal: Reimagining Curriculum for Healing and Hope. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concours, Osgoode Ballroom; 8:00-9:30am
Chair: Erin Sperling, University of Toronto - OISE
Participants:
Embedding the Complexities of Gender Identity Through a Pedagogy of Refusal: Body as Literacy. sj Miller, University of Wisconsin - Madison
Latinx Students Working Toward Radical Healing: Reflections on the Possibilities of a Media Arts Residency. Diaani Chandara, University of Minnesota - Twin Cities; Betsy Maloney Leaf, University of Minnesota - Twin Cities; Bic H. Ngo, University of Minnesota
Transforming Extraction: Reclaiming Oily Futures Through the Nature Park. Samantha Spady, University of Toronto
A Sociocultural Approach to Knowledge: Rethinking the “Problems” of Curriculum Knowledge in a “Post-Truth” Era. Weijian Wang, University of Minnesota - Twin Cities; Vichit Chhouk, University of Minnesota
Prophecy and Possibility — The Future Beings of Active Hope: Imagining Sustainability and Climate Justice Futurities in Graduate Education Learning. Marna Hauk, PhD, Institute for Earth Regenerative Studies and Prescott College

61.070-6. Remixing Narratives on Education: Black Girls, Central American Youth, and Insurgent Feminism. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concours, Osgoode Ballroom; 8:00-9:30am
Chair: Lisa Weems, Miami University
Participants:
More Than Just Stick Figure Drawings: The Aesthetic Testimonios of Central American Youth. Esther Maria Claros Berloz, Miami University - Oxford
Queens Gettin’ Lit’l! A Strategy for Keeping Black Girls in Urban Public Elementary Schools. DAndrea N Robison, San Francisco State University
Tech-Savvy Black Girls: Countering the Narrative That Black Girls Are Not Interested in STEM. Cecilia Henriquez Fernandez, University of Michigan - Ann Arbor; Patricia Garcia, University of Michigan - Ann Arbor; Ashley Nicole Jackson, University of Michigan - Ann Arbor; Syeda Zaynab Mahmood, University of Michigan - Ann Arbor
Toward a Collaborative Insurgent Feminist Epistemology. Naomi Binder Wall, University of Toronto
Negotiating Researcher Identity and Positionality in Research With Immigrant Students: Casting a Reflective Gaze. Don McClure, St. John's University; Kongi Qin, New York University

61.071. Sheraton Roundtable Session 10; Roundtable Session

61.071-1. Faculty Satisfaction and Motivation. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
Comparing Faculty Preferences With Identified Effective Faculty Development Design. Michelle Faliks Read, Texas State University; Gwendolyn M. Morel, Texas State University; Tamarin Butcher, Texas State University - San Marcos

Does Enjoyment, Guilt, and/or Rewards Motivate Faculty Research Productivity? A Large-Scale Test of Self-Determination Theory. Robert H. Stupnisky, University of North Dakota; Allison Brekalo, University of Northern Iowa; Thomas E. Nelson Laird, Indiana University

Exploring Institutional and Individual Characteristics on Research Publication of Foreign Faculty in Korea. Jang Won Ko, Sungkyunkwan University University Faculty, Professional Identity, and Teaching. John S. Levin, University of California - Riverside; Suki Wang, University of California - Riverside; Junying Liu, Xiamen University; Yi Zhou, University of California - Riverside

From Academics’ Perceived Work Environment to Their Job Dissatisfaction: The Mediating Role of Academic Self-Efficacy. Li-Fang Zhang, University of Hong Kong; Dongmei Fu; Dorothy Tao Li, The University of Hong Kong; Gerard Postiglione, The University of Hong Kong

61.071-2. Faculty Work Environments. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
Differential Pathways in Faculty Motivation to Teach. Celeste M. Calkins, University of Nevada - Las Vegas; Vicki J. Rosser, University of Nevada - Las Vegas

Facilitating Learning in Large Foundational Engineering Courses: Instructors’ Needs and Aspirations. Michelle Soledad, Virginia Polytechnic Institute and State University; Homero Murzi, Virginia Polytechnic Institute and State University; Jacob R Grohs, Virginia Polytechnic Institute and State University

Faculty Members’ Workplace Satisfaction and Productivity in Saudi Arabia: An Explanatory Sequential Mixed-Methods Study. Ahlam Alghamdi, Kent State University - Kent; Jian Li, Kent State University; Karl Wesley Kosko, Kent State University

61.071-3. Gendered Perspectives on Faculty. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
A Temporary Solution to the Two-Body Problem: Academic Women’s Experiences in Commuting Couples. Margaret W. Sallee, University at Buffalo - SUNY

Engendering Regression: Gender Disparity in Faculty Salaries. Nora Anne Devlin, Rutgers University

Teaching Information Sourcing While Addressing Wikipedia’s Gender Gap. Elizabeth Shiu Che, The Graduate Center, The City University of New York; Patricia J. Brooks, City College of New York - CUNY

Wage Disparities in the Academy: Women of Color Faculty in Engineering Departments. Monica L. Ridgway, Vanderbilt University; Mseket Hailu, The Ohio State University; Ruth Boyajian; Amanda J Breckman, Vanderbilt University; Ethony Omotola McGee, Vanderbilt Peabody College; Monica F. Cox, The Ohio State University - Columbus; Joyce Main, Purdue University

61.071-4. Global Perspectives on Educational Outcomes. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Participants:
Assessment of Global Learning Case Study: Faculty Seeking to Minimize Inequities in Higher Education. Dawn Bikowski, Ohio University

International Students’ Academic and Sociocultural Adjustment to College: A Mixed-Method Exploration of Current Perceptions and Future Possibilities. Masha Krasmanovic, University of Central Florida; Janil D. Johnson, Ph.D., University of Central Florida

The Influence of Family Background on Returns to Higher Education in China. Yanan Zhang, The Chinese University of Hong Kong; Du Ping, Beijing Normal University

61.071-5. Student Identity Development in Higher Education. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Christopher J.P. Sewell, Williams College
Participants:
Afro-Latinx Undergraduate Students Countering Their Racialization Through Afro-Resistance. Claudia Garcia-Louis, The University of Texas San Antonio; Noe Castillo Ortiz, The University of Texas - San Antonio; Christopher Flanagan-Gonzales, The University of Texas - San Antonio; Jeanette Rocio Morales, The University of Texas - San Antonio

Exploring the Role of Religious/Spiritual Community Membership on Educational Attainment for Trans/Nonbinary People. Kate Carley, Eastern Michigan University; Cindy Ann Kilgo, University of Alabama; Rebecca Crandall, The Ohio State University

Sista Circles: Black Femmes Student Retention Through Intragroup Community. E Alexander, The Ohio State University


61.071-6. Support and Success for Engineering Majors in Higher Education. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Hongwei Yu, The University of Texas at Austin
Participants:
Black Engineering Majors’ Adjustment: Developing an Engineering Habitus. Antar Akari Tichavakunda, University of Cincinnati

Family and Community Engagement Among College Students in STEM. Chrsyal George Mwangi, University of Massachusetts - Amherst; Jennifer Michelle Johnson, Temple University; Victoria K. Malaney Brown, University of Massachusetts - Amherst

Motivation to Persist: Black Men in Engineering Graduate Programs. Brian A. Burt, Iowa State University; Jarel Tyrone Johnson, Iowa State University; Anne Bonanno; Justin Roberson, Iowa State University

Predicting Career Decision-Making Difficulties by Emotional Intelligence: Does It Make a Difference for Women in Engineering? Forouzam Farnia, Texas A&M University - College Station

61.071-7. Theoretical Considerations of Organizational Culture and Change in Higher Education. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Ana Gil-Garcia, Northeastern Illinois University
Participants:
Open to Change? Academic Structure in the Postrecession University. Sondra Nicole Barringer, Southern Methodist University; Kim Nelson Pryor, Southern Methodist University

A Test of Resource Dependency Theory Using Institutional Expenditure Changes After Merit Aid Program Adoption. Jason Evans, University of Missouri - Columbia

Identifying Patterns in Departmental Structure and Culture. Glen Davenport, Yale University; Tiana Wang, Yale University; Meghan Bathgate, Yale University


61.071-8. Entanglement of Poetics, Visual, and Auto-Ethnography: Transformative Possibilities of Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am

Chair: Elise Toedt, University of Minnesota - Twin Cities
Participants:

Ghosts, Zombies, and Other Spooky Creatures: New Methods for
Visualizing Agency and "Presence" in Classrooms. Richard Dunk, Manchester Metropolitan University; Elizabeth De Freitas, Manchester Metropolitan University

Invisible Houses: An Auto(Etho)graphic Search for Home. Catherine-Laura Tremblay-Dion, University of Ottawa

Unprotecting Silence: Critical Poetry in Secondary English Classrooms. Elise Tedt, University of Minnesota - Twin Cities

61.071-9. Centering the Voices of Children. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Sonya Gaches, The University of Otago
Participants:
- A Preschooler’s Agency: Why Did Different Types of Agency Emerge in Social Interaction? Young Ae Choi, University at Buffalo - SUNY
- In Their Own Words: Children Share Their Perspectives on the U.N. Convention on the Rights of the Child. Beth Powers, Mills College University of Pennsylvania
- Reconceptualizing Self-Control From a Baradian Perspective: Insights From a Study of Young Children With Attention Deficit Hyperactivity Disorder. Kyung Hwa Lee, University of Georgia; Stephanie Yagata, University of Georgia - Athens
- Refrain: A Deleuzian-Guattarian Ontology of Jim's Off-Task Learning. Lin Chen, the University of Georgia
- “I Am From Both”: Space, Place, and Identities of Young Immigrant Children. Yasuca Axelrod, University of Massachusetts - Amherst; Lorraine Theresa Falchi, Teachers College, Columbia University

61.071-10. Moral Education: From Early Childhood to College Years. SIG-Moral Development and Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Kerry J. Kennedy, The Education University of Hong Kong
Participants:
- Cultivating an Ethical School Climate: The Essential and Enduring Role of the Principal. Kelly Ann Manning, TCDSB
- Philosophical Ethics With Three- to Five-Year-Old Children. Turgut burcu Arda Tuncdemir, The Pennsylvania State University
- Teaching Character Education Through an Interdisciplinary Lens: Year 1 Results. Katta Ciampa, Widener University; Zora Wolfe, Widener University

61.071-11. Multilingual Writers: Developing Critical Contexts for Writing Globally and Locally. SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Lucy K. Spence, University of South Carolina
Participants:
- Exploring Opinion Writing Instruction for Spanish-Speaking Latino Students in Linguistically Complex, Fourth-Grade English Language Arts Classrooms. Linda Caswell, Abt Associates; Mileidis Gort, University of Colorado - Boulder; Elizabeth Howard, Illinois Institute of Technology; Mary A. Avalos, University of Miami; Daniel Litvok, Abt Associates; Tyler Morrill, Abt Associates; Astrid Nicholl Sambolin Morales, University of Colorado - Boulder
- English-Only Policy and Literacy Education of English Language Learners and Minority/Indigenous Children. Navin Kumar Singh, State University of New York at New Paltz
- Building Bridges Versus Walls: A Necessity for “Glocal” Literacy in Post-Truth Times. Kristian D Stewart, University of Michigan - Dearborn
- Effects of Self-Regulation Strategy Development on the Writing Performance of Francophone Teenagers. Erick Falardeau, Université Laval; Pierre Valois, Université Laval; Frederic Guay, Université Laval; Daisy Pelletier; Jessica Giannetti; Grace Ngambo Domche

61.071-12. The Potentials of Critical Representation: Emancipatory Practices, Texts, and Contexts. SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Rae L Oviatt, Michigan State University
Participants:
- Islamophobia and Poetic Emancipation. Lance Wheatley, Michigan State University
- Writing Her Truths: Demarginalizing Black Girlhood in Emancipatory Literacy Classrooms. Wideline Seraphim, The Pennsylvania State University

61.071-13. Multimodal Artifacts, Narratives, and Affective Experiences. SIG-Media, Culture, and Learning; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 8:00-9:30am
Chair: Peter J. Gouzouasis, The University of British Columbia
Participants:
- “Please Let This Be the Crassest Thing My Child Reads!” Exploring Community Perceptions of Challenged Children’s Literature. Danielle Hartfield, University of North Georgia; Sue C. Kemmel, Old Dominion University
- Sound-Tracking: Creating Acoustic Environments to Organize Learning. Deborah Silvis, University of Washington - Seattle
- Three Saudi ESOL Preservice Teachers’ Experiences, Identities, and Meaning-Making Methods in a Digital Storytelling Project. Hong Park, Murray State University

Multimodal Digital Artifacts as A Third Space: The Virtual Museum. Chiara Panchiro, University of Bologna; Pier Giuseppe Rossi, Università degli studi di Macerata

Division and SIG Posters

61.072. MTCC Poster Session 13; Poster Session

61.072-1. Poster Session in Mathematics Teaching and Learning. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Chair: Ramon Emilio Fernandez, Pace University
Posters:
1. Arithmetic Sense Predicts Mathematical Achievement in College Students. Soo-hyun Im, Teachers College, Columbia University; Sashank Varna, University of Minnesota
3. Collaboration and Problem-Solving Outcomes Among Seventh-Grade Mathematics Students. Anna Fricano DeJarnette, University of Cincinnati; Edana Wilke, University of Cincinnati
4. Effects of Peer-Assisted Mathematics Learning Opportunities in First-Grade Classrooms: What Works for Whom? Taijeta Wood, University of California - Irvine; Carol M. Connor, University of California - Irvine
5. The effects of the Iowa Mathematics Proficiency Project on Mathematics Achievement of Fifth Graders. Jihyun Hwang, University of Iowa; Kyong Mi Choi, University of Virginia; Jessica Jensen, California Polytechnic State University - San Luis Obispo; Das S. Hong, University of Iowa; Amanda Meiners, University of Iowa
6. Improving Student Explanations on Fraction Comparison Tasks. Christina Areizaga Barbieri, University of Delaware; Amanda Jansen, University of Delaware; Anne K. Morris, University of Delaware; Courtney P. Martin, University of Delaware
7. Math Instruction and Initial Skills: The Importance of Teaching Advanced Skills to All Students. Christina D Mulcahy, University of Denver; Jessica Vick Whittaker, University of Virginia; Bridget Kathleen Hanne, University of Virginia
8. Meaningfully Learning the Subtraction-as-Addition Reasoning Strategy. Veena Paliwal, University of West Georgia; Arthur J. Baroody, University of Denver and the University of Illinois at Urbana-Champaign; Ajay K. Das, Empire State College - SUNY
9. Subtracting With the Rainbow Fish: Mathematics’ Teachers’ Experiences Using Picture Books in the Primary Grades. Ann M. Bennett, Kennesaw State University; Jessica Stone, Western Washington University
10. The Interplay of Gesture, Manipulatives, and Speech in Children’s Fraction Learning. Shereen Oca Beilstein, University of Illinois at Urbana-Champaign; Paul Beilstein, University of Illinois at Urbana-Champaign
11. The Use of Text, Formula, and Graphic in Equation-Solving Problems. Sarah Malone, Saarland University; Kristin Altmeyer, Saarland University; Markus Vogel, University of Education Heidelberg
Roland Bruenken, Saarland University

12. Utilizing a Hybrid Learning Approach in a Calculus for Life and Management Sciences Classroom. Chris Willis, North Carolina State University; Dan Spencer, North Carolina State University; Yan Shen, North Carolina State University; Molly Penn

61.072-2. Politics of Student Choice, Pedagogies, and Organizational Development in Higher Education. Division J - Postsecondary Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Posters:
13. Association Between Factors of the Cultural Intelligence Scale and Academic Achievement Among International Students. Yarou Wang, The University of Kansas; Jhong Zhang, The University of Kansas; David Hansen, The University of Kansas
16. For-Profit Higher Education: Considerations of Race and Space. Diana Delatorre Lopez, University of California - Los Angeles
17. The Pedagogical Possibilities in Higher Education to Address Global Poverty and Sustainable Development. Xiuying Sophy Cai, Xiamen University, China

61.072-3. Division K: Preservice Teacher Education Coursework Poster Session. Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Posters:
18. Teacher Training With Video Vignettes: Fostering Learning Effectiveness by Reducing Complexity. Rujana Marion Nissing, University of Duisburg-Essen; Theresa Dicke, Australian Catholic University; Gerlande Lenske, University of Koblenz-Landau; Deltev Leutner, University of Duisburg-Essen
19. Becoming the Invisible Hand: Enhancing Preservice Teachers’ Self-Efficacy to Intervene With Bullying. Patricia H Hawley, Texas Tech University; Anne Willford; Nancy Coffey; Juliana Carpenter
20. Fostering Collaborative Learning in an Undergraduate Interdisciplinary Education Course. Barb Brown, University of Calgary; Christy Carla Thomas, University of Calgary; Joshua Hill, University of Calgary; Gabriela Alonso-Yanez, University of Calgary
21. Investigating Preservice Elementary Teachers’ Science Teacher Identity Using Science Autobiographies and Reflections. Saiga Azam, Memorial University of Newfoundland; Deepika Menon, Towson University
22. Multi-University Study: Use of simSchool to Increase Understanding of the Needs of Students With Exceptionalities. Vickie Johnston, Florida Gulf Coast University; David Collum, Missouri Baptist University
23. Preparing Preservice Teachers for Teaching Global Issues Using an Online, Disciplinary Simulation. John F. Myers, Florida State University; Keith Rivera, Florida State University
24. Raising Student Teachers’ Awareness of Misconception Regarding Educational Psychology. Stephanie Pieschl, Technical University Darmstadt; Jennifer Archer, The University of Newcastle; Janene Budd, The University of Newcastle
25. Shaping Teacher Candidates’ Perceptions of Planning, Instruction, and Assessment Using Accomplished Teachers’ Video and Commentary. Eric Hougen, Central Washington University; Heather Jo Johnson, Vanderbilt University; Amy B. Palmeri, Vanderbilt University; Daniel Novak, University of Southern California; Chandra J. Foote, Niagara University
26. Supporting Preservice Teachers’ Technology Integration Through Design Thinking. James Rutter, University of Virginia; Emily A. Barton, University of Virginia; Faith Peddle, University of Virginia; James Dow, Jennifer L. Chu, University of Virginia

61.072-4. Environmental Education SIG: Climate Change and Critical Science Poster Session. SIG-Environmental Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Posters:
27. Climate Change and Critical Science Agency: Is “Knowing” Enough? Susan Bromley Kelly, University of Illinois at Urbana-Champaign; Emma M. Mercier, University of Illinois at Urbana-Champaign

61.072-5. New Insights Through Lesson Study: Poster Session. SIG-Lesson Study; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Chair: Trena L. Wilkerson, Baylor University

Posters:
29. Developing Teachers’ Core Practice for Teaching Mathematics Through Vertical Lesson Study. Rongjin Huang, Middle Tennessee State University; Devi L. Kimmons, Middle Tennessee State University; Jeremy Winters, Middle Tennessee State University; Jennifer M Seat, Middle Tennessee State University
30. Lesson Study as Laboratory for Developing Culturally Responsive Pedagogies. Jennifer M. Lewis, Wayne State University
31. Lesson Study to Focus on Student Thinking Through Board Writing, Journaling, and Classroom Discourse. Sharon Dottie, Syracuse University; Shelley Friedkin, Mills College
32. Lesson Study With Open Approach: Mathematics Teachers’ Epistemological Shifts. Clinton Scott Petty, University of North Texas; Colleen M. Eddy, University of North Texas; Sarah Smitherman Pratt, University of North Texas
33. A Collective Case Study of How Teacher Candidates Modify Lessons and Co-Teach in Lesson Studies. Micah Nicole Bruce-Davis, Fulton County Schools; Marietta Smith Adams, University of Louisiana at Lafayette; Melissa A. Gallagher, University of Louisiana at Lafayette
34. Application of Contemporary Neuroscience Perspectives to Classroom Teaching: Case of Learning Study in Canada. Yuen Sze Michelle Tan, The University of British Columbia; Joshua Johnstone Amiel, Abbotsford Public School; Kwezi Yaro, The University of British Columbia
35. Lesson Study and Its Role in the Implementation of Curriculum Reform in China. Rongjin Huang, Middle Tennessee State University; zhangfeng Huang, Shanghai Normal University; Zhiyong Zhu, Beijing Normal University
36. Lesson Study Protocol: Planning, Implementing, and Debriefing a Research Lesson. Sarah Smitherman Pratt, University of North Texas; Colleen M. Eddy, University of North Texas
Discussant: Sherry Hix, University of Georgia

61.072-6. School Effectiveness and School Improvement. SIG-School Effectiveness and School Improvement; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am

Posters:
38. Institutional Characteristics Influencing Underrepresented Students’ STEM Preparation in Inclusive STEM High Schools. Ali Bicer, University of Wyoming; Richard Kitchen, University of Wyoming; Yujin Lee, Texas A&M University - College Station; Hasan Aydin, Florida Gulf Coast University; Robert M. Capraro, Texas A&M University - College Station
63.003. AERA Social Justice Action Committee: Closed Meeting. 
AERA Governance; Governance Session 
InterContinental Toronto Centre, Upper Lobby, Humber; 10:25-11:55am

Presidential Sessions

63.010. Have You Heard: Podcasting as a Medium for Leveraging Education Research. AERA Presidential Session; Invited Speaker Session 
Metro Toronto Convention Centre, 100 Level, Room 104A; 10:25-11:55am 
Chair: Jack Schneider, University of Massachusetts Lowell 
Participants: Jennifer Berkhite, Barry Goldberg, Teachers College, Columbia University; Elise Castillo, University of California - Berkeley

63.011. Non-Linear Perspectives on Teacher Learning and Practice Across the Professional Continuum. AERA Presidential Session; Invited Speaker Session 
Metro Toronto Convention Centre, 100 Level, Room 104B; 10:25-11:55am 
Chair: Kathryn Jell Strom, California State University - East Bay 
Participants: Kathryn Jell Strom, California State University - East Bay; Kara Mitchell Viesca, University of Nebraska - Lincoln; Tammy Mills, University of Maine; Mariana Gray, California State University - East Bay; Brandon Sherman, Indiana University - IUPUI; Linda Whalen Abramo, Knowles Teacher Initiative

AERA Sessions

63.012. Expanding the Education Research Agenda for Multilingual Language Learners: An AERA-TESOL Collaborative Symposium. AERA Sessions; Invited Speaker Session 
Metro Toronto Convention Centre, 100 Level, Room 104C; 10:25-11:55am 
Chair: Peter De Costa, Michigan State University 
Participants: 
A Language-Based Approach to Content Instruction (LACI): Preparing Elementary Teachers for Multilingual Learners. Luciana C. de Oliveira, University of Miami 
Critical Consciousness at the Core: Addressing Inequities in Dual-Language Bilingual Education. Deborah K. Palmer, University of Colorado - Boulder 
Taking a Multilingual Stance: Not Just for Bilingual Educators. Ester J. de Jong, University of Florida 
Dual Language Teacher Development in Western Washington and Seattle Metro Area. Manka M. Varghese, University of Washington 
Discussants: George C. Bunch, University of California - Santa Cruz; Wayne E. Wright, Purdue University

Committee Sessions

63.013. Educational Facts in the Making? International Large-Scale Assessments in Research, Mass Media, and Policy Discourses. International Relations Committee; Symposium 
Metro Toronto Convention Centre, 200 Level, Room 206D; 10:25-11:55am 
Chair: Sverker Lindblad, University of Gothenburg 
Participants: 
Science Speaks to Society? Arguments for Research Relevance and Validity in International Large-Scale Assessment Publications. Sverker Sön Lindblad, University of Gothenburg; Rita Foss Lindblad, University of Borås; Daniel Pettersson, Gävle University College 
Comparative Examination of Media Discourses on PISA in China, India, and Germany. Sarbani Chakraborty, University of Wisconsin - Madison; Jingyong Feng, University of Wisconsin - Madison; Anders Lindqvist, University of Gothenburg, Department of Education and Special Education 
International Large-Scale Assessments in Political and Professional Decision Making in a Nordic Welfare State. Daniel Pettersson, Gävle University College; Gun-Britt Wärvik, University of Gothenburg 
International Assessments and How Truth Is Visualized in an Era of Transnational Governance and “Post-Truth.” Thomas S. Popkewitz, University of Wisconsin

Discussants: David C. Berliner, Arizona State University; Luís Miguel Carvalho, Instituto de Educação da Universidade de Lisboa

63.014. Student Council Business Meeting. Graduate Student Council; Business Meeting 
InterContinental Toronto Centre, Upper Lobby, Oakville; 10:25-11:55am 
Chair: Weijia Wang, University of Washington - Seattle 
Officers: Desa Karye Daniel, The University of New Mexico; James Lamar Foster, University of Washington - Seattle; Gina Tesoriero, University of Washington - Seattle; Krystal Huff, Loyola Marymount University; Victoria Kim, University of California - Los Angeles; Alysha Meloche, Drexel University

Americas Education Research Network Sessions

Metro Toronto Convention Centre, 200 Level, Room 203C; 10:25-11:55am 
Chair: Alfredo J. Artilles, Arizona State University 
Participants: 
10 Years of Special Education Policy in the Perspective of Inclusive Education: Achievements at Risk? Geovana Mendonça Lunardi Mendes, Universidade do Estado de Santa Catarina 
Polices of Inclusion in Higher Education: The Indigenous Students of the Beca 18 Program in Peruvian Private Universities. Patricia Ames, Pontificia Universidad Catolica, Peru 
From the Banality of Hate: The Mirror of Darkness. Maria Luiza Süsskind, Federal University of Rio de Janeiro State Unirio 
Discussant: Alfredo J. Artilles, Arizona State University

WERA Sessions

63.016. Innovations in Learning - Issues for Worldwide Research (WERA@10). World Education Research Association; Invited Speaker Session 
Metro Toronto Convention Centre, 100 Level, Room 104D; 10:25-11:55am 
Chair: Patricia A. Alexander, University of Maryland - College Park 
Participants: 
STEAM Education: Learning and Aspiration. Winnie Wing-Mui So, The Education University of Hong Kong 
Whole School Approach to Sustainability. Renate Wesselink, Wageningen University; Arjen E. Wals, Wageningen University; Jan Christopher Fritjers, Brock University 
The Future of Literacy: Will Orality and Auto Correction Replace the Knowledgeable Handling of the Written Word? Ingrid Gogolin, Universität Hamburg 
Discussant: Patricia A. Alexander, University of Maryland - College Park

International Organization Sessions

63.017. The Canadian Committee of Graduate Students in Education Research Symposium. Canadian Society for the Study of Education - CSSE; Canadian Committee of Graduate Students in Education (CCGSE); Invited Speaker Session 
Metro Toronto Convention Centre, 200 Level, Room 205A; 10:25-11:55am 
Chair: Leena Yahia, Queen’s University 
Participants: 
A Scoping Review of Assessment in Competency-Based Medical Education. Hasan Kettaneh, Queen’s University 
Teacher Education for Inclusion: Examining the Institutional Practices of Teacher Education Program Coordinators. Ayman Massouti, The University of Western Ontario 
Traumatized Subjectivity and Consent: Addressing the Needs of Vulnerable Youth in Sexuality Education to Help End Gender-Based Violence. Jessica Wright, University of Toronto - OISE 
Exploring Quality Assurance in a Canadian University: A Multilevel Governance Approach. Leena Yahia, Queen’s University 
Transformative Learning in Doctoral Education Research Methods: A Case Study of the “Dear Data” Project. Patrick Raymond Wells, Memorial University of Newfoundland 
Investigating the Washback Effect of a Secondary English Public Examination in Bangladesh. Nasreen Sultana, Queen’s University - Kingston
Division Sessions

63.018. Examining Efforts to Achieve More Inclusive and Equitable Engagement in District Decision Making. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 10:25-11:55am
Chair: Julie A. Marsh, University of Southern California
Participants:
Democratic Engagement and Local Control Funding Formula. Michelle Hall, Chapman University; Julie A. Marsh, University of Southern California; Eupha Jeanne Daramola, University of Southern California
Reciprocal Relationships: Advancing Equity Through Democratic Engagement and Finance Reform. Taylor N. Allbright, University of Southern California; Julie A. Marsh, University of Southern California; Laura Tobben, University of California - Berkeley
Bending Systems Leadership Toward Educational Justice: Co-Design With Families and Communities as Leadership Practice. Ann M. Ishimaru, University of Washington; Aditi Rajendra, University of Washington - Seattle
A School Board’s Response to Black Mothers’ Advocacy and Leadership Toward Educational Equity. Carrie Sampson, Arizona State University - West; Melanie Bertrand, Arizona State University
Discussant: John S. Rogers, University of California - Los Angeles

63.019. Radical Black Futurities: Ruminations and Echoes. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 10:25-11:55am
Chair: Reagen P. Mitchell, Colgate University
Participants:
From Way Black to the Afro-Surreal Futurist Now: Reclaiming Narratives and Identity Using Afro-Heroine Warriors. Genesis Ross, Miami University
Curriculum at the Oakland Community School. Robert P. Robinson, The Graduate Center, CUNY
“The Steep Edge of a Dark Abyss”: Mohonk, White Social Architects, and the Black Radical Tradition in Education. Lasana Kazembe, Indiana University - IUPUI
M(other)work as Radical Resurgence: Imagining Postcolonial Futures in Higher Education. Verónica Nelly Vélez, Western Washington University; Anna Lees, Western Washington University

63.020. Surveilling Toward Disembodiment: Technologies of Humanity. Division B - Curriculum Studies; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 10:25-11:55am
Chair: Julie Goralski, University at Buffalo - SUNY
Participants:
Activate or Evacuate? Roles of a Sensorium and the Problem of Materialism in Educational Truth Production. Bernadette Baker, University of Wisconsin - Madison
Interest and Self-Efficacy Outcomes Following an Experimental Cross-Disciplinary Approach to Secure Design (Cybersecurity and Design). Jessica Westbrook, DePaul University; Filipo Shurevski, DePaul University; Adam Trowbridge, DePaul University
Technology-Enabled Personalized Learning and the New Behaviorism: Facebook and the Future of Education. Norm Friesen, Boise State University
Operationalizing Aesthetics Within the Eugenics Movement: Cautionary Implications for Aesthetic Education. Peter Jacob Woods, University of Wisconsin - Madison
Doing No Harm? How 100 Years of “Progress” in Medicine Does and Does Not Make It an Exemplar for Education. Kevin D O’Neill, Simon Fraser University

63.021. Computational and Engineering Abilities in Higher Education and Adult Learners. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 10:25-11:55am
Chair: Regina E. Toolin, The University of Vermont
Participants:
Improving Mathematical Problem Solving in an Introductory Engineering Course With the Testing Effect. Jason W. Morphew, University of Illinois at Urbana-Champaign; Mariana Silva, University of Illinois at Urbana-Champaign; Geoffrey Herman; Matt West, University of Illinois at Urbana-Champaign
Predicting Retention in Undergraduate Computer Science Courses: Perceived Instrumentality and Attendance. Markeya Peteranetz, University of Nebraska - Lincoln; Leen-Kuat Soh, University of Nebraska - Lincoln
(Un)Designing “Darkness” in Computing Education. Colin M. Gray, Purdue University; Shruthi Sai Chivukula, Purdue University
Validation of a Measure of Design Problem Framing Ability. Lindsey White, The University of New Mexico; Todd Hynson, The University of New Mexico; Vanessa Sivila, University of New Mexico
Peer Advising and Successful Ethics Discussions for Engineering Design Projects. Eun Ah Lee, The University of Texas - Dallas; Matthew J. Brown, The University of Texas - Dallas; Nicholas Gans, The University of Texas - Dallas; Magdalena G Grohman, The University of Texas - Dallas; Marco Tacca, The University of Texas - Dallas

63.022. Designing and Implementing Learning Technologies to Enhance Social Justice. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 10:25-11:55am
Participants:
Addressing Inequities in Educational Opportunities and Access Through Democratic Principles and Technology-Enriched Learning Community Development. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Nicki Watkins, University of Oklahoma
Gender, Social Distance, and Justifications: Statistical Discourse Analysis of Evidence and Explanations in Online Debates. Ming Ming Chiu, The Education University of Hong Kong; Allan C. Jeong, Florida State University
Youth Data Wrangling and Modeling Family Migration. Jennifer Beth Kahn, University of Miami; Shiyun Jiang, Carnegie Mellon University
Gendered Discourse in an Online STEM Course. Genevieve Marie Henricks, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois; Suma Bhat, University of Illinois at Urbana-Champaign
Discussant: ChanMin Kim, The Pennsylvania State University

63.023. Mathematics and Settler Colonialism: Toward a Future That Centers Indigenous Worldsviews. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 10:25-11:55am
Chair: Rochelle Gutierrez, University of Illinois at Urbana-Champaign
Participants:
Mathematics as Dispossession: Rejecting Recognition by Living Mathematx. Rochelle Gutierrez, University of Illinois at Urbana-Champaign
The Importance of Indigenous Educational Leadership in Advancing Student Success in Mathematics. Beverly A. Canwell, University of Toronto
Discussant: Jean-Paul Restoule, University of Victoria

63.024. Reading Comprehension and Non-English-Background Learners. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 10:25-11:55am
Chair: Miriam Alfassi, Bar-Ilan University
Participants:
Beyond Traditional Predictors of Reading Comprehension in Spanish English Learners and English Monolingual Students. Ana Taboada Barber, University of Maryland; Kelly B. Cartwright, Christopher Newport University; Casey Archer, University of Maryland - College Park; Laura M. Stapleton, University of Maryland
Enhancing Early Bilingual and Biliteracy Instruction Through Multimedia-Enriched Activities: A Multiple-Case Study. So Jung Kim, The University of Texas - El Paso; Song An, The University of Texas - El Paso
Evaluation of a Supplemental, Language-Based Reading Intervention for Bilingual Learners in Fourth and Fifth Grades. Patrick Proctor, Boston College; Rebecca Deffes Silverman, University of Maryland - College Park; Jeff R. Harring, University of Maryland - College Park; Renata Love Jones, Boston College; Anna Meyer, University of Maryland - College Park
Improving Reading Achievement of English Language Learners One
63.025. Supporting Modeling Epistemologies in the Science Classroom. Division C - Learning and Instruction; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 10:25-11:55am

Chair: Ashlyn Pierson, Vanderbilt University

Participants:
1. Using Annotations to Unpack Embodied Models of States of Matter in Early Elementary Science. Megan Alyse Humbug, Indiana University - Bloomington; Joshua Adam Danish, Indiana University
2. Generative Modeling in Computer Science. Corey Brady, Vanderbilt University; Walter M. Stroup, The University of Texas at Austin; Justin Cannady; Anthony Petronio, The University of Texas at Austin; Uri J. Wilensky, Northwestern University
3. Supporting Students Modeling in a Digital Game: Adaptively Modulating Abstraction of Self-Explanation. Doug Clark, University of Calgary; Satyajit Singh Virk, Teachers College, Columbia University; Jackie Barnes, Northeastern University
4. TopoMath: Rapidly Learning How to Construct Mathematical Models of Static Systems. Kurt VanLehn, Arizona State University; Chandrani Banerjee; Sachin Grover; Fabio Augusto Milher, Arizona State University; Jon Wettl
5. Play, Code, Science, and Podcasts: Integrating Disciplinary and Personal Epistemologies in Preservice Science Teacher Education. Pratim Sengupta, University of Calgary; Beaumie Kim, University of Calgary; Marie-Claire Shanahan, University of Calgary
6. Collaborative Modeling With Complex Public Data Sets in the Middle School Classroom. Michelle Hoda Wilkerson, University of California - Berkeley; Vasiliki Laina, University of California - Berkeley; Lisette Lopez; Rebecca L. Shareff, University of California - Berkeley; Deniz Dogrue; William McEachen
7. Sedimenting Science Practices: Longitudinal Analysis of Modeling Practices and Artifacts. Ashlyn Pierson, Vanderbilt University; Doug Clark, University of Calgary
8. Coupling Models With Experiments to Support Knowledge Generation. Katherine Anne Parker, Tufts University; Aditi Waghs, Tufts University; Julia Svboda Gowea, Tufts University

Discussants: Marcia Linn, University of California - Berkeley; Joseph S. Krajić, Michigan State University; David Hammer, Tufts University

63.026. Teaching and Learning Mathematics: How Identity Keeps Count as a System Premised on Multidirectional Dimensions. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 10:25-11:55am

Chair: Osnat Fellus, University of Ottawa

Participants:
"Don't Call It Math — No One Will Come": Learning to Teach Mathematics While in Refugee. Cynthia C. Nicol, The University of British Columbia
Curating Mathematical Identities. Steven Khan, University of Alberta
"A Little Surprising to Do Math Art": Transdisciplinary Identities in Secondary Mathematics Teacher Education. Susan Gerojsky, The University of British Columbia
Connecting the Dots: Toward a Multidimensional Conceptualization and Operationalization of Identity in Mathematics Education. Osnat Fellus, University of Ottawa
Identity-Making in School Mathematics. Ralph T. Mason, University of Manitoba

Discussant: Jennifer Marie Langer-Osuna, Stanford University

63.027. Understanding the Role of Culture and Context in Learning and Motivation Using Cross-National Data. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 10:25-11:55am

Chair: Ronnel Bornasal King, The Education University of Hong Kong; Jiesi Guo, Australian Catholic University

Participants:
Motivation Is Not Created Equal: Unequal Motivational Payoffs as a Function of Country-Level Socioeconomic Development. Ronnel Bornasal King, The Education University of Hong Kong; Yuyang Cai; Honglei Du, Guangzhou University
A Cross-Cultural Investigation of Perseverance and Its Association With Self-Regulated Learning and Achievement. Kate M. Xu, Open University of the Netherlands; Anna Rita Cunha-Harvey, Erasmus University Rotterdam; Ronnel Bornasal King, The Education University of Hong Kong; Bjorn De Koning, Erasmus University Rotterdam; Martine Baars, Erasmus University Rotterdam; Fred Paas, Erasmus University Rotterdam
Cross-Cultural Differences in Endorsement of Motivation Profiles Across Western and Non-Western Samples. Hanke Kopershoek, University of Groningen; Ronnel Bornasal King, The Education University of Hong Kong; Dennis M. McInerney, The Education University of Hong Kong; Prade A. Ganotice, The Hong Kong Institute of Education
Culturalizing Motivational Theory: An Investigation on Expectancy-Value Theory Across 52 Countries. Xiang HU, The University of Hong Kong; Koon Shing Frederick Leung, Southwest University, China; Jiesi Guo, Australian Catholic University
Countries, Parental Occupation, and Girls’ Interest in Science. Jiesi Guo, Australian Catholic University; Herbert W. Marsh, Australian Catholic University; Philip D Parker, Australian Catholic University; Theresa Dike, Australian Catholic University

Discussant: Revalth Kumar, University of Toledo

63.028. Division D Communication Committee Meeting. Division D - Measurement and Research Methodology; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, The Boardroom; 10:25-11:30am

Chair: Joy Ann Williamson-Lott, University of Washington

Participants:
Addressing Disparity: The Designation of the Asian American and Native American Pacific Islander–Serving Institution. Jacqueline Mac, Indiana University - Bloomington
Latinx Culture Centers: A History of Exclusion as Told Through Oral Histories of La Casita. Jacqueline Pedota, The University of Texas at Austin
Learning to Resist, Resisting to Learn: Puerto Rican Students, the University of Illinois Circle Campus, and 1970s Chicago. Mirelce Velázquez, University of Oklahoma
Shelter in a Time of Storm: Historically Black Colleges and Universities as Racialized Spaces and Incubators of Activism. Jelani Favors, Clayton State University

Discussant: Joy Ann Williamson-Lott, University of Washington

63.030. "Not Broken, but...Bent": Agency, Adversity, and the Educational Plights of Women and Girls of Color. Division D - History and Historiography; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 704; 10:25-11:55am

Chair: Marcia J. Watson-Vandiver, Towson University

Participants:
Exploring the Psychological Well-Being of Working-Class Latinx Women Attending Four-Year Colleges. Claudia M Castillo-Lavergne, Northwestern University; Meemun Dentin, Northwestern University
"I'm Not Broken, but I'm Bent": Black Women in School Leadership Coping With Gendered Racism. Laura Burton, University of Connecticut - Storrs; Jennie Werner, University of Connecticut; Daron E. Cyr, University of Connecticut - Storrs
From the Margins: Women of Color Navigating Doctoral Programs. Magali Campos, University of California - Los Angeles
“The Teacher Thinks We Are Loose?” Black Girls Reclaim Their Sexuality Through Literacies. Donna-Marie Cole-Malott, Lebanon
Metro Toronto Convention Centre, 700 Level, Room 710; 10:25-11:55am
Chair: Lesley Bartlett, University of Wisconsin - Madison
Participants:
- (Re)Imagining Education: Brazilian (Im)Migrant Children's Experiences of Schooling in the United States; Gabrielle Oliveira, Boston College
- Understanding Mixed-Status Siblings' Educational Pathways Across Geopolitical Borders; Sarah Gallo, The Ohio State University
- Liminality, Peer Relations, and Ethno-Gendered Bullying Among Children in Schools; Immaculada Maria Garcia Sanchez, Temple University

Discussants: Marjorie E. Laine (Faultoch Orellana), University of California - Los Angeles

63.032. Constructing Communities of Belonging: Understanding Latinx Youth's Sense of Race, Space, and Place in Schools. Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 10:25-11:55am
Chair: Julio Cammarota, Iowa State University
Participants:
- (Re)Defining Young Latinx Student Activism Through a Lens of Race, Space, and Place; Josephine Pham, University of California - Los Angeles
- Racialized Boundaries and Belonging: How Latinx Youth Create Community in a Suburban High School; Gabriel Rodriguez, University of Illinois at Chicago
- How Latinx Youth Use Cultural Expression to Make and Shape Their School; Claudia Diera, University of California - Los Angeles

"Where They Feel at Home": The Role of Latinx Student Clubs in Battling Exclusion. Julissa Ventura, University of Colorado - Boulder
Discussant: Julio Cammarota, Iowa State University

Metro Toronto Convention Centre, 700 Level, Room 706; 10:25-11:55am
Chair: Rosalind Hampton, University of Ottawa, Canada
Participants:
- Students Movements in Chile: Alternative Possibilities for Higher Education? Roxana Chiappa, University of Washington - Seattle
- Student of Color Activisms and Critical Interdisciplinarity in the Neoliberal University; Kristi Carey, The University of British Columbia
- Navigating the White Masculine Imprint in Higher Education; Sercana Naqui, Thompson Rivers University
- Decolonial Accountability and Ethics in Higher Education; Sheena Subati, University of California - Santa Cruz
- Beyond Higher Education as We Know It: Gesturing Toward Decolonial Horizons. Sharon Stein, The University of British Columbia

Discussant: Rosalind Hampton, University of Ottawa, Canada

Metro Toronto Convention Centre, 700 Level, Room 713B; 10:25-11:55am
Chairs: Ronald David Glass, University of California - Santa Cruz; Michelle Fine, City College of New York - CUNY
Participants:
- Collaborative Research and Movement Building: Lessons From the Urban Research-Based Action Network. Mark R. Warren, University of Massachusetts - Boston
- Researching in Community-University Borderlands: Using Public Science to Study Policing in the South Bronx. Brett Stoudt, City College of New York - CUNY; Maria Elena Torre, City University of New York
- Community-Engaged Research Through the Lens of School Closures: Opportunities, Challenges, Contributions, and Lingering Questions. Jerusha Osberg Conner, Villanova University; Barbara Ferman, Temple University; Liza Pappas, The New York City Independent Budget Office;
- Zakiyah Ansari, Alliance for Quality Education; Jessica Shiller, Towson University

Amplifying Youth Voice and Cultivating Leadership Through Participatory Action Research. Rachelle Gardner, Youth Hub Boston
Research for Justice and Multi-Issue Movement-Building. Ronald David Glass, University of California - Santa Cruz; Brett Stoudt, City College of New York - CUNY

Discussions: Timothy K. Eatman, Rutgers University - Newark; Gustavo E. Fichman, Arizona State University

63.035. Teacher Retention, Resiliency, Self-Efficacy, and Effectiveness. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 10:25-11:55am
Chair: Matthew R. Lavery, Bowling Green State University
Participants:
- Does the Concentration of National Board Certified Teachers Matter to Teacher Retention and Student Achievement? Natalya Gnedko-Berry, American Institutes for Research; So Jung Park, American Institutes for Research; Feng Liu, American Institutes for Research; David Manzeke, American Institutes for Research; Trishia Borman, American Institutes for Research

How Does Learner-Centered Education Affect Teacher Self-Efficacy? The Case of Project-Based Learning in Korea. Junghoo Choi, The Pennsylvania State University; Booyul Kim, KDI School of Public Policy & Management; Ja Hoon Lee

Teacher Effectiveness: A Qualitative Study of an Arts-Intensive School. Xiaobin Dai, Bowling Green State University; David Horner, Bowling Green State University; Emmah Mwongeli Muema, Bowling Green State University

Teacher Self-Efficacy, Dispositional Optimism, Resiliency, and Behavior Management in High School Classrooms in Puerto Rico. Ronald Brown, Dean College; Gerald Silva Rivera; Marisol Lopez Gonzalez; Carlos Albizu University; Katie Pan Kuhn, Dean College

63.036. Workplace Learning in the Professions. Division I - Education in the Professions; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 701F; 10:25-11:55am
Chair: Maria Alejandra Blanco, Tufts University
Participants:
- Student-Run Hospital Wards: Institutionalized Workplace Learning Opportunities for Nursing Students. Bianca Steffen, University of Paderborn; Michael Goller, University of Bamberg; Christian Harties, Paderborn University

Sociocultural Learning in a Veterinary Teaching Hospital. Meghan K. Byrnes, Virginia Polytechnic Institute and State University; Ramon Benitez, Virginia Polytechnic Institute and State University

Education-Job Fit and Work-Related Learning of Recent Graduates: Head Start or Filling a Gap? Ike Grosman, KU Leuven; Katrien Vangrieken, KU Leuven; Liesje Coertjens, Université Catholique de Louvain; Eva Kynsd

Cultivating Skills in Clinical Legal Education: Development of Practice Through Legitimate Peripheral Participation. Katie Shoemaker, University of Michigan - Ann Arbor; Amy P Fulton, University of Michigan - Ann Arbor

Discussant: Olle ten Cate, University Medical Center Utrecht

63.037. Examining Multiple Social Identities and Collegians’ Outcomes. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 10:25-11:55am
Chair: E Alexander, The Ohio State University
Participants:

Disaggregating the Engagement of Students of Color With Disabilities. John Zilvinskis, Binghamton University - SUNY; Deborah J Taub; Benjamin J DeAngelis; Alyson M. Novi; Kaedyne E. Wilson

Do Measures of the Institutional and Interpersonal Environment Predict Satisfaction for Black Women Collegians? Michael Steven Williams, University of Missouri; Keisha Lewars, John Jay College of Criminal Justice; Ekaete Udoh, University of Missouri

Harvesting Culturally Conscious Knowledge in a Post-Truth Era: Ghanaian and American Higher Education Collaborations. Candace Maddox Moore, University of Maryland, College Park; Michael Boakye-Yiadom, University of Cape Coast; Jillian A. Martin, Washington
63.038. Global Perspectives on Access to Postsecondary Education for Underserved Students. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Churchill; 10:25-11:55am
Chair: Hyejin Tina Yeo, University of Illinois at Urbana-Champaign
Participants:
Transitions to Postsecondary Education: An Intersectional Analysis of Youth in Toronto and London. Reana Gail Maier, McMaster University; Karen Robson, McMaster University; Sean Donack, Sheffield Hallam University; Robert S. Brown, Toronto District School Board Transitioning to College en Familia: Funds of Knowledge, Community Cultural Wealth, and Critical Race Theory. Brianna R Ramirez, University of California - San Diego
Risk Business: The Identity Work and Emotional Labor of Prospective First-Generation University Aspirants. Sally Patfield, The University of Newcastle; Jennifer M. Gory, The University of Newcastle; Leanne Fray, The University of Newcastle
Democratizing Higher Education Through Community College: Some Qualitative Evidences From an East Asian Entrepreneurial City. Heihang Hayes Tang, 'The Education University of Hong Kong; Beatrice YY. Dang, University of Hong Kong
Discussant: Gerardo Blanco

63.039. Nuances in Pathways to Postcollege Labor Market Outcomes. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kenora; 10:25-11:55am
Chair: Adam Fullerton, University of Nebraska - Lincoln
Participants:
Penalty or Reward: Do Community College Transfer Experiences Impact Postbaccalaureate Salaries? Yu Chen, Louisiana State University; Ran Li, Iowa State University; Linda Serra Hagedorn, Iowa State University Nonpecuniary Effects of Student Loan Debt on Postbaccalaureate Graduates. Prim Amupw, Central Michigan University; Osahoon Aghonlahor, Central Michigan University
American College Students’ Career Readiness and the Impact on Their Income. Tin Wu, McGill University; Jackyung Lee, University at Buffalo - SUNY; Yang Yang, Qingdao University
Delayed Time to Degree and Postcollege Earnings. Dirk Witteveen, University of Oxford - Nuffield College; Paul Atwell, City College of New York - CUNY
The Value of an Incomplete Degree: Heterogeneity in Labor Market Benefits of College Noncompletion. Paul Atwell, City College of New York - CUNY; Matt Giani, The University of Texas at Austin; David Walling, The University of Texas at Austin
Discussant: Kevin John Fonnauch, Indiana University

63.040. Pedagogy for Engaged Learning. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 10:25-11:55am
Participants:
Evaluating an Adaptive Equity-Oriented Pedagogy on Student Outcomes Through a Randomized Controlled Trial. Andrew Estrada Phuong, University of California - Berkeley; Judy Nguyen, Stanford University; Fabrizio Daniel Mejia, University of California - Berkeley
Problem-Based Learning as Connected Learning: Partnering to Creatively Improve Education. Julie Rast, Millaps College
The Relationship Between Engagement in Applied Learning Experiences and Students’ Professional and Career Attitudes. Elizabeth Jach, University of Wisconsin - Madison; Tendili L. Trolian, University at Albany, State University of New York
Using Multimodal Data to Construct a Narrative of Student Engagement in an “Active Learning Classroom.” Jenay Robert, The Pennsylvania State University; Saliba Ozkan Bekiroglu, The Pennsylvania State University
Who Gets Helped? The Opportunity Structure of the Physics Classroom, Active Learning, and Perceptions of Help-Seeking. Michael Brown, Iowa State University; Matt DeMonbrun, University of Michigan
Discussant: Corbin M. Campbell, Teachers College, Columbia University

63.041. Collaborative and Interdisciplinary Work by Teacher Educators as Researchers: A Response to Difficult Times. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 709; 10:25-11:55am
Chair: David T. Hansen, Teachers College, Columbia University
Participants:
A Wild Patience Is Called For: Developing the Transformative Potential of Core Practices. Jeffrey M. Frank, St. Lawrence University; Joe McDonough, Canton Central School
Interruptions: Revitalizing Teacher Agency and Reflection-in-Action in the Classroom. Cara Elizabeth Furman, University of Maine at Farmington; Shannon Larsen, University of Maine at Farmington
Nudging the Opportunity Structure: A Modest and Grand Aim for Educational Foundations Courses. John Peter Fantuzzo, Valparaiso University; Mark Dixon, Montgomery School
Discussants: Margaret S. Crecco, Michigan State University; David T. Hansen, Teachers College, Columbia University

63.042. Committing to the Preparation of Teacher Educators: An Imperative for the Profession. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 711; 10:25-11:55am
Chair: Shameka Nija Powell, Tufts University
Participants:
Allies in Resistance: Black-White Mentorship for Engaging Post-Truth Narratives Within an Urban Teacher Program. Zachary William Stumbo, The University of Tennessee - Knoxville; Nathan Koerber, The University of Tennessee - Knoxville; Brittany Nicole Anderson, University of Tennessee-Knoxville; Chonika Coleman King, The University of Tennessee - Knoxville
“T’m Black, but I’m Not Dangerous”: Toward a Framework of Preparing Teacher Educators of Color. kratina Liu, University of Nevada - Las Vegas
Learning From Accomplished Teacher Educators Internationally to Resist Untruths, Create New Narratives, Uphold Social Justice. A. Lin Goodwin, The University of Hong Kong; Clare Koonik, University of Toronto/OISE; Simone Jane White, Queensland University of Technology; Jean M.F. Murray, University of East London
Discussant: Brad Olsen, University of California - Santa Cruz

63.043. Fostering Feedback in Preservice Teacher Education. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 713A; 10:25-11:55am
Chair: Kira Elene Weber, Leaphana University - Lueneburg
Participants:
An Investigation Into Program-Level Approaches to Feedback: Influences on Students’ Learning and Feedback Literacy. Kimberly Wilder
Using Student-Driven Feedback Practice to Promote Engagement With Feedback. Jessica To, The University of Hong Kong
Peer Assessment as a Pedagogical Strategy to Develop Preservice Teachers’ Self-Regulation Capacity. Elena Cano, Universitat de Barcelona; Laura Pons Seguí, University of Barcelona
Developing Peer Feedback Expertise: Effects of a Face-to-Face Versus Video-Based Feedback Environment. Christopher Neil Prilop, Leaphana University - Lueneburg; Kira Elena Weber, Leaphana University - Lueneburg; Marc Kleinknecht, Leaphana University - Lueneburg
Discussant: Alexander Groeschner, Friedrich-Schiller-Universitat Jena

63.044. Levers to Prepare Teacher Candidates for Communities of Color: Dismantling Deficit Thinking and Racism. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 707; 10:25-11:55am
Chair: Simona Goldin, University of Michigan
Participants:
Race, Talk, and Teacher Education. Rich Milner, Vanderbilt University; Adam Alvarez, Rowan University; Lori Ann Delalle-O Connor, University of Pittsburgh; Ira Murray, United Way of the Capital Area; Derric Ivan Heck, University of Pittsburgh; Jawanza Kalonji Rand, University of Pittsburgh
The Need for Racial Literacy Development: Preparing Teachers of Color to Navigate the Racial Hostile Climate of Schools. Rita Kohli, University of California - Riverside
Tangling With Race and Racism in Teacher Education: Designs for Case-Based Parent Teacher Conferences. Debi Khasnabish, University of Michigan; Simona Goldin, University of Michigan; Carla D. O’Connor, University of Michigan; Kendra Hearn, University of Michigan - Ann Arbor

Look Both Ways Before You Cross: Prioritizing Community Wisdom in the Preparation of Teachers. Robert E. Lee, University of Central Missouri; Jennifer O’Malley, Illinois State University

Why We Need a Transformative Justice Teacher Education Now. Maisha T. Winn, University of California - Davis

Discussant: Tyrone C. Howard, University of California - Los Angeles

63.045. Meaning-Making During Field Experiences: Unpacking Preservice Teachers’ Learning of Content, Pedagogy, and Equity. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 703; 10:25-11:55am
Chair: Issam Hafez Abri-el-Mona, Rowan University
Participants:
“Does This Have Anything to Do With Systemic Racism?” Preservice Teachers’ Meaning-Making Within a Field Experience. Lama Ziad Jaber, Florida State University; Victor Kasper, Florida State University; Shannon Gooden Davidson, Florida State University

How Preservice Teachers Exercise Agency in Planning and Executing Two Distinct English Language Arts Lessons in a Mediated Field Experience. Bong Gee Jang, Syracuse University; Gemma Coopernovack, Syracuse University

Discussant: Lora A. Bailey, Troy University - Troy

63.046. Shifting Teacher Education for Social Justice. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715A; 10:25-11:55am
Chair: Amanda Wall, Georgia Southern University
Participants:
Examining the Meaning of “Social Justice” in an Urban Teacher Residency Program. Allison Mattheis, California State University - Los Angeles; Lucrecia Marie Nava, California State University - Los Angeles; Maria Beltran, California State University - Los Angeles; Erick West, California State University - Los Angeles

“My Job Is to Unsettle Folks”: Moving Practice to Theory Through Examining Exemplary Teacher Educators. Ashley Fuente, Michigan State University

Decolonizing Teacher Education With Indigenous and Slow Pedagogies. Shannon Leddy, The University of British Columbia; Lorrie A. Miller, The University of British Columbia

What Analysis Reveals About Culturally Responsive Instruction During Literacy Coursework in an Undergraduate Teacher Education Program. Dana Reisboard, Widener University; Katrina Ciampa, Widener University

Discussant: Britney Leigh Beck, California State University - Bakersfield

63.047. Teacher Educators’ Professional Learning in Communities: A Promising Strategy. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 717A; 10:25-11:55am
Chair: Ruth Zuzovsky, Hakikbatzim College of Education, Technology & the Arts
Participants:
Professional Learning Communities for Teacher Educators: Building Research Capacity in Teacher Education. Ruth Zuzovsky, Hakikbatzim College of Education, Technology & the Arts

Teacher Educators’ Communal Learning in the Workplace. Linor Lea Hadar, Beit Berl College; David L. Brody, Efrat College of Education

Professional Learning Community in Senior Teacher Educators’ Practice: Seven Areas of Contribution. Mary Gutman, Efrat Teachers College

“Expansive Learning” in Inter-Institutional Professional Communities Shared by Policy Makers and Teacher Educators. Ainan Guberman, David Yellin College of Education, The Mofet Institute; Orit Avidov-Ungar, Achva Academic College & Open University of Israel; Orit Dahan, Beit Berl College; Ruth Serlin, The MOPET Institute

Discussant: Maria A. Flores, Minho University, Portugal

Metro Toronto Convention Centre, 700 Level, Room 716B; 10:25-11:55am
Chair: Monica Taylor, Montclair State University
Participants:
Critical Teacher Leadership: How Teachers Advocate for Transgender Students. Melinda M. Mangan, Rutgers University

“This Whole Process Has Turned Me Into ‘That Teacher’”: Teacher Leaders in a Post-Truth Era. Sara E. Tolbert, The University of Arizona; Jill M. Williams, University of Arizona

The Consciousness of a Classroom: Enacting a Critical Composition Pedagogy at an Urban Middle School. Clarice Thomas, Georgia State University; Charity T. Gordon, Georgia State University; Beth Marks, Kennesaw State University; Patriccia Oliver; Nadia Böhizadeh, Georgia State University; Heidi Goodwin

Urban Elementary School Teacher Leaders’ Advocacy Efforts in a “Post-Truth” Era: A Multiple-Case Study. Nathan Bond, Texas State University

Discussant: Karla Scornavacca, University of Colorado - Boulder

63.049. Whiteness at the Table: Whiteness and White Racial Identities in Education. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 705; 10:25-11:55am
Chair: Samuel J. Tannor, The Pennsylvania State University - Altoona
Participants:
Working Through and With Fear and Ambivalence: White Teachers Engaging the Complexity of Antiracist Work. Shannon McMannion, SUNY - College at New Paltz


Learning, Loss, Conflict, and Commitment in White Antiracist Work. Zachary A. Case, Rhodes College

A Fantasy of Dirt: Antiracism and White Administrators. Bryan Davis, Columbus (WI) Public Schools; Timothy J. Lensmire, University of Minnesota - Twin Cities

Discussant: David E. Kirkland, New York University

63.050. High-Stakes Testing: Resistance and Results. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 10:25-11:55am
Participants:
A Critical Look at the Impact of High-Stakes Testing on Families. Stephanie Shedrow, University of Wisconsin - Green Bay

Buckle Down or Drop Out? High School Exit Exams and English Language Learners. Menbere Shiferaw, Mathematica Policy Research

Troubling Grit and High-Stakes Testing: Counterstories of Black and Latina Students With Dis/abilities. Adai A. Tefera, Virginia Commonwealth University; David Isaac Hernandez-Saca, University of Northern Iowa; Ashlee Morgan Lester, Virginia Commonwealth University


Reasons Matter: A Media Analysis of the Opt-Out of Testing Movement. Michele S. Moses, University of Colorado - Boulder; Wagma S. Mommandi, University of Colorado - Boulder; Terri S. Wilson, University of Colorado Boulder

Discussant: Shannon L. Nichols, The University of Texas - San Antonio

63.051. Perspectives on Implementing State Policy at the Local Level. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202C; 10:25-11:55am
Chair: Stacy A. Rutledge, Florida State University
Participants:
Examining Diverse Perspectives on edTPA Policy Implementation Across States: The Good, the Bad, and the Ugly. Craig W. De Voto, University of Illinois at Chicago; Jennifer D. Olson, University of Illinois at Chicago; Jessica Gottlieb, Texas Tech University


Teachers and Principals: Allied or at Odds After Five Years of New Evaluation Policy Implementation. Mary Lynne Derrington, The University of Tennessee; John Wilson Campbell, Alcoa Schools

Virginia’s Standards of Accreditation: Using Logic Models to Understand Policy Implementation at the Local Level. Jay Paredes
63.052. Toward an Inclusive Teacher Workforce: Training, Hiring, and Retaining for Diversity. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 10:25-11:55am
Chair: Jane Arnold Linouve, University of Maryland - Baltimore County
Participants:
Rutuja Ubale, University of California - Fullerton; 11:55am
Metro Toronto Convention Centre, 200 Level, Room 201E; 10:25-11:55am
Chair: Eric Ruiz Byrne, Brigham Young University
Participants:
Parent Language Ideologies in Arizona. Leah Durán, The University of Arizona
Do Parents’ Perspectives on Bilingualism Vary According to Their Children’s Attendance in Dual-Language Programs? Wenyang Sun, University of North Carolina - Chapel Hill; Xue Lan Rong, University of Texas-Rio Grande Valley; Kiyomi Sanchez-Suzuki Colegrove, Texas State University
The Hidden Curriculum of Monolingualism: Understanding Metonymy in Schoolscapes to Expose Truth About Language/Race Ideologies. Steve Daniel PRZYMUS, Texas Christian University; Gabriel Stephen Huddleston, Texas Christian University

63.053. Knowing Our Research Differently: Multimodal and Arts-Based Methods of Data Analysis and (Re)Presentation. SIG-Arts-Based Educational Research; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Carelton; 10:25-11:55am
Chair: Elisabeth Etipo, University at Buffalo - SUNY
Participants:
Craving Another Perspective: How an Arts-Based Research Collaboration Fulfilled My Need. Charles Howard Gonzalez, Alabama A&M University
Understanding Data Differently Through Bodily Writing. Alexa Buono, University at Buffalo - SUNY

63.054. Mapping A/r/tography: Walking for Place-Conscious Pedagogies of Practice. SIG-Arts and Learning; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 10:25-11:55am
Chair: Nicole Lee, The University of British Columbia
Participants:
Public Art Archipelagos: Mapping Aesthetic Relations of Art Teachers in Canada and Spain. Rocío Lara-Otuna, University of Granada; Anita Sinner, Concordia University
Walking A/r/tography: Primary and Secondary Students’ Visual Cartographies of the Gondwana Rain Forest in Australia. Lexi Lasczık, Southern Cross University; Amy Cutter-Mackenzie-Knowles, Southern Cross University
A/r/tographic Making as a Radical Philosophy While Walking the Southwestern United States. Daniel T. Barney, Brigham Young University
Walking Propositions: Coming to Know A/r/tographically. Nicole Lee, The University of British Columbia; Rita L. Irwin, The University of British Columbia; Ken Mormot, University of British Columbia; Marzieh Mouarzadeh, University of British Columbia
International Students’ Place-Making Practices: Film and the Mapping of Place Through Walking. Adrienne Boulton, Kwantlen Polytechnic University
Discussant: Margaret A. Macintyre Latta, The University of British Columbia - Okanagan

63.055. Staging Black Queer Resistance and Futures: Performing Educativie Possibilities. SIG-Arts-Based Educational Research; Demonstration/Performance
Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 10:25-11:55am
Participant:
When the Stakes Are Too D*mn High. Dominique C Hill; Durell Maurice Callier, Miami University

63.056. Explorations of Parents’, Teachers’, and Students’ Attitudes and Ideologies Toward Languages in Schools. SIG-Bilingual Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 10:25-11:55am
Chair: Carla Shalaby, University of Michigan - Ann Arbor
Participants:
Do Parents’ Perspectives on Bilingualism Vary According to Their Children’s Attendance in Dual-Language Programs? Wenyang Sun, University of North Carolina - Chapel Hill; Xue Lan Rong, University of Texas-Rio Grande Valley; Kiyomi Sanchez-Suzuki Colegrove, Texas State University
The Hidden Curriculum of Monolingualism: Understanding Metonymy in Schoolscapes to Expose Truth About Language/Race Ideologies. Steve Daniel PRZYMUS, Texas Christian University; Gabriel Stephen Huddleston, Texas Christian University

63.057. Automated Assessments in Science Inquiry. SIG-Cognition and Assessment; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 10:25-11:55am
Chair: Janice Gobert, Rutgers University
Participants:
Assessing Learners’ Responses in AutoTutor. Zhiaqiang Cai, The University of Memphis; Arthur C. Graesser, The University of Memphis; Xiangen Hu, The University of Memphis
Refining Conversation-Based Assessments of Science Inquiry Skills. Diego Zapata-Rivera, Educational Testing Service; Blair Lehman, Educational Testing Service; Tanner Jackson, Educational Testing Service; Lei Liu, Educational Testing Service
Enhancing Scenario-Based Assessment of Science Inquiry Through Automated Conversations. Tanner Jackson, Educational Testing Service; Diego Zapata-Rivera, Educational Testing Service; Blair Lehman, Educational Testing Service; Lei Liu, Educational Testing Service
Assessing Scientific Inquiry Skills Based on Multiple Sources of Evidence. Dr. Carol McGregor Forsyth, Educational Testing Service; Stephanie Peters, Educational Testing Service; Jung Aa Moon, Educational Testing Service; Diane Napolitano, Educational Testing Service
Exploring Automated Scoring of Student-Generated Model in Science Assessment. Lei Liu, Educational Testing Service; Chee Wee Leong; Rutuja Ubale; Lei Chen, Educational Testing Service
Discussant: Arthur C. Graesser, The University of Memphis

63.058. Reassessments of Power, Ideologies, and Praxis: Toward a More Critical Elementary Education. SIG-Critical Educators for Social Justice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202A; 10:25-11:55am
Chair: Farina Patricia Pour-Khorshid, University of San Francisco
Participants:
”The Hegemonist” and Questions of Power: Lessons From Teaching Critical Theory in Elementary Classrooms. Edward Ryan Curammeng, California State University - Dominguez Hills
From Roots to Leaves: The Connection Between Teacher Ideology and Critical Curriculum. Bree Picower, Montclair State University
Making Critical Concepts Comprehensible: Strategies for Teaching Elementary Language Learners. Carolina Valdez, California State University - Fullerton
Discussant: Carla Shalaby, University of Michigan - Ann Arbor

63.059. Remixing, Remaking, and (Re)Imagining Resilience in Black Males. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201C; 10:25-
63.060. Impact of Digital Technology on Young Children’s Learning. SIG-Early Education and Child Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203B; 10:25-
11:55am
Chair: X. Christine Wang, University at Buffalo - SUNY
Participants:
Digital Play With Tangible Technologies in Australian and American
Preschools. Ilene R. Berson, University of South Florida; Michael J.
Berson, University of South Florida; Karen Murcia, Curtin University;
Wenn-Luo, University of South Florida; Victoria Damjanovic,
University of South Florida.
Taking It Outside: Engaging in Active, Creative, Outdoor Play With
Digital Technology. Monica Eileen McGlynn-Stewart, George Brown
College; Nicola J Maguire, George Brown College; Emma Mogyorosi,
Ryerson University.
Efficacy of Learning Trajectory-Based Number and Shape Computer
Games for Young Children. Candace Jowick, University of Denver;
Douglas H. Clements, University of Denver; Julie Sarama, University of
Denver.
Exploring the Potential of Free Digital Applications for Mathematics
Learning on Tablets. Laura Tortorelli, Michigan State University; Amy
Noelle Parks, Michigan State University; Tracy Huffman Donohue,
Michigan State University.
Investigating Game Format Effect on Parental Scaffolding Behaviors in
Early Numeracy Activities. Yile Zhou, The University of Iowa; Jeremy A
Dietmeier, The University of Iowa; Joyce L. Moore, University of Iowa.
“iPad Has Everything!” How Young Children With Diverse Linguistic
Backgrounds in Malta and the United States Process Multimodal
Digital Text. X. Christine Wang, University at Buffalo - SUNY; Tanya
M. Christ, Oakland University; Charles L. Mifsud, University of Malta.

63.061. Changing the Grammar of Schooling? An Examination of
Reform. SIG-Educational Change; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201D; 10:25-
11:55am
Chair: Jal David Mehta, Harvard University
Participants:
Making the Periphery the Core: Possibilities and Challenges in Public
Education. Jal David Mehta, Harvard University; Sarah Melanie Fine,
University of California, San Diego.
Design Thinking, Leadership, and the Grammar of Schooling: Implications
for Educational Change. Lea A. Hubbard, University of San Diego; Amanda L. Datnow, University of California - San Diego.
College-for-All and the Grammar of Schooling. Karen Hunter Quartz,
University of California - Los Angeles.
The Rise and Fall of New Schools in New York City and Singapore. Thomas C. Hatch, Teachers College, Columbia University; Jordan
Corson, Teachers College, Columbia University; Sarah M Gerth van den
Berg, Teachers College, Columbia University.
Discussants: Michael Fullan, OISE/University of Toronto; Larry Cuban,
Stanford University.

63.062. Queer Eco-Pedagogies: Explorations in Nature, Sexuality, and
Education. SIG-Environmental Education; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Saskatchewan; 10:25-
11:55am
Chair: Joshua James Russell, Canisius College
Participants:
Queer Evolution: (Re)Invigorating Environmental Education Through
Queer Interpretations of Evolutionary Onto-Epistemological
Choreography. Chessa Adsit-Morris; Noel Gough, La Trobe University.
Learning With, for, and as Queer Creatures. Joshua James Russell,
Canisius College; Joy Riso, Canisius College; Lindsey Bradley, Canisius
College.
Being Disturbed as a “Natural” Part of Survival. Jesse Bazzul, University
of Regina; Michele Sorensen, The University of British Columbia.
Transgressive Learning: Queering Within the Unknown. Dylan
McGarry.
The Bad Animal Manifesto: Coyotes, Purple Loosestrife, and Gay
Public Sex. Peter Hoag, York University.
Discussant: Leesa K. Fawcett, York University.

63.063. Critical Examination of Emerging Tensions in Youth
Participatory Action Research and Building Liberatory Praxes.
SIG-Grassroots Community and Youth Organizing for Education
Reform; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201A; 10:25-
11:55am
Chair: Ben Kirshner, University of Colorado - Boulder
Participants:
Solidarity, Power Asymmetry, and Collective Action: What Can ‘Transnational Feminism Bring to Participatory Action Research?’
Ana Carolina Fernandes de Bessa Antunes, University of Utah.
“Maybe You Should Try It This Way Instead”: Youth Activism Amid
Managerial Subterfuge. Kevin Lowell Clay, Rutgers University -
Newark; David Charles Turner, University of California - Berkeley.
Youth Organizing and Political Education as Critical to Addressing
Contradictions in Youth Participatory Action Research. Julia A
Daniel, University of Colorado - Boulder.
Exploring the Role of Interest Convergence in Youth Participatory
Action Research Within Traditional Institutions. Van T Luc, The
University of Texas - San Antonio.
A Narrative Description of Navigating Civic Outcomes and Race
Consciousness in Youth Participatory Action Research. Janice
Zalina Mackey, Young Aspiring Americans for Social and Political
Activism (YAAAPA).
Discussant: Nicole Mira, Rutgers University.

SIG-Informal Learning Environment Research; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 10:25-
11:55am
Chair: C. Aaron Price, Museum of Science and Industry - Chicago
Participants:
1. Are Students Emotional When They Fail During Making? Evidence
From Various Settings. Alice C. Anderson, Minneapolis Institute of Art;
Adam V. Maltess, Indiana University; Amber Simpson, Binghamton
University - SUNY.
2. Developing Empathy Through Encounters With Visual Art:
Pedagogical Approaches in Art Museum Gallery Teaching. Alice C.
Anderson, Minneapolis Institute of Art; Jeanine Pollard, Minneapolis
Institute of Art.
3. Fine Art in a Science Museum: Black Creativity and Extreme Ice.
Lauren R Applebaum, Museum of Science and Industry - Chicago; C.
Aaron Price, Museum of Science and Industry - Chicago; Jana Greenslit,
Museum of Science and Industry - Chicago.
4. Productive Struggle: Measuring Confusion and Emotional
Disequilibrium in Informal Science Environments. Samantha G
Daley, University of Rochester; Katie Todd, Museum of Science, Boston;
Gabrielle Rappolt-Schlichtmann, EdTogether, Inc.
5. Measuring Connections Between Affect and Motivation in Informal
STEM Learning. Brendan R. Eagan, University of Wisconsin -
Madison; Kristina Lux, Peppermint University; Eric R. Hamilton,
Peppermint University; Seung Bok Lee.
6. “Umm, Can You Make It Solar?” Questions as a Window Into
Kids’ Thinking, Wonderment, and Worries. Ruben Echevarria,
Northwestern University.
7. Collaboration Among Family Members Showing Varying Emotional
Engagement During a Making Project. Yong Ji Jung, The Pennsylvania
State University; Heather Toomey Zimmerman, The Pennsylvania State
University.
8. Taxonomy of Student Uncertainty in Scientific Argumentation.
Hye-Sun Lee, The Concord Consortium; Amy R. Pallant, The Concord
Consortium.
9. Awe and Epistemic Emotions in a Science Museum. C. Aaron
Price, Museum of Science and Industry - Chicago; Jana Greenslit,
Museum of Science and Industry - Chicago; Lauren R Applebaum, Museum of Science and Industry - Chicago; Kim Quinn, DePaul University; Sheila
Krogh-Jespersen, Northwestern University.
10. Narratives Expressing Emotion Support STEM Learning in Library
and Children’s Museum Programs. Graciela Solis, Loyola University.
63.066. Motivation Interventions: Insights From a Multicomponent Perspective for Theory, Practice, and Research. SIG-Motivation in Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 10:25-11:55am
Chairs: Kristy A. Robinson, Michigan State University; Lisa Linnenbrink-Garcia, Michigan State University
Participants:
Different Interventions, Similar Effects: Comparing Cost-Reduction and Utility-Value Interventions in College Physics. Emily Quinn Rosenzweig, University of Wisconsin - Madison; Allan L. Wigfield, University of Maryland - College Park; Chris S. Hallemann, University of Virginia
Utility-Value Intervention Promotes Different Processes Over Time: A Long-Term Follow-Up. Judith Harackiewicz, University of Wisconsin; Cameron Hekt, University of Wisconsin - Madison; Stacy J. Prinsiks, University of Wisconsin - Madison; Elizabeth Ann Canning, Indiana University - Bloomington; Yol Tihette, University of Virginia; Janet S. Hyde, University of Wisconsin - Madison
The Long-Term Effects of a Motivationally Supportive Undergraduate Science Enrichment Program on Science Career Persistence. Tony Perez, Old Dominion University; Kristy A. Robinson, Michigan State University; You-kyung Lee, Michigan State University; Stephanie V. Wormanington, University of Virginia; Michael M. Barger, University of Illinois at Urbana-Champaign; Rochelle Schwartz-Bloom, Duke University; Lisa Linnenbrink-Garcia, Michigan State University
Combining Different Motivation and Cognitive Supports in Undergraduate Biology in Different Contexts: Lessons Learned. Ari Kaplan, Temple University; Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Tony Perez, Old Dominion University; Ting Dai, University of Illinois at Chicago; Kyle R Mara, University of Southern Indiana; Michael Balsai
Discussant: Julianne C. Turner, University of Notre Dame

63.067. Narrative Research From Multimodal Perspectives. SIG-Narrative Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 10:25-11:55am
Chair: Dilma Mello, Federal University of Uberlandia
Participants:
More-Than-Social Innovation: Techno-Axiological Enactments of an EdTech Network. Adam Papendick, University of Texas - Austin
Offering Transactional Theory as Theoretical Basis for Visual Narrative Inquiry. Elizabeth Ledro, Western Michigan University
Trauma and Resilience in Pontiac: Capturing Multimodal Narratives to Educate and Learn From a Community. Tomoko Wakabayashi, Oakland University; Sheryl Ruszkiewicz, Oakland University; James Ross, Pontiac Holonomy Incubator; Monica Williams; Shannan McNair; Oakland University; Devan Brie Green, Pontiac Public Library
Multimodal Narratives and Intersectionality in Language Teacher Identity. Gergana Vitanova, University of Central Florida
Discussant: Elise Lindy Olson, University of Central Florida

63.068. Postdigital Science and Education. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 10:25-11:55am
Chair: Petar Jandric, Polytechnic of Zagreb
Participants:
A Postdigital Challenge to the Displacement of Humans in Higher Education Policy. Sarah Hayes, University of Wolverhampton
Pedagogy of the "Not": Suspension, Negation, and Postdigital Temporal Regimes. Derek R. Ford, DePaul University
Critical Philosophy of the Postdigital. Michael A. Peters, Beijing Normal University; Tina Besley, Beijing Normal University
Synergies of Postdigital Learning and Postdigital Labor. Alexander Means, University of Hawaii at Manoa
A Postdigital Revolt in Human/Posthuman Teacher Subject Entanglement. Sonja Arndt, University of Waikato
Discussant: Bradley J. Porfilio, Seattle University

63.069. What Shapes Public Perceptions of Educational Systems? SIG-Politics of Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205B; 10:25-11:55am
Chair: Morgan S. Polikoff, University of Southern California
Participants:
Achievement and Growth: The Effects of District Performance Data on Public Opinion. David Houston, Harvard University
U.S. Public Opinion on Improving Low-Performing Schools. Beth Schueler, University of Virginia; Martin West, Harvard Graduate School of Education
Power, Public Schools, and Political Attitudes in Post-Katrina New Orleans. Domingo Morel, Rutgers University - Newark; Sally Suamah, Princeton University
Examining the Public’s Confidence in (Misinformed) Understanding of Charter School Policy. Rachel Sue White, Old Dominion University
Taking the Public out of Education Politics: Off-Cycle Elections and Representation on America’s School Boards. Michael Hartney, University of Notre Dame; Sam Hayes, Boston College
Discussant: Leslie Finger, Harvard University

63.070. Bad Girl Theory and Practice: Qualitative Research in Post-Truth Times. SIG-Qualitative Research; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 10:25-11:55am
Chair: Patti A. Lether, The Ohio State University
Participants:
Bad Girls, Divas, and Feminist Killjoys. Lisa Weems, Miami University
Bad Biographer: Hagio graphical Refusals and Feminist Reconfigurings. Janet Miller, Teachers College, Columbia University
How Bad Can a Good Girl Be? Patti A. Lather, The Ohio State University
Witches and Wild Women: Bad Girls of the Anthropocene. Maggie Maclure, Manchester Metropolitan University
A Psychoanalytic Approach to Good and Bad Object Relations in Qualitative Research. Deborah Britzman, York University

63.071. Opportunities to Learn Secondary and Postsecondary Mathematics: Micro and Macro Analyses of Equity. SIG-Research in Mathematics Education; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 603; 10:25-11:55am
Chair: Richard Kitchen, University of Wyoming
Participants:
How School Racial Composition Predicts Content Coverage in Eighth-Grade Algebra. Karisma Morton, The University of Texas at Austin; Catherine C. Riegle-Crumb, The University of Texas
12th-Grade Course-Taking and the Distribution of Opportunity for College Readiness in Mathematics. Minahil Asim, University of California - Davis; Michal Kurlaender, University of California - Davis
Atypical Algebraic Understandings: A Case Study of a Mathematical Learning Disability. Katherine Lewis, University of Washington; Seattle; Gwen Sweeney, Seattle Central Community College; Rebecca Adler, Temple University; Grace Thompson, University of Washington
“A Lot of People Don’t Understand How Much Courage It Takes”: Understanding Students’ Responses to Discouraging Events in Undergraduate Mathematics. Kristen Amman, Rutgers University; Dan Battey, Rutgers University; Luis Antonio Leyva, Vanderbilt University; Emily Wolf, Rutgers University
Discussant: Nathan Napoleon Alexander, Morehouse College

63.072. Research in Reading and Literacy SIG Distinguished Scholar Address. Knowledge-Building: Reading and Writing in Design Mode Abstract. SIG-Research in Reading and Literacy; Invited
63.073. Balancing Method, Policy, and Voice in Evaluation. SIG-Research on Evaluation; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 10:25-11:55am
Chair: Feral Ogun-Bekiroglu, Marmara University
Participants:
- Quantifying the Policy Reliability of Competing Nonexperimental Methods for Measuring the Impacts of Social Programs. Hiren Dhiraj Nisor, 2M Research Services; Claudia Solari; Larry Orr; Steve Bell, Abt Associates
- The Voice of Participants in Program Evaluation. E. Danielle Roberts, Montclair State University; Johanna S Quinn, Montclair State University; Rachael Doubledele, Montclair State University; Miriam Linver; Jennifer Brown Urban
- Using Multiple-Cutoff Regression Discontinuity Design to Estimate and Model Treatment Effect Heterogeneity. Hyeyeon Yoon, University of Oregon; Keith Zwoch, University of Oregon; Ben Clarke, University of Oregon; Keith Smolkowski, Oregon Research Institute
- Better Data Collection and Accountability in an Evaluation of a Statewide Online Funded Program. Pamela A. Sandoval, Binghamton University - SUNY; Andrea Emilia Allo, Binghamton University - SUNY; Andrew M Blaine, Vestal Central School District
Discussant: Lilian Linialy Chimuna, University of Denver

63.074. Hear Our Voices, Silent No Longer: Problematizing the Lived Experiences of Women of Color Entering Academia. SIG-Research on Women and Education; Workshop
Metro Toronto Convention Centre, 200 Level, Room 206B; 10:25-11:55am
Chair: Yuliana H Kenfield, The University of Texas at the Permian Basin
Participants:
- “White-Bashing, Racist, Man-Hater” or Native/Scholar/Activist? Utilizing Intersectionality to Problematize White Privilege. Andrea Abeita, University of New Mexico
- Charting a Path to Critical Consciousness: A Personal Journey to Unveil Untruthful Meritocratic Views of Education. Magda Dathe, The University of New Mexico
- Researching Puerto Ricans in the Southwest: An Epistemological Reflection. Neriza Diaz-Cruz, Phoenix Union High School District
- Rehumanizing the Graduate Student Experience Through Critical Reflection and Restorative Self-Discourse. Malayka Neith Cornejo, University of Nevada - Las Vegas

63.075. Invisible Labors of Black Women Educators: Negotiating Institutional and Situational Racism in the Education Workforce. SIG-Research on Women and Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 714A; 10:25-11:55am
Chair: Valerie Kinloch, University of Pittsburgh
Participants:
- Living Outside the Bubble: Counternarratives of Black Women TESOL Educators. Carlotta Penn, The Ohio State University - Columbus
- I Basically Just Walked Out: Theorizing the Invisible Labors of Black (Transnational) Women in Education. Tanja Burkhardt, University of Pittsburgh
- “You Think Everything Is Fine and Then...”: A Critical Discourse Analysis of Student Evaluations of Their Black Woman Professor. Ashley N. Patterson, The Pennsylvania State University

63.076. Stemming STEM Teacher Attrition: Implications From Evidence-Based Retention Efforts Across the Continuum for Preparation Programs. SIG-Science Teaching and Learning; Symposium
Metro Toronto Convention Centre, 800 Level, Room 802B; 10:25-11:55am
Chair: Shirley M. Malcom, American Association for the Advancement of Science
Participants:
- Teacher Preparation and Teacher Retention: Examining the Relationship for Beginning STEM Teachers. Ed Fuller, The Pennsylvania State University; Andrew Pendola, Auburn University
- Teacher Induction Programs That Lead to Retention in the STEM Teaching Workforce. Peter A. Youngs, University of Virginia; Kristen Bieda, Michigan State University; Jihyun Kim, Lehigh University

63.077. Office of English Language Acquisition—National Professional Development Grants: Designing Innovative Professional Development Programs for Teachers of English Learners. SIG-Second Language Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206A; 10:25-11:55am
Chair: Diego Roman, Southern Methodist University
Participants:
- Measuring Effects of English Learner–Focused Professional Development Across Contexts. Megan Hopkins, University of California - San Diego; Lisa M. Dorner, University of Missouri - Columbia; Lyndie Marie Schultz, University of Missouri - Columbia; Peter Bjorklund, University of California - San Diego; Edwin Nii Benney, University of Missouri-Columbia; Lisa Matsukata, University of California - San Diego; Kim Hyunsook Song, University of Missouri - St. Louis
- The Impact of Rigor: Changes in the Evaluation Requirements for Office of English Language Acquisition National Professional Development Grants. Jason Greenberg Matanemi, Education Northwest; Mary Martinez-Wenzl, Education Northwest; Karen D. Thompson, Oregon State University; Claudia Peralta, Boise State University
- Examining Community-Based Field Teaching as a Source of Teacher Self-Efficacy With English Learners. Sumei Wu, Southern Methodist University; Jillian Marie Conry, Southern Methodist University; Paige Ware, Southern Methodist University; Diego Roman, Southern Methodist University
- Interdisciplinary Professional Development for Teachers of English Learners. Magaly Lavadenz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University; Eric Strauss, Loyola Marymount University

63.078. Analyzing Perceptions, Negotiating Identity, Eliciting Voice, Measuring Success When Participating in Experiential and Service-Learning. SIG-Service-Learning & Experiential Education; Paper Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall B; 10:25-11:55am
Chair: Victoria Dickman-Burnett, University of Cincinnati
Participants:
- Finding Home: Developing a Sense of Belonging Through Service-Learning. Sijing He, Rutgers University
- Hearing the Community Voice in the Process of Teacher Education and Experiential Learning. Gary James Harffit, The University of Hong Kong; Jessie M. L. Chow, The University of Hong Kong
- “Our Ancestors Were Badasses”: Place-Based Service-Learning as a Decolonizing Pedagogy. Colliers Rost-Bank, University of Minnesota - Twin Cities
PARTICIPATE! An Urban, Civic Education Curriculum Promotes Active Citizenship. Todd Alan Price, National-Louis University; Jon Schmidt, Loyola University Chicago
- Developing a Measure of “Success” for an Experiential Learning School. Joanna R. Weidler-Lewis, The Pennsylvania State University; Jimmy Frickey

63.079. Postsecondary Outcomes for Individuals With Disabilities: Supports and Self-Advocacy for Transition. SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 10:25-11:55am
Chair: Doreen D. Bonneau, University of North Carolina - Pembroke
Participants:
- Role of Peer Support in Promoting Career Outcomes in Young Women With Disabilities. Kara Hirano, Illinois State University; Atika Khurana, University of Oregon; Lauren Lindstrom, University of Pennsylvania; Eliza Staudinger, Duke University; Maria Joy S. Brousseau, University of North Carolina - Pembroke
63.080. Spirituality and Education SIG: Three-Paper Session. SIG-Spirituality & Education; Paper Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 10:25-11:55am
Participants:
- Pedagogies of Reclaiming: Thinking With Children and Magic as a Response to Ecological Crisis. Meagan Montpetit, University of Western Ontario
- The Spiritual, Personal, and Professional World of Teachers in the Beginning of Their Career. Zehavit Gross, Bar-Ilan University; Oshrat Böcknich, Bar-Ilan University
- Too Important to Avoid: A Framework for Talking About Spirituality in Young Adult Literature. Deborah Friend Van Dunne, Hope College; William Boerman-Cornell, Trinity Christian College; Kristine Gritter, Seattle Pacific University
Discussant: Rupert Clive Collister, OISE/University of Toronto

63.081. Teaching History in a Racially Diverse Democracy. SIG-Teaching History; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, York; 10:25-11:55am
Chair: David G. Garcia, University of California - Los Angeles
Participants:
- Thinking Historically From the Racial Margins. Tadashi Dozono, The New York City Department of Education
- The Modern-Day Civil Rights Movement and History Education. Alana Murray, Shady Grove Middle School
- How Presentism Impedes Historical Analysis and Critical Reflexivity. Maribel Santiago, Michigan State University
- Navigating the Past/Present Divide in Historical Discussions About Race. Abby Reisman, University of Pennsylvania; Lisette Nnenna Enumah, The University of Pennsylvania
Discussant: Django Paris, University of Washington

63.082. The Big Picture of Ed Tech: National and International Studies and Reviews. SIG-Technology; Instruction, Cognition & Learning; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203A; 10:25-11:55am
Chair: Lisa J. Lynn, Chicago Public Schools
Participants:
- A Meta-Analysis on the Effect of Flipped Instruction on K–12 Students’ Academic Achievement. Gang Zhu, East China Normal University; Christopher Glenn Thompson, Texas A&M University - College Station; Mario Itzel Suarez, Texas A&M University - College Station; Zhengmei Peng, East China Normal University
- Scoping Educational Technology Research: Critical Review of Publications in Selected Journals From 2011 to 2017. Rana Tanmim, Zayed University; Ergueni Borokhovski, Concordia University; Lina El Saadi; Sandra Kanaan; Marliene Helder; David Pickup, Concordia University - Montreal; Robert M. Bernard, Concordia University
- Will Information, Communication, and Technology Access and Use Benefit Students of Diverse Backgrounds in U.S. Schools? Sunha Kim, University at Buffalo - SUNY
Discussant: Kui Xie, The Ohio State University

63.083. Humanizing Digital Literacies: Tracing the “Human” Affect and Effect in Digital Texts and Tools. SIG-Writing and Literacies; Co-sponsored with SIG-Media, Culture, and Learning; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple West; 10:25-11:55am
Chair: Cherise McBride, University of California - Berkeley
Participants:
- Critical Digital Literacies Across Scales and Beneath the Screen. Noah Golden, Chapman University
- Inquiries and Queries: An Ontological Examination of the Digital as a De/humanizing Literacy Practice. Tom Llam Llynch, Pace University
- Humanizing Digital Literacy Development Through Participatory Networks in Teacher Education. Cherise McBride, University of California - Berkeley
Discussant: Betina Hsieh, California State University - Long Beach

The Intersection of Learning and Work: An Examination of an Administrative License Program. Joanna R. Smith, University of Oregon; Lorna Parter, University of Oregon; Brenda Marceline Yahraes, Linn Benton Lincoln ESD

The Use of Powerful Learning Experiences to Prepare School Leaders for Complex Practice. Bryan A. VanGroningen, University of Virginia; Kathleen M.W. Cunningham, University of South Carolina; Pamela D. Tucker, University of Virginia; Michelle D. Young, University of Virginia

Discussant: Ann E. Lopez, OISE/University of Toronto

63.084-4. Looking Beyond the Surface. Division G - Social Context of Education; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Xiaofang Chen, Rowan University

Participants:


Older Adult English Learners From Refugee Backgrounds Challenging the “iliteracy” Myth Through Translanguaging Practices. Koon Park, University of Utah; Veronica E. Valdez, University of Utah


Tracing Agency in a Middle School, Youth Participatory Action Research Class. Danielle R. Filipiak, University of Connecticut - Storrs

63.084-5. The Costs of Standards and Accountability: Changing Landscapes and Global Contexts. Division K - Teaching and Teacher Education; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Umar Keoni Umangay, First Nations Technical Institute

Participants:

Higher Education Articulation Agreements Covering the Early Care and Education Workforce. Aleksandra Holod, American Institutes for Research; Andrea Boyle, American Institutes for Research; Jennell McHugh, American Institutes for Research

“Minister Can You Spare a Euro?” The Financial and Emotional Costs of Becoming a Teacher. Melanie Ni Dhubhain, Trinity College Dublin; Mark Prendergast, Trinity College Dublin; Andrew Lotzey, Trinity College Dublin

Struggles About Regulation, Professionalization, and Participation: Teacher Education Policies in Chile. Maria Beatriz Fernandez Cofre, Universidad de Chile; Loreto Fernandez

The Role of Program Standards and Strategies in the Preparation of Mathematics Primary Teachers. Maria Teresa Tatro, Arizona State University; Yadira Peralta, University of Minnesota - Twin Cities

63.084-6. Building Connections and Pursuing Equity in Higher Education. Division L - Educational Policies and Politics; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Sherrie Reed, University of California - Davis

Participants:

Challenging Detrimental Education Policies: The Role of Academics as Advocates. Scott R. Imig, University of Newcastle; Robert W. Smith, University of North Carolina - Wilmington; Kayce Smith, University of North Carolina - Wilmington


First-Generation Students at Work: Building a Framework to Expand Our Understanding of the First-Generation Experience. Kristina Buenvenida Tiro-Carmody, The University of Kansas; Lauren Coleman-Tempel, University of Kansas

Intersegmental Data Partnerships for College and Career Readiness: Implications for Practice and Policy. Sherrie Reed, University of California - Davis; Patrick Lee, Stupski Foundation; Armar Hernandez, University of California - Davis

Policy and Ideology Collide: Affirmative Action in Brazilian Higher Education. Justine Hwei Chi Lee, University of Maryland - College Park

63.084-7. Advances in Learning Environment Studies. SIG-Learning Environments; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Participants:


Measuring Differentiated Instruction in the Netherlands and South Korea: Factor Structure, Correlates, and Complexity Level. Kidwan Maulana, University of Groningen; Michelle Helms-Lorenz, University of Groningen; Seyoung Chun, Chungnam National University; Annemieke Elisabeth Jacobs, University of Groningen; Ohiswa Lee, Chungbuk National University

Pathways to Dialogue-Based Teaching: Inspiration From Learning Environments in Scandinavia and North America. Ulla Hoejmark Jensen, University College Absalon; Marie Neergaard Hansen, University College Absalon; Randi Skovbjerg Sørensen, University College Absalon; Peter Rüdberg Larsen, Rysensteen Gymnasium

Probabilistic Topic Modeling of User Search to Identify Tends in Research. Yi Chen, Columbia University

Students’ Sense of School Belonging as a Predictor of Science Proficiency and Attitude Toward Science: A Comparison Between Taiwan and the United States. Thomas J. Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Hsiang-Ting Chen, Northern Illinois University; Zayaw-R Hong, National Sun Yat-sen University

Teachers and Students Engage in Participatory Practices While Creating Games About Climate Change. Michael Patrick Cassidy, TERC; Gillian M. Puttick, TERC; Eli Tucker-Raymond, TERC; Cooper Harvel, Northeastern University; Gillian Smith, Worcester Polytechnic Institute

Teachers’ Task Perceptions and Learning Environmental Competences. Jan Grannas, University of Gavle; Geert Kelchtermans, University of Leuven

Thinking Birds: Muses for Creative Problem Solving in Curriculum Design? Agni Stylianos-Georgiou, University of Nicosia; Eliza Pitrí, University of Nicosia

The Impact of Learning Environment and Peer Environment on Achievement in an Undergraduate Statistics Course. Michael Newby, California State University - Fullerton; Thuyuyen Nguyen

63.084-8. Asian American and Pacific Islander Experiences Across Educational Contexts. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Liza A. Talusan, University of Massachusetts - Boston

Participants:

Exploring How Asian American and Pacific Islander Undergraduate Students Experience Culturally Engaging Campus Environments. Samuel D. Museus, University of California - San Diego; Ting-Han Chang, Indiana University - Bloomington; Natasha A Saela, Indiana University - Bloomington; Adrienne Sarreel, University of California San Diego; Christen Priddle, Indiana University - Bloomington

The Educational Experiences and Cultural Identity of Second-Generation Lao and Hmong American Men in California’s Central Valley. Thianchayphet Phannaphob, Fresno City College - Fresno; Nancy Akhanan, California State University - Fresno

We Always Look Happy: Racial Meaning-Making Among Asian American and Pacific Islander Women in Community Colleges. Elvira Julia Abrica, University of Nebraska - Lincoln; Soua Xiong, California State University - Fresno; Christina W Yao, University of Nebraska - Lincoln

Wrestling With Contradiction: Korean American Students’ Lived Experiences and Perceptions of Community Colleges. Hye Jung Choi

63.084-9. Does It Have to Be Complicated? Honoring Voices and Experiences of (Disabled) Parents With Students With Disabilities. SIG-Disability Studies in Education; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am

Chair: Beth Harry, University of Miami

Participants:

Binders, Books, and “Due Process”: An Analysis of Mothers’ Narratives About Preparing for Individualized Education Program Meetings. Kelly P. Vaughan, Purdue University Northwest
63.084-10. Does STEM Integration Help or Hinder Mathematics Outcomes for Teachers and Students? SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Ali Bicer, University of Wyoming
Participants:
Keeping the M in STEM: Supporting Mathematical Content in an Integrated Geoscience Unit. Miriam Gates, Boston College; Melita Maria Morales, Boston College; Mark Goldner, Brookline Public Schools; Tom Moher, University of Illinois at Chicago; James D. Slotta, Boston College
Impact of a STEM Education Course on Prospective Elementary School Teachers' Identity. Dianne Joyce Dowdsworth, University of Calgary; Olive Chapman
Examining the Effect of Combining Mathematics and Science Professional Development on Teachers' Mathematical Knowledge for Teaching and Quality of Instruction. Dionne Indera Cross Francis, Indiana University; Meredith A. Park Rogers, Indiana University - Bloomington

63.084-11. Networking and Mentorship Supports for Women. SIG-Research on Women and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Melissa Lemke, University at Buffalo - SUNY
Participants:
Baby on Board: Exploring the Experiences of Graduate Student Mothers and Faculty. Kimberly Marie Hillier, University of Windsor
Who Do I Turn To? A Qualitative Exploration of Black Women Academicians’ Experiences Navigating the Academy. Rema Ella Reynolds, Eastern Michigan University
Social Systems Patterned in Organizational Structures: Understanding Mentorship for Women Leaders. Tania Reis, Gannon University; Marilyn L. Grady, University of Nebraska-Lincoln
The Gendered Social Networks of Women and Men of Color in STEM. Blanca E. Rincón, University of Nevada - Las Vegas
Discussant: Mary Bridget Burns, Boston College

63.084-12. Black Girls in the Literature, Learning, and Life. SIG-Research Focus on Black Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Tashal Brown, Michigan State University
Participants:
Black Girls and Women in K–12 Educational Settings: A Content Analysis of Publications in Selected Journals. Jemina L. Young, University of Iowa
Black Girls Matter: Listening to and Supporting Black Middle School Schools Who Have Experienced Excessive School Disciplinary Actions. Theda Gibbs Grey, Ohio University; Lisa Harrison, Ohio University
On My Terms: Understanding Parent Roles and Identity for Black Girls in STEM. Nicol R. Howard, University of Redlands

63.084-13. Queer in K–12 Schools: School Change and LGBTQ Narratives. SIG-Queer Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Kate Reid, University of Toronto
Participants:
Restoring Wattpad: How Queer and/or Trans Youth Are Redesigning the Imagination and the World. James Joshua Coleman
Sexualities, Gender Identities, and Systemic School District Change. Lisa W. Loutzenheiser, The University of British Columbia; Nathan D. Roberson, University of Colorado - Boulder; Paulina Semencz, The University of British Columbia
That’s Not How You Treat Other Clubs: LGBTQ World Language Teachers and Heteronormative Schools. James Coda, University of Georgia - Athens
The Short Career of a Gay-Identifying Teacher: The Journey From Preservice Teaching to Lead Teaching to Exiting the Profession. Bridget Leigh Maher, University of Michigan - Ann Arbor; William Toledo, University of Nevada - Reno

63.084-14. Teachers’ Perceptions of Professional Tools. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Xia Chao, Duquesne University
Participants:
Differenzitated Instruction in Hong Kong Secondary Classrooms. Sally Wai-Yan Wan, The Chinese University of Hong Kong; Alice Hoi-Yan Hui, The Chinese University of Hong Kong; Rita Hau-Kwan Lau, The Chinese University of Hong Kong; Hoi-Yee Kiu, The Chinese University of Hong Kong; Tsz-Kwan Ng, The Chinese University of Hong Kong; Ka-Chun Chan, The Chinese University of Hong Kong; Joey HUNG, The Chinese University of Hong Kong; Angela Wai-Man Lam, The Chinese University of Hong Kong
Digital Talk in Classrooms: Teachers’ Reported Perceptions and Implementation. Jennifer Higgs, University of California - Davis
Teachers’ Perceptions of Teaching Critical Thinking and Teaching Practice Focusing on Critical Thinking. Lai Guo, Texas Tech University; Jian Wang, Texas Tech University

63.084-15. Learning Different Disciplines Online. SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Participants:
How Professional Learning Communities Impact Online Journalism and Mass Communications Course Delivery: A Multiple-Case Study. Brian Delaney, Drexel University; Kristen Betts, Drexel University
Learning Languages in Cyberspace: A Case Study of the North Carolina Virtual Public School. Yue Zhou, Duke University
Middle and High School Students’ Learning Trajectories in Online Mathematics Courses. Jemma Bae Kwon, Michigan Virtual
Student Achievement in a Fully Online Biology Lab Course: Which Instructional Practices Are Better to Use? Seda Sogut, University of Florida; Brenda Such, University of Florida; Emma Brady, University of Florida; Stuart McDaniel; Andrew Reynolds, University of Florida

63.085. MTCC Roundtable Session 26; Roundtable Session
63.085-1. Investigating Opportunities for Teacher Learning in Online Video-Based Labs. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Jennifer Richards, Northwestern University School of Education and Social Policy Learning Sciences
Participants:
Exploring In-Service Teachers’ Opportunities to Learn in a Practice-Based Learning Lab. Jennifer Richards, Northwestern University School of Education and Social Policy Learning Sciences; Cristina Betancourt, University of Washington; Soo-Yeon Shim, University of Washington - Seattle; Jessica J. Thompson, University of Washington Modeling Across Mathematics and Science in K–2. Jessica J. Thompson, University of Washington; Alison Fox Resnick, University of Washington - Seattle; Jennifer Richards, Northwestern University School of Education and Social Policy Learning Sciences; Tracy Dobie, University of Utah; Kendra Lomax, University of Washington - Seattle; Elham Kazemi, University of Washington; Soo-Yeon Shim, University of Washington - Seattle; Bruce Sherin, Northwestern University Using Latent Topic Models to Examine Teacher Learning in an Online Course. Bruce Sherin, Northwestern University
What Happens When Teachers Discuss Video Online? Tracy Dobie, University of Utah; Christopher Leatherwood, Northwestern University; Miriam G. Sherin, Northwestern University; Bruce Sherin, Northwestern University
Teacher Responses to Student Thinking: In the Moment and in Reflection. Mari Altschuler, Northwestern University School of Education and Social Policy Learning Sciences
Discussant: Miriam G. Sherin, Northwestern University

63.085-2. Multicultural and Diversity Learning for Educators Across the Americas. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Lauren C Johnson, University of North Georgia
Participants:
- Combing Stereotypes Through Direct Experiences: Impacts of Professional Development About Religious Diversity Thorough Site Visits. Kate Soules, Boston College
- Examining Ecuadorian Teachers’ Perspectives on Their Students’ Multiculturalism. Ximena D. Burgín, Northern Illinois University; Mayra C. Daniel, Northern Illinois University
- Working With Teachers on Culturally Affirming Instruction in Guatemala. Mayra C. Daniel, Northern Illinois University; Ximena D. Burgín, Northern Illinois University

63.085-3. Preservice and In-Service Teacher Efficacy and Student Learning. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Kristine Pytash, Kent State University
Participants:
- Conceptualizing Online Writing Feedback: Teacher Candidates’ Digital Responses to High School Student Writers. Alison Heron Hruby, Morehead State University; James S. Chishobum, University of Louisville; Andrea Olinger, University of Louisville
- Preservice Teachers Learning to Teach and Developing Identity as Teachers in Residency. Yiting Chu, University of Louisiana at Monroe
- The Relation of Teachers’ Motivational Characteristics and Their General Pedagogical Knowledge. Liina Malvø, The University of Tartu; Ali Lejen; University of Tartu; Katriin Poom-Valikis

63.085-4. What Is This? Teachers’ Perceptions of Their Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Participants:
- A Mixed-Methods Study of Teachers’ Awareness and Attitudes Toward Undocumented Immigrant Students. Sophia Rodriguez, University of North Carolina - Greensboro; William McCorkle, College of Charleston; Timothy Monreal, University of South Carolina - Columbia
- Teacher-Student Ratings of Social Skills and Problem Domains Among Ninth-Grade Students. Kevin Tan, University of Illinois at Urbana-Champaign; Jenna White, University of Illinois at Urbana-Champaign; Ojvin Shin, University of Illinois at Urbana-Champaign; Shonghui Kim, University of Illinois at Urbana-Champaign; Minh Dung Hoang Le, University of Illinois at Urbana-Champaign
- “The Whole Idea Is College Readiness”: Pre-K Teachers’ Conceptualization of Kindergarten Readiness. Sanae Akaba, Hunter College; Eva Liang, Hunter College; Sherry B. Graves, Hunter College School of Education; Lacey Elizabeth Peters, Hunter College - CUNY
- White Teachers’ Critical Vigilance at One “No-Excuses” Urban Charter School. L. Trenton S. Marsh, University of Michigan - Ann Arbor

63.085-5. The Importance of Teacher Knowledge, Efficacy, and Empathy in Creating Effective Classroom Management Practices. SIG-Classroom Management; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Catherine Gatewood-Keins, Austin Peay State University
Participants:
- Predicting Changes in Classroom Aggression-Related Peer Norms: The Role of Teachers’ Normative Beliefs and Support. Ana María Velasquez, Universidad de los Andes, Colombia; Lina M. Saldañaráoa, Red Papaz; William Bukowski, Concordia University - Montreal
- Teacher Efficacy at Maintaining Order and Discipline in Technology-Rich Classrooms. Byond Eldad, University of Oslo
- Teacher Empathy Practice in Australian Elementary Classrooms: Implications for Classroom Management. Paul Anthony Swan, Monash University
- Teachers’ Developing Definitions of Classroom Management and Their Use of Children’s Literature to Support Practice. Chrystal Walker, Georgia State University; Kim Stevens Barker, Augusta University; Nancy Jo Schafer, Georgia State University
- Using the Teaching and Guidance Policy Essentials Checklist to Develop Culturally and Linguistically Appropriate Behavior Guidance Policies. Sarah Garraty, San Diego State University; Sascha Langtreth, San Diego State University; Michelle Defonnette, San Diego State University
Discussant: Daryl Mortensen Dugas, Northern Illinois University

63.085-6. Deweyan Connections. SIG-Dewey Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Lance E. Mason, Indiana University - Kokomo
Participants:
- Appalachian Principals’ Perception of Dewey’s My Pedagogic Creed. Charles L. Lowery, Ohio University; Michael E. Hess, Ohio University; Chetanath Gautam, Delaware State University
- Dewey in China: Pathways to Global Understanding. Audrey Cohan, Molloy College; Charles Howlett, Molloy College; Mariola Krol, Sewanhaka Central High School District
- Dewey’s Democracy and the Potential Efficacy of Education as Transformative Agency. Patrick M. Jenlink, Stephen F. Austin State University
- Dewey’s Socialism: Polarization, Crisis, Politics, and Philosophy. Lynda Stone, University of North Carolina - Chapel Hill
- The Origins of a Theory of Interpretation in Dewey’s Educational Philosophy (1882–1904). A. C. Nikolaidis, The Ohio State University - Columbus

63.085-7. Disability Studies in Higher Education: Implications for College Culture, Curriculum, and Teacher Education Programs. SIG-Disability Studies in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Barbara I. Paezey, University of North Texas
Participants:
- Representing “the Other” in Beauty and the Beast. Nicole Eisler, University of North Carolina - Chapel Hill
- The Impact of College Culture on Use of Disability Support Services in California Community Colleges. Theresa Oda-Burns, Cabrillo College
- The Intersection of Disability Studies and Teacher Education: Building a Framework for Inclusion. Trisha Suga, Chapman University; Anne Steketee

63.085-8. Mentoring Partnerships for Professional Development and Socialization. SIG-Mentorship and Mentoring Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Veronique W Merritt, Teachers College Columbia University
Participants:
- Co-Teaching in the Internship: A Catalyst for Mentoring Inside and Outside the Action of Teaching. Rachelle Cursio, University of South Carolina
- Teachers Can Learn When Students Teach: Professional Learning Opportunities in Co-Teaching. Tal Carmi, The MOFET Institute; Eran Tamir, Tel Aviv University
- “Teach Them That Their Souls Matter”: An Auto-Ethnography of Mentorship. Rebecca Cooper Geller, University of California - Los Angeles
- Mentoring Partnerships in Science Education. Andria C Schwortz, Quinsigamond Community College; Andrea C. Burrows, University of Wyoming; Sarah Kathryn Guffey, University of Wyoming
Discussant: Veronique W Merritt, Teachers College Columbia University

63.085-9. Meta-Analysis in Education: Innovative Methods and Applications. SIG-Systematic Review and Meta-Analysis; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Participants:
- Flipped Classrooms Versus Traditional Classrooms: A Meta-Analysis on Student Achievement in Higher Education. Carol Sparks, Thompson Rivers University; Robert M. Bernard, Concordia University
- Locating Unreported Outcome Data for Use in a Meta-Analysis: Results From a Synthesis of Intervention Studies Reducing Cyberbullying. Joshua R. Polanin, American Institutes for Research; Dorothy L. Espelage, University of Florida; Jennifer Grotzpeyer, Development Services
63.085-10. Decolonizing and Indigenizing the Academy to Honor Indigenous Approaches to Education. SIG-Indigenous Peoples of the Americas; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Vanessa Anthony-Stevens, University of Idaho
Participants:
Indigenous Women Administrators’ Willful Work Restorying Universities: Indigenizing Policy Enactments in Canadian Universities. Candace B. Brunette, University of Western Ontario
A Beautiful Struggle: Two Diné Female Perspectives on the Administration of Diversity in Higher Education. Charlotte Elizabeth Davidson, Independent Scholar; Nizhoni Chow-Garcia, California State University - Monterey Bay
Critical Cross-Disciplinary Approaches to Indigenization, Decolonization, and Reconciliation. Lisa K. Taylor, Bishop’s University; Lindsay A. Morcom, Queen’s University - Kingston; Lynne Davis, Trent University; Jan Hare, The University of British Columbia; Chris Hiller, University of Guelph
Decolonizing Interdisciplinary Collaborations in STEM: Intentional Processes at the Nexus of the Academy and Community. Chris A. Nelson, University of Denver; Michelle C Garcia-Olp, Beloit College; Angel Hinzo; Vik I Eagle, University of Denver
Difference, Disadvantage, or Disability: Involving Cultural Liaisons to Move Beyond Compliant Compliance. Gowinda Budrow, Nay Ah Shing Schools; Donna R. Patterson, Project Dream Catcher, Minnesota Department of Education

63.085-11. Ed Law SIG Roundtable: Israel's Pupil Rights Laws. SIG-Law and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Participant: Israel's Pupil's Rights Law and the Right to Education: 111 Court Cases. Dan Gibton, Tel Aviv University

63.085-12. International Discussions on Education Issues. SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Lisa Unangst, Boston College
Participants:
Learning Resilience Through Self-Efficacy and Self-Compassion in the United States and Taiwan. Ming-Hui Li, Saint John's University; Danielle Prezioso
Multi/inter/culturalism and the Making of Maps of Belonging. Giononda Pamela Coello, University of Wisconsin - Madison
National Instructional Policy, Classroom Instruction, and Opportunity Gap: A Cross-National Examination. Yoonjeon Kim, University of California - Berkeley
Understanding Education Financing and the Role of Education Savings Accounts. Moses Okumu, University of Toronto; David Ansong, University of North Carolina - Chapel Hill; Isaac Koonson, University of New England - Australia

63.086. Sheraton Roundtable 11; Roundtable Session

63.086-1. Division C Section 1e Roundtable 3. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Ahmad Khanlari, University of Toronto
Participants:
Engineering Education Collaborations: Exploring “Ways of Thinking.” Medha Dalal, Mary Lou Fulton Teachers College Arizona State University; Leanna Matchett Archambault, Arizona State University; Adam Robert Carberry, Arizona State University - Polytectnic
"I Just Kept Trying": An Ethnographic Look at Engineering Students’ Decision Making During High School Design Challenges. Jessica Cellitti, Drexel University; Christopher George Wright, Drexel University
Investigating the Impact of Productive Failure Activities on Student Engineering Design. Helen Zhang, Boston College; Amy R Semerjian, Boston College; David W. Jackson, Boston College
The Relationship Engineering Identity and Belongingness on Certainty of Engineering Major for First-Generation College Students. Dina Verdi, Purdue University; Allison Godwin, Purdue University
Using a Psychometric Instrument to Help Match Students’ Preferences for Design Projects. Kathy Jackson, GA; Gul Kremer, Iowa State; Xini Wu
Embeddment, Mathematization, and Mechanistic Reasoning: Characterizing an After-School Engineering Program. Paul Jason Weinberg, Oakland University; Erik K. Sorensen, Avondale School District

63.086-2. Simulations for Knowledge Development. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Benjamin H. Dotzer, Syracuse University
Participants: An Analysis of Physiological Data Within the Designed Learning Environment of Clinical Simulations. Benjamin H. Dotzer, Syracuse University
Efficacy of a Socioscientific Simulation on Students’ Written Argumentation. Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Lisa J. Lynn, Chicago Public Schools; Jeremy R. Ride, University of Illinois at Chicago; Kamila Brodowskis Bruscielloni, University of Illinois at Chicago; James B. Oren, University of Illinois at Chicago
Learning Prerequisites of Simulation-Based Trainings for Diagnostic Competences: An Interdisciplinary Study. Ansgar Opitz, Ludwig-Maximilians-Universität München; Anika Radkowitsch, Ludwig-Maximilians-Universität München; Angelika Wildgen, Technical University of Munich; Kristina Maria Reiss, Technische Universität München; Martin Richard Fischer, Clinics LMU Munich; Ralf Schmidmaier, Clinics LMU Munich; Andreas Oberstence, University of Education - Freiburg; Frank Fischer, Ludwig Maximilian University of Munich
Learning to Diagnose Together: Validating a Simulation-Based Learning Environment for Medical Students. Anika Radkowitsch, Ludwig-Maximilians-Universität München; Martin Richard Fischer, Clinics LMU Munich; Ralf Schmidmaier, Clinics LMU Munich; Frank Fischer, Ludwig Maximilian University of Munich

63.086-3. Student Motivation and Academic Outcomes. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Jessica Morales-Chicas, California State University - Los Angeles
Participants: Is Extrinsic Motivation Helpful for High- and Low-Intrinsic-Motivation Students? Comparison Between Western and Confucian Students. Yuan Liu, Southwest University; Xiaofang WANG; Shenzhen University; Kit-Tai Hau, The Chinese University of Hong Kong
Longitudinal Effects of Classroom Goal Structures on Students’ Motivation and Learning Outcomes in Health Education. Sungjun Won, The Ohio State University; Eric M. Anderman, The Ohio State University

63.086-4. Teachers and Their Students: Considering Demographic Mismatches. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Terrell Roderick Morton, University of Missouri - Columbia
Participants: Looking Beyond Skin-Deep Similarities: College Instructor-Student Demographic Match Versus Perceived Similarity. Carly Dolan Robinson, Harvard University; Whitney Scott, California State University - Northridge; Michael A. Gottfried, University of California - Santa Barbara; Hunter Gebilbach, University of California - Santa Barbara
63.086-5. Tech, Text, and Talk. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Joanne E. Marciano, Michigan State University
Participants:
A Review of Literature: Engagement With Multimodal Tools in Secondary Emergent Bilinguals’ Content and Language Learning. Tairen Qiu, University of Georgia - Athens
Comparing Critical Media Literacy in University Teacher Education and Elementary Playshops. Summer J Davis, Indiana University - Bloomington; Jill A Scott, Indiana University - Bloomington; Casey Marie Pennington, Indiana University - Bloomington; Karen E. Wohlwend, Indiana University - Bloomington
Development of a Technology-Based Assessment of Inference-Making in Young Children. Kyle Wagner, University of Minnesota - Twin Cities; Panayiota Kondeou, University of Minnesota; Kristen L. McMaster, University of Minnesota; Okan Bulut, University of Alberta
The Effects of a Game Application on Literacy Gains of Low-Literate Adult English Learners. Diane Baty Gifford, Southern Methodist University; Dawn Marie Woods, Southern Methodist University

63.086-6. Transnational Narratives of Schooling. Division F - History and Historiography; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 10:25-11:55am
Chair: Harry Smaller, York University
Participants:
Changing Inscriptions of Child and Play: A Traveling Discourse to China. Yuting Lan, University of Wisconsin - Madison
In the Nation’s Service: The Founding of an Elite American School in Switzerland. Karen Lillie, University College London
Discussant: Harry Smaller, York University

63.087. Sheraton Roundtable Session 11; Roundtable Session

63.087-1. Graduate Student Socialization. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Participants:
Developing Chemistry Teaching Assistants’ Pedagogical Orientations Toward Inquiry Instruction. Frackson Mumba, University of Virginia; Lindsay Wheeler, University of Virginia; Vivien Mweeze Chabaleguda, University of Virginia; Laura Ochs
More Than Just a Mentor: An Auto-Ethnographic Study of Doctoral Socialization Into the Academy for Faculty of Color. Vincent D Carales, University of Houston; Nicole Allia Salas Reyes, University of Hawaii - Manoa; Vanessa Ann Sansone, The University of Texas - San Antonio
Research Self-Efficacy Stability Over Time: Considering the Experiences of Underrepresented Minority (URM), Women, and First-Generation Doctoral Students. Kaylee Litson, Utah State University; Jennifer M Blaney, Utah State University; David F. Feldon, Utah State University
The Design and Evaluation of a Mini-MOOC for Quality Graduate Supervision in Higher Education. Hawaazen Alharbi, University of Calgary; Michele Jacobsen, University of Calgary

63.087-2. Higher Education in Canada: Perspectives on Organization, Administration, and Leadership. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Roy Y. Chan, Indiana University Bloomington
Participants:
Political Behavior in Canadian University Deans’ Reappointments. Eric Lavigne, University of Toronto
Organizational Resource Coordination as Internationalization Strategy: A Case Study of Ontario Universities. Hiroyoshi Hiratsuka, Aoyama Gakuin University
The Changing Roles and Qualifications of Canadian University Presidents and Provosts. Eric Lavigne, University of Toronto; Creso Sa, University of Toronto

63.087-3. (In)Equity in Student Access and Experiences Across Institutional Types. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Carrol Warren, North Carolina State University
Participants:
Choosing or Being Rendered Invisible? Reconceptualizing the Multiracial Student Experience Through Institutional Culture. Gabrielle Danis, California State University - Northridge; Michael Lanford, University of Southern California
Helping or Hindering? The Role of Minority-Serving Institutions in Underrepresented Minority Attainment. Rachel Anne Burns, RTI International
Not Everyone Starts at the Same Level: Understanding the Influence of Policy on Student Success. Catherine Prieto Olivarez, Dallas County Community College District; Kelsey Kunkle, University of North Texas; Nydia C. Sánchez, The University of Texas at Austin

63.087-4. Revisiting the Contradictory College: 25 Years Later. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Pamela L. Eddy, College of William and Mary
Participants:
Still Contradictory? Presidential Leadership in Today’s Modern Community College. Pamela L. Eddy, College of William and Mary
The Contradictory College: Importance of Equity and Diversity. Jaime R. Lester, George Mason University
Community Colleges and Unequal Higher Education. Barrett Taylor, University of North Texas
The American Community College and the Recovery of Public Space. Clifford F. Harbour, University of North Texas

63.087-5. Student Experiences of Racial Campus Climates. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Jason Buttrago, University of Rochester
Participants:
Campus Climate for Perspective-Taking: An Examination of the Black College Student Experience. Laila McCland, The University of Iowa; Millad Mohatab, The University of Iowa
Instrument Validation With Two Samples: How Racialized Aggressions on Social Media Affect Students. Heather T. Rowan-Kenyon, Boston College; Adam M McCready, Salem State University; Ana M. Martinez-Aleman, Boston College; Nicole L. Barone, Boston College
“Whiteness Is Not a Culture”: Investigating Students’ Salient Cultural Communities and Factors Supporting Their Success. Lucy Anne Lepeau, Indiana University - Bloomington; Samantha Silberstein, Indiana University - Bloomington; Donte Miller, Indiana University - Bloomington; Josh Manlove, Indiana University - IUPUI; Sacha Sharp, Indiana University - Bloomington

63.087-6. Cultivating Democratic Spaces in Education: Eliciting Children’s Voices Using Multimodal Approaches. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Marni Binder, Ryerson University
Participants:
Talking to Young Children About Race: A Critical Look at Drawing With Children. Rachel Carson Berman, Ryerson University
Accessing the Views of Children: Semistructured Conversations. Tiffany Barnikis, York University
The Use of Dolls for Play-Based Research With Young Children. Donna Koller, Ryerson University
Kids in Motion: Rethinking Inclusive Classrooms for Optimal Learning. Coralie Mac McLaren, Ryerson University

63.087-7. Reading and Searching Online: Critical Uses of Texts. SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre;
10:25-11:55am
Chair: Emily Pendergass, Vanderbilt University
Participants:
- Online Reading and Multimodal Synthesis Practices While Making: A Descriptive Study of Six Fifth-Grade Students. Michelle Schira Hageman, University of Ottawa; Megan Cotnam-Kappel, University of Ottawa; Julie-Anne Turner, University of Ottawa; Janette Michelle Hughes, University of Ontario Institute of Technology
- Searching Like an Expert: Learning From the Information-Seeking Identities of Generalists. Angela Marie Kohnen, University of Florida; Gillian E. Mertens, University of Florida
- Using Online Texts About U.S. Immigration in a Middle-Level Classroom of Highly Diverse Students. Mary F. Rice, The University of New Mexico; Mark Stevens, Fairfax County Public Schools
Discussant: Emily Pendergass, Vanderbilt University

63.087-8. Reading as Transformative: The Power of Texts to Spark the Imagination of Young Readers. SIG-Writing and Literacies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Evelyn Elizabeth Thomas, University of Pennsylvania
Participants:
- Reading and Remembering: Self-Reported Early Encounters With Race in Children's Literature. Evelyn Elizabeth Thomas, University of Pennsylvania
- Weaving Connections Through Response to Canadian Children's Literature. Heather Phipps, University of Regina
- Exploring the Transformational Effects of Nonfiction Picture Books Through a Study of Young People's Engagement With the Threshold Concept of Evolution. Erin Elizabeth Spring, University of Calgary; Eve Tandoi

63.087-9. The Role of Affect and Identity in Social Studies Research. SIG-Social Studies Research; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 10:25-11:55am
Chair: Brenda M. Trofjenenko, University of Illinois
Participants:
- Exploring Civic Engagement of Immigrant College Students and Associated Factors. Sunun Park, University of Washington - Seattle
- The Role of Religious Identity in Teacher Candidates' Experiences Teaching About Religion. Sarah Belle Brooks, Millsersville University of Pennsylvania
- "Stay Calm and Be a Tree": Teacher Identity and Elementary Social Studies. Tina Lane Hefner, University of North Carolina - Charlotte; Jessica Norwood, University of North Carolina - Charlotte

63.088. MTCC Poster Session 14; Poster Session
63.088-1. Human Development 2. Division E - Counseling and Human Development; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
1. An Empirical Study of Value-Based Cost-Benefit Analysis of Early Childhood Support Programs. Jinping Sun, California State University - Bakersfield; Jianjun Wang, California State University - Bakersfield; Kathleen Joyce Hylton, First S Kern
2. Culturally Relevant Resilience: A Psychometric Meta-Analysis of the Child and Youth Resilience Measure. Rachel L. Benbarger, Baylor University; Noah Padgett, Baylor University; Richard G Cowden; Kaymarlin Govender; Gavin George; Alexander Makhnach; Sebastian Novotny; Geoff Nugent; Lacey Rosenbaum; Lucie Kremenkova
3. Does Chemistry Offer What I Want? Associations of Sociodemographic Background, Perceived Affordances, and Field Belonging. Anna-Lena Dick, University of California, Irvine; Nysan Saffarian, University of California - Irvine; Yannan Gao, University of California - Irvine; Jacqueline Eccles, University of California - Irvine
4. Educational Stays Abroad and the Development of Grit Facets: A Longitudinal Analysis in Young Adulthood. Fabian Wolff, Kiel University; Christoph Borzikowski, IPN - Leibniz Institute for Science and Mathematics Education; Fabian T. C. Schmidt, University of Hamburg; Jens Molloy, University of Kiel; Jenny Wagner, Leibniz Institute for Science and Mathematics Education; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education
5. Enhancing Early Numeracy in Young Children Through the Home Numeracy Environment. Kristina Higgins, Tarleton State University
7. Stumbling in the Dark: Dreamers Living the Nightmare of DACA and In-State Tuition. Mike Contreras

Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am

63.088-3. Division K Section 10: Teacher Educator Learning and Practice. Division K - Teaching and Teacher Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
9. Chinese Teachers' Comparative Perspectives: Pros and Cons of Chinese Education and Education in Foreign Countries. Xi Wang, Beijing Normal University
10. Evidence-Oriented Teacher Education: The Integration of Evidence From Educational Research in Higher Education. Annika Diery, Technical University of Munich; Freydis Vogel, University of Nottingham; Anne Birte Wiesbeck, Technische Universität München; Tina Seidel, Technische Universität München
11. Legitimizing Student Voices in Teacher Preparation Programs. Marcelo R. Schmidt, Texas Tech University; Sarah Beal, Texas Tech University; Michelle France-Westacott, Texas Tech University; Mario Ceraldos Isebro, Texas Tech University
12. Mentoring, Socialization, Satisfaction, and Career Commitment as Predictors of Teacher Turnover Intent. Thomas G. Reio, Florida International University; Joanna Sanders-Reio, Florida International University; Ayana Morgan, Florida International University
13. Problem-Based Learning in Teacher Education: Is It More Effective at Developing Confidence Than Lecture? Vincent R. Genaro, Salisbury University; Renee Mary Lyons, Clemson University
14. Sustaining the Resilience of Teacher Educators: The Experiences of Teaching Research Teachers in China. Hongzhou Yin, Chinese University of Hong Kong; Chen Xie, East China Normal University; Huimin Hu, East China Normal University
15. The Impact of Virtual Professional Development on Teachers' ESL Pedagogical and Content Knowledge. David Daniel Jimenez, Texas A&M University - College Station; Shifang Tang, Texas A&M University - College Station; Kara Sutton-Jones, Texas A&M University - College Station; Elsa Villarreal, Texas A&M University - College Station; Rafael Lara-Alcocio, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Fujhong Tong, Texas A&M University - College Station
16. If We're Going to Have Teacher Educators, Prepare Them to Be Teacher Educators. Kelly Parkes, Teachers College, Columbia University; Mary Hafeli, Teachers College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University

63.088-4. Democratic Citizenship in Education Poster Session. SIG-Democratic Citizenship in Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Chair: Rui Kang, Georgia College & State University
Posters:
18. Caring as an Extension of Democratic Education. Yusef Wagdih, University of Stellenbosch; Faq Wagdih, Cape Peninsula University of Technology
19. Digital Citizenship: What It Means and What We Can Do to Develop It. Manon LeBlanc, Université de Moncton; Viktor Freiman, University of Moncton; Michel T. Leger, Université de Moncton; Takam
64.088-5. Research in Self-Regulated Learning. SIG-Studying and Self-Regulated Learning; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Chair: Abraham Flanigan, Ohio University

63.088-6. Teachers Engaged in Action Research With Students and Collaborative Teams to Bring About Cultural and Structural Change in the Schools. SIG-Action Research; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
30. Fostering Inclusive Knowledge Democracies: Layering Identities and Situating Practices of Novice Teacher Researchers. Kelli E. Woodrow, Regis University; Cristin Jensen Lasser, Regis University
31. Japanese Lesson Study as a Form of Action Research to Improve Discipline Literacy. Irina Falls, University of North Carolina - Pembroke; Rita Anne Hagevik, The University of North Carolina at Pembroke

Monday, April 8, 12:20 pm

AERA Sessions

64.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
Metro Toronto Convention Centre, 600 Level, Room 605; 12:20-1:50pm

64.011. Cross-Cutting Session 1. The Significance of Culture, Context, and Ways of Knowing From Pre-K Through Higher Education. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104A; 12:20-1:50pm
Chair: Cristobal Rodriguez, Howard University
Participants:
Syrian Youth Resettlement in Canada: Educational and Psychosocial Considerations. Jan Stewart, University of Winnipeg
Enacting Agentive, Decolonizing Literacies Through Culturally Sustaining Pedagogies in K–12 Urban Classrooms. Leah Panther, Mercer University; Kindel Turner Nash, University of Maryland - Baltimore County; Selena Hughes, Cristo Rey High School; Haydee Dohn-Melendez, Central Park East II; Alivia Arce-Boordman, Northern Parkway Elementary; Kery Elson, Central Park East II
Bridging the Gap between Researchers and Indigenous Communities: Participatory Research and Indigenous Knowledge Systems (Division J). Mogomme Alpheus Masoga, University of Limpopo; "Alicia Lulu Shokane; "Lisa Blitz, Binghamton University - SUNY; 'Denise Gray Yull, State University of New York; 'Kelly J. Gross, University at Albany - SUNY
Indigenous-Settler Solidarity in the Emergence of Alternative Postsecondary Institutions. Magdalena Martinez, University of Toronto
Discussant: Eve Tuck, OISE, University of Toronto

64.012. Hateful Speech and Free Speech on K–12 College Campuses: Principles, Dilemmas, and Experiences From the Field. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104B; 12:20-1:50pm
Chair: Mica Pollock, University of California - San Diego
Participants: Rochelle Gutierrez, University of Illinois at Urbana-Champaign; Maureen Costello, Southern Poverty Law Center; Marc Lamont Hill, Temple University; Elizabeth Biv Moe, University of Michigan

64.013. Fostering Transparency in Education Research—Building Upon a 2019 Special Education Report. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104D; 12:20-1:50pm
Chair: Rick Gilmore, The Pennsylvania State University
Participants: Overview of Report on Transparent Research in Special Education. Bryan G. Cook, University of Virginia; Matthew C. Makel, Duke University
Editor Perspectives. Jill L. Adelson, Gifted Child Quarterly and Duke University; Daniel M. Maggin, Behavioral Disorders and University of Illinois at Chicago
Discussant: Michael C. Loui, Purdue University and AERA Ethics Committee

64.014. Minority-Serving Institutions: America’s Underutilized Resource for Strengthening the STEM Workforce — A Report From the National Academies of Science, Engineering, and Medicine. AERA Sessions; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104C; 12:20-1:50pm
Chair: Jeffrey F. Milem, University of California - Santa Barbara
Participants: Lorelle Espinosa, American Council on Education; James T. Minor, California State University; Anne-Marie Nunez, The Ohio State
64.015. Journal Talks. AERA Sessions; Invited Roundtable
Metro Toronto Convention Centre, 700 Level, Room 718B; 12:20-1:50pm
Participants:
2. Journal of Educational and Behavioral Statistics. Li Cai, University of California - Los Angeles; Daniel F. McCaffrey, ETS
3. Journal of the First-Year Experience and Students in Transition. Forrest Lane, Sam Houston State University; Tracy Skipper, University of South Carolina
4. Journal of Research in Childhood Education. Anne Bauer, Association for Childhood Education International; Hui Li, Macquarie University; J. Elizabeth Richey, Carnegie Mellon University; X. Christine Wang, University at Buffalo - SUNY; Marcy Zepke, Providence College
5. Linguistics and Education. Kate T. Anderson, Arizona State University; Lauren Ashby, Elsevier Inc.
6. Research in Middle Level Education Online. David C. Virtue, Auburn University
7. Teachers and Teaching: Theory and Practice. Alexia Ball; Christopher W. Day, University of Nottingham
8. The New Educator. Megan Blumenreich, City College of New York - CUNY
9. Frontiers in Education. Damaris Critchlow, Frontiers; Margaret Grogan, Chapman University; Elena Marchisella, Frontiers
10. Interdisciplinary Journal of Problem-Based Learning. Xun Ge, The University of Oklahoma; Krista D. Glazewski, Indiana University
11. Educational Evaluation and Policy Analysis. Joseph R. Cimpian, New York University; Julie A. Marsh, University of Southern California; Paco Martorell, University of California - Davis; Morgan S. Polkoff, University of Southern California
13. Community College Review. Jennifer Lebron, George Mason University; Jamie R. Letter, George Mason University
14. Journal of Women and Gender in Higher Education. Margaret W. Sallee, University at Buffalo - SUNY

Committee Sessions

64.016. Division D Fireside Chat. The Need for Validity Arguments in Research: How Should Researchers Provide Validity Evidence in Everyday Research? Graduate Student Council; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7 & 8; 12:20-1:50pm
Chair: Lance Kruse, The University of Toledo
Participants: Matthew R. Lavery, Bowling Green State University; Anthony J. Onwuegbuzie, Sam Houston State University
Discussant: Ewa Chiang, George W. Bush Institute and Southern Methodist University

64.017. Human Library Panel Session: Conversations on Global and Local Educational Topics. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 12:20-1:50pm
Chairs: Omanbake Fakunle, University of Edinburgh; Roxana Chiappa, University of Washington - Seattle; Fernando Macias Aranda, University of Barcelona
Participants: Paulina Perez Mejias, Universidad de Chile; Sharon Stein, The University of British Columbia; Manuel S. Gonzalez Canche, University of Pennsylvania; Cynthia B. Dillard, University of Georgia; Jennifer Tatebe, University of Auckland; Laura Johnson, Boston College; Matthew A.M. Thomas, The University of Sydney
Discussant: Blair Izzard, University of Connecticut - Storrs

64.018. International Perspectives on Schools, Communities, Families, and the State. International Relations Committee; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 12:20-1:50pm
Chair: Rebecca Tarlau, The Pennsylvania State University
Participants:
Home Literacy Practices and Beliefs of Spanish-Speaking Families: Chile, Ecuador, Guatemala, Mexico, and the United States. Ruby Batz, University of Oregon - Center on Teaching and Learning; Daniela Braunwell, University of Toronto - OISE
Mexicans Chasing the Canadian Dream: Expectations Versus Reality. Gloria Ramirez, Thompson Rivers University; monica j. sanchez-flores, Thompson Rivers University
Mixed-Form Governance in the Strong State. Taeyeon Kim, Michigan State University
Schools as Community Anchors in Disaster Response and Recovery: Case Studies From the Asia Pacific. Carol Anne Mitch, University of Auckland
Supporting Home Language Reading Through Technology in Rural South Africa. Nathan M. Castillo, University of Illinois at Urbana-Champaign

64.019. Leveraging Resources: A Statewide Perspective of Boys and Young Men of Color in California. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 705; 12:20-1:50pm
Chair: Derrick R. Brooms, University of Cincinnati
Participants:
Black and Latino Males: A Qualitative Focus on Validation and Support in Six High Schools. Adrian H. Huerta, University of Southern California; Tyrone C. Howard, University of California - Los Angeles
Networks of Solidarity: Young Men of Color’s Well-Being and Community Organizing Across California. Uriel Serrano, University of California - Santa Cruz
Aligning Our Efforts: A System-Level Approach to Improving Outcomes for Males of Color in College. Matthew Smith, California State University - Dominguez Hills
California Funders for Boys and Men of Color: A Call to Action for Philanthropy. Sergio Cuellar, Sierra Health Foundation
Discussant: Tyrone C. Howard, University of California - Los Angeles

64.020. Of, by, and for the People: Educational Work With Past and Present Black Communities. Committee on Scholars of Color in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201F; 12:20-1:50pm
Chair: Ronald E. Chennault, DePaul University
Participants:
African American Women Educators’ Legacy of Community Engagement: An Analysis of Septima Poinsette Clark. Karen Ann Johnson, University of Utah
Conceptualizing Communally Bonded Schooling: An Imperative for Researching Black Community Life and Improving African American Schooling. Jerome E. Morris, University of Missouri-St. Louis
Using Survivors’ Perspectives to Support Reengagement With School After Experiencing Traumatic Loss. Ronald E. Chennault, DePaul University; JoShawn Hill, Chicago Survivors

America's Education Research Network Sessions

64.022. Education and Interculturality Across the Americas: Achievements and Challenges in an Ongoing Conversation. America’s Education Research Network; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 12:20-1:50pm
Chair: Steve J. Alspaugh, York University
Participants:
National-ethnic Identifications and Education: Achievements and

**WERA Sessions**

64.023. Migration, Cultural and Linguistic Diversity, and Education: Myths, Beliefs, Research Evidence. World Education Research Association; Invited Speaker Session Metro Toronto Convention Centre, 200 Level, Room 203B; 12:20-1:50pm Chair: Ingrid Gogolin, Universität Hamburg Participants:
- Bilingual Education: Including Diversity in the Equation. Ellen Bialystok, York University
- “Structuralist” and “Culturalist” Explanations of Educational Achievement Among Migrant Minorities — and Beyond: Long-Standing Myths and Recent Research Evidence. Bernhard Nau, University of Chemnitz & Universität Hamburg

Inclusion and Access to Postsecondary Education (PSE) Among the Mainstream, Immigrant, and Ethnic-Minority Youth in Hong Kong. Celeste YM Yuen, The Chinese University of Hong Kong

Becoming Biliterate in an Unequal Society: Creating Goldilocks Effects Amid Diversity. Elizabeth Prentorus, University of South Africa

64.024. Extending Improvement and Effectiveness: Combining Improvement Strategies for Within, Between, and Beyond Schools. International Congress for School Effectiveness and School Improvement - ICSEI; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 709; 12:20-1:50pm Chair: Kim Schildkamp, Universiteit Twente Speakers:
- Andy Hargreaves, University of Ottawa; Christopher James Chapman, University of Glasgow

Participants:
- Within-School Improvement — Advancing Educational Equity Through Pedagogical Change: Lessons from the Global South. Santiago Rincon-Gallardo, Michael Fullan Enterprises
- Between-School Improvement: Putting Poverty in Its Place — Lessons From Rural School Collaboration. Danette Parsley; Caitlin Scott, Learning Policy Institute


Discussant: Pierre Tulouwisuki, Ludwigshurg University of Education

64.025. Problem-Focused and Place-Based Leadership Development: The Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership. Division A - Administration; Structured Poster Session Metro Toronto Convention Centre, 800 Level, Room 801A; 12:20-1:50pm Chairs: Louis M. Gomez, University of California - Los Angeles; David G. Imig, University of Maryland

Participants:
1. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: Fordham University and New York City Region Districts. Margaret Terry Orr, Fordham Graduate School of Education
2. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: The University of Virginia and Chesterfield County Public Schools. David H. Eddy-Stevenson, University of Virginia
3. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: University of Denver and Denver Public Schools. Susan Korach, University of Denver; Manuelito Biag, Carnegie Foundation for the Advancement of Teaching

4. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: Portland State University and Portland Public Schools. Tania L. McKee, Portland State University
5. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: University of South Carolina and Florence One. Rose M Ylimaki, University of South Carolina
6. High-Tech High Schools and Graduate School of Education: Transformative Adult Learning Through Improvement Science. Daisy Sharrock
7. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: Indiana University—Bloomington—Evansville Vanderburgh School Corporation. Chad Lochmiller, Indiana University
8. Improvement Leadership Education and Development (iLEAD) Research-Practice Preparation Partnership: The Prince George's County Public Schools/University of Maryland Improvement Science Collaborative. Segun Eubanks, University of Maryland

College Park; Ebony Terrell Stockley, University of Maryland - College Park

Discussant: Donald J. Peurach, University of Michigan

64.026. Disney as Curriculum. Division B - Curriculum Studies; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Willow Centre; 12:20-1:50pm Chair: Gabriel Stephen Huddleston, Texas Christian University Participants:
- Disney and Inclusivity: Targeting Nontraditional Clientele. Whitney Roach, Texas Christian University
- Disneyfication and Disneyization of an Attraction at Epcot. Cassandra Curtinill, Texas Christian University

How Can Informal Science Educational Settings Promote Citizen Science Mentality? Callie Price, Texas Christian University

An Examination of How Disney Commodifies Its Spaces Though Merchandise. Gabriel Stephen Huddleston, Texas Christian University

Discussant: Jennifer April Sandlin, Arizona State University

64.027. Resisting Curricula of Oppression. Division B - Curriculum Studies; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 12:20-1:50pm Chair: Nichole A. Guillery, Kennesaw State University Participants:
- Expulsion and the Hidden Curriculum of Subjugation. Kirsten Robbins, Ball State University
- Fugitive Learning in Schools: Extending Patel’s Theory of Learning as Marronage. Karen Zaino, Graduate Center - CUNY

Moving Toward Culturally Sustaining Teaching: Preparing Teachers to Reach All Learners. Megan Adams, Kennesaw State University

No Disrespect: A Womanist Critique of Respectability Discourses in Extracurricular Programming for Black Girls. Tiffany M Nyachae, Buffalo State - SUNY; Esther Ogyanda Othito, Denison University

Discussant: Boni Wozolek, Loyola University Maryland

64.028. Transnational Cartographies of Place, Space, and Desire. Division B - Curriculum Studies; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 12:20-1:50pm Chair: Walter S. Gershon, Kent State University Participants:
- Going Along With Trans, Queer, and Genderqueer Youth: City Movements and “Worlding” Knowledges. Sam Stiegler, University of British Columbia

Mapping Disturbing Behavior in School. Maija-Liisa Lanas, University of Oulu; Kristiina Bronia, University of Helsinki

Reading for “Thick Desire” in Young People’s Pornography Narratives. Alanna Goldstein, York University

Understanding a “Good Teacher” from a Soka Perspective. Nozomi Inukai, DePaul University

Welcome to Hell My Friend: Democratizing English Language Curriculum in the Colombian Postconflict Era. Yecid Ortega, University of Toronto

Discussant: M. Francyne Huckabay, Texas Christian University

64.029. Collaborative and Interactive Processes With Learning Technologies. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 12:20-
64.030. Engineering and Computer Science in K–12 Contexts. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 12:20-1:50pm
Participants: A Girl's Gendered Engagement in Robot Designing and Building. Sung Eum Jung, The University of Arizona; Kyung Hwa Lee, University of Georgia
Development of a Survey Instrument to Measure Engineering Identity Components in Elementary Students. Kelli M. Paul, Indiana University - Bloomington; Adam V. Maltese, Indiana University; Karen Miel; Meredeth Desiree Portsmore, Tufts University
Elementary Students’ Collaborative Practices in Side-by-Side Programming. Zaryja Zakaria, North Carolina State University; Danielle Cadeaux Boudlen, North Carolina State University; Jessica Vandenberg, North Carolina State University; Jennifer Tsao; Collin Lynch; Eric N. Wiebe, North Carolina State University
The Impact of a Middle School Engineering Course on Students’ Science Knowledge and Affective Measures. Meltem Alemdar, Georgia Institute of Technology; Jeremy Lingle, Georgia Institute of Technology; Roxanne Moore, Georgia Institute of Technology; Jeff Rosen, Georgia Institute of Technology; Marion Weissman, Georgia Institute of Technology
Computational Thinking Assessment Development for the Middle Grades. Eric N. Wiebe, North Carolina State University; Jennifer London, North Carolina State University; Osman Akst, North Carolina State University; Kristy E Boyer; Bradford Mott, North Carolina State University; James Lester, North Carolina State University

64.031. Facilitating Motivation: The Role of Parents and Teachers. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 12:20-1:50pm
Chair: Amy Bellmore, The University of Wisconsin - Madison
Participants: Examining Teachers’ Supports for Students’ Self-Determination and Self-Regulation in Communicative Classes in China. Fei Xing, Florida State University; Jeannine E. Turner, Florida State University
Family Matters: Exploring the Support System and Motivations for Chinese Adolescence Heritage Language Development. Lijuan Shi, University of Maryland - College Park; Xiaofen Gong, University of Maryland - College Park
Grade-Related Differences in Parental Engagement Effects on Academic Failure Experiences in Learning Tasks at Home. Michaela Katstaller, Paris Lodron University Salzburg; Burkhard Gneiwosz, University of Salzburg
Relationship of Parent Attachment and Parenting Behaviors With Social Achievement Goals Endorsed by Emerging Adults. Amanda Lea McCabe, Oklahoma State University - Stillwater; Jane S. Vogler, Oklahoma State University
Discussant: Stephen M. Tonks, Northern Illinois University

64.032. Identity, Motivation, and Emotion in Mathematics Education. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 12:20-1:50pm
Chair: Jamail Matthews, Montclair State University
Participants: Math Interest and Identity as Mediators of the Relationship Between Self-Efficacy and Perceived Teacher Practices. Pershian Fidan, Tennessee Technological University; Ashley B. Akmom, Tennessee Technological University; George Gutiyo
Agency, Authority, Identity, and Access to Content During Mathematical Groupwork. Florencia Gomez Zaccarelli, Pontificia Universidad Catolica de Chile; Anthony Muro Villa, Stanford University; Suki Jones Mozenter, Stanford University; Kelly L. Boles, Stanford University; Rebecca R. Deschler, Stanford University; Hilda Parka, Stanford University; Janet Carroll, Stanford University
Teachers’ Classroom Cognitive Activation, Support, and Student Motivation and Achievement in Mathematics. Aubrey Whitehead, George Mason University; Anastasia Kitsantas, George Mason University; Timothy J. Cleary, Rutgers University; Jehanzeb Cheema, University of Ballim
From High School to College Calculus: Definitions of Success and Student Attitudes Toward Mathematics. Terrie McLaughlin Galanti, George Mason University; Angela D. Miller, George Mason University
Math Anxiety in Kindergarten: Associations With Child and Classroom Context Variables. Qian Li, Purdue University; Yaheng Lu, Purdue University; Panayota T. Mantzicopoulos, Purdue University; Helen Patrick, Purdue University

64.033. Innovative and Promising Pedagogy and Practices: The Social Context of Motivation. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 12:20-1:50pm
Chair: Sharon L. Nichols, The University of Texas - San Antonio
Participants: Empowerment Through Peer Review. Amber Wagon, Stephen F. Austin State University
Promoting Teacher Problem-Solving and Communication Skills in the Rural Context: An Experimental Test. Katherine C. Cheng, University of Nebraska - Lincoln; Amanda L. Witte, University of Nebraska - Lincoln; Lorey A. Wheeler, University of Nebraska - Lincoln; Samantha R. A. Eastberg, University of Nebraska - Lincoln; Susan M. Sheridan, University of Nebraska - Lincoln; Paul Dizon, University of Nebraska - Lincoln
Reimagining Literature Response: Critical Interrogations of Disability and Difference in a Third-Grade Classroom. Robin Jocus, The Citadel
“What’s the Point of Doing This?” Secondary and Postsecondary Educators’ Task Value Beliefs and Behaviors. Pei Pei Liu, Harvard University
Black Girls as Community Change Agents: Sustaining Participatory Practices in STEM Learning. Patricia Garcia, University of Michigan - Ann Arbor; Cecilia Henriquez Fernandez, University of Michigan - Ann Arbor; Ashley Nicole Jackson, University of Michigan - Ann Arbor
Discussant: Sarah M. Kiesler, University of South Florida

64.034. Reimagining the M in STEM: Mathematical Actions for Innovative, Resilient, and Culturally Rich Communities. Division C - Learning and Instruction; Symposium Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 12:20-1:50pm
Chair: John W. Wallace, OISE/University of Toronto
Participants: Teacher Professional Learning With/in Place. Cynthia C. Nicot, The University of British Columbia; Susan Gerofsky, The University of British Columbia; Kathleen Theresa Nolan, University of Regina; Krista Rae Francis, University of Calgary; Amanda Fritzlan, The University of British Columbia
STEM Emerging From and Contributing to Community. Lisa Ann Lunney Borden, Saint Francis Xavier University; Dawn Wiseman, Bishop’s University; Ruth A. Beatty, Lakehead University; Ellen Carter, St. Francis Xavier University; Limin Jao, McGill University
Reimagining Authentic Mathematical Experiences for Non-STEM Majors. Vanessa Radzimski, The University of British Columbia; Fok-Shuen Leung, The University of British Columbia; Edward Dooley, First Nations University of Canada; Merrilyn E. Goos, University of Limerick
Situated Perspectives on Creating Mathematics Tasks for Peace and Sustainability. David Wagner, University of New Brunswick; Emmanuel Anoah, The University of British Columbia; Kwesti Yaro, The University of British Columbia
Living Landscapes and Topographies. Florence A. Glanfield, University of Alberta; Jennifer Susan Thom, University of Victoria; Dawn Wiseman, Bishop’s University

Discussant: Michael Marker, The University of British Columbia

64.035. Research on Learning About and Engaging in Scientific Practices. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 12:20-1:50pm

Chair: Katie James, Northwestern University

Participants:
Designing Engaging Science Education Modules for Finnish Secondary School Classrooms Through an International Professional Development Project. Jari Lounonen, University of Helsinki; Janna Inkinen, University of Helsinki; Katarina Salmena-Aro, Cicero Learning, University of Helsinki; Kalle Juuti, University of Helsinki; Joseph S. Krajcic, Michigan State University; Barbara Schneider, Michigan State University

Productivities of Uncertainty Management in Argumentation. Ratrapee Tachiwitthayachinda, Arizona State University; Ying-Chih Chen, Arizona State University; Chin-Chung Tsai, National Taiwan Normal University

Supporting Adolescents’ Engagement in Text-Based Explanatory Modelling. Katie James, Northwestern University; Susan R. Goldman, University of Illinois at Chicago

The Effect of Argumentative Writing on Achievement in College General Chemistry for Non–Science Major Students. Claudia Patricia Aguirre-Mendez, Emporia State University; Ying-Chih Chen, Arizona State University; Ratrapee Tachiwitthayachinda, Arizona State University; Takeshi Terada, Arizona State University

The Role of Dialogic Feedback and Epistemic Cognition in Promoting Evidence-Based Argumentation in Science. Mason Kahn, University of Northern Iowa; Ron W. Rhehart, University of Northern Iowa; Todd Milford, University of Victoria

64.036. Feature Analysis Approaches in International Assessments. Division D - Measurement and Research Methodology; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 12:20-1:50pm

Chair: Eva L. Baker, University of California - Los Angeles

Participants:
Qualitative and Quantitative Feature Analysis of Fourth-Grade U.S. Tests. Kilchan Choi, University of California - Los Angeles

Item Feature Analysis Approach in Panama’s Third-Grade Math Assessment. Harvey Spencer Sanchez Restrepo, Agencia Latinoamericana de Evaluación y Política Pública

Ninth-Grade Mathematics Item Feature Analysis in South Korea's National Assessment of Educational Achievement Test. Jinn Choo, Korea Institute for Curriculum and Evaluation; Hyekyung Jung, Korea Institute for Curriculum and Evaluation; Myung-Wha Kim, Korea Institute for Curriculum and Evaluation; Seong-Kyeong Kim, Korea Institute for Curriculum and Evaluation; Seumghyun Yang, Korea Institute for Curriculum and Evaluation

Feature Analysis of the Basque Country/Spain Assessment Using Eighth-Grade Math Items. Maria Castro Morera, Universidad Complutense de Madrid; Luis Lizasoain

Discussant: Peggy G. Carr, National Center for Education Statistics/IES, U.S. Department of Education

64.037. Innovative Approaches in Estimating Seasonal Achievement: Implications for Methods, Policy, and Practice. Division D - Measurement and Research Methodology; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 12:20-1:50pm

Chairs: Mark R. Wilson, University of California - Berkeley; James Soland, NWEA

Participants:

Seasonal Comparisons of the Black-White Achievement Gap. Megan Kubfeld, NWEA

Estimating School Contributions to Student Growth in the Presence of Seasonality. James Soland, NWEA

64.038. AERA Division E Small Grant Winners: Emerging Leaders in Counseling and Human Development. Division E - Counseling and Human Development; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 717A; 12:20-1:50pm

Chair: Melissa K. Holt, Boston University

Participants:
Supporting the College Readiness of Youth Experiencing Homelessness. Stacey Havlik, Villanova University

The Relationship Between Adversity-Linked Purpose in Life and Self-Reported Purpose Trajectories in Urban Middle Schools. Danielle Hatchmonji, Rutgers University; Maurice J. Elias, Rutgers University

Columbine or Einstein: Impact of School Environments on Adolescent Neuropsychological and Socio-Affective Development. Rebekah Granger Ellis, University of New Orleans

Parenting Strengths: An Exploratory Examination of Low-Income Caregivers’ Strategies for Promoting Young Children’s Self-Regulatory Competencies. Erin D Bogan, The University of Pennsylvania

Discussant: Melissa K. Holt, Boston University

64.039. Federal Policies and Educational Borders: Teachers, Standards, and Nations at Risk. Division F - History and Historiography; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Huron; 12:20-1:50pm

Chair: Lori M. West, University of Illinois at Urbana-Champaign

Participants:
Disciplining a Nation at Risk: Punishment, Standards, and 1980s Federal Education Policy. Mahasan Violet Chaney, University of California - Berkeley

Countours of Thought: The 1939 Toronto-Yale Conference on the North American Indian. Helen S. Raptis, University of Victoria


Opening Pandora’s Locker: Federalizing the Education Gospel, 1945—2010. Sherman Dorn, Arizona State University; Wooyeong Kim, Arizona State University

Discussant: Alan R. Sadovnik, Rutgers University

64.040. Gender, Sexuality, Schooling, and the Politics of Resistance. Division F - History and Historiography; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Elgin; 12:20-1:50pm

Chair: Christine A. Ogren, University of Iowa

Participants:

Libertarian Women’s Contributions to Rural and Working-Class Women's Sexual Education During the Spanish Civil War. Sandra Girbes-Peco, University of Barcelona; Rocio Garcia-Carrion, University of Lleida; Carme Garcia Veste, Universitat Rovira i Virgili; Oriol Rios, Universitat Rovira i Virgili

“Now, Gentleman. Oh! Sorry Miss”: Coeducation at Dickinson College, 1884–1919. Sarah D. Bair, Dickinson College

Social Events and LGB Teachers Groups in the 1970s. Jason Mayernick, University of Maryland - College Park

Discussant: Christine A. Ogren, University of Iowa

64.041. Division G Fireside Chat. Resisting the Academy: Transformative Approaches to Humanizing Research and Scholarship. Division G - Social Context of Education; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 701A; 12:20-1:50pm

Chairs: Renata Love Jones, Boston College; Eric Ambroso, Arizona State University; Lindsay Jarratt, The University of Iowa; Shannon Holder, University of Connecticut; Adam Masser, University of California - Davis

Presenters: Verónica Nelly Vílchez, Western Washington University; Keon M. McGuire, Arizona State University; Ezeekiel J. Dixon-Roman, The University of Pennsylvania; Daniel Gilbert Soloveziano, University of California - Los Angeles

Discussant: Shena Sanchez, University of California - Los Angeles

64.042. Division G Vice-Presidential Session. Division G at 50 Years: Vice President Reflections on Changing Social Contexts of Education Across the Decades. Division G - Social Context of Education; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 701B; 12:20-1:50pm

Chairs: Wanda Pillow, University of Utah; Roland Sintos Coloma, Wayne State University

Participants: Zeus Leonardo, University of California - Berkeley; Alfredo J.
64.043. Interprofessional Education. Division I - Education in the Professions; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201D; 12:20-1:50pm
Chair: Patricia S. O’Sullivan, University of California - San Francisco
Participants:
- Competing Discourses: Educators’ and Child Welfare Workers’ Perspectives on Interprofessional Collaboration. Kathryn Ann Levine, University of Manitoba; Dawn L. Sutherland, University of Winnipeg; Melanie D. Janzen, University of Manitoba
- Knowledge Construction Through an App? Interprofessional Learning Behaviors and Outcomes During a Mobile-Learning Experience. Leslie Carstensen Floren, University of California - San Francisco; Jennifer Mandal, University of California - San Francisco; Marisa Dallera, University of California - San Francisco; David M. Iby, University of California - San Francisco; Olle ten Cate, University Medical Center Utrecht; Jaekyu Shin, University of California - San Francisco; Sebastian Andreotta, Holodox, LLC; Bridge Colleen O’Brien, University of California - San Francisco
- Learning From Quitting: Pharmacy Students and Psychiatry Residents Co-Lead a Smoking Cessation Program. Beverly Ann Fitzpatrick, Memorial University; Leslie Phillips, Memorial University of Newfoundland
- Measuring Practicing Physician Readiness for Interprofessional Education and Collaboration. Michael Banks, Johns Hopkins University; Serkan Toy, Johns Hopkins University

64.044. Measuring Learner Differences and Variability. Division I - Education in the Professions; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203A; 12:20-1:50pm
Chair: Stephanie B. Corliss, The University of Texas at Austin
Participants:
- Factors Affecting Students’ Effort and Course Ratings in Veterinary College Courses. Meghan K. Byrne, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Polytechnic Institute and State University; Mia W. Jones
- Students’ Performance and Emotion Entropy in the Context of Clinical Reasoning. Shan Li, McGill University; Juan Zheng, McGill University; Susanne P. Lajoie, McGill University; Jeffrey Wiseman, McGill University
- Exploring Assessor Cognition as a Source of Score Variability in Performance Assessment of Practice-Based Competencies. Mary Raduta Roberts, University of Alberta; Megan Cook, University of Alberta
- Generalizability of Clinical Performance Assessment Scores Across and Within Clerkships at a New Medical School. Stephanie B. Corliss, The University of Texas at Austin; Yoon Seo Park, University of Illinois at Chicago; LuAnn Wilkerson, The University of Texas at Austin
Discussant: Susan Glover Takahashi, OISE/University of Toronto

64.045. Examining the Efficiency of Higher Education Policy. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Simcoe; 12:20-1:50pm
Chair: Hongwei Yu, The University of Texas at Austin
Participants:
- Accelerated Success: The Impact of Florida’s Developmental Education Reform on Gateway Course Completion. Toby Park, Florida State University; Christine Mokher, Florida State University; Xinye Hu, The Florida State University; Hayley Spencer, Florida State University; Shauing Hu, Florida State University
- Will a MOOC Get You Hired? A Randomized Controlled Trial Testing Perceptions of Educational Credentials on Hiring. Mariela Janet Rivas, University of California - Irvine; Rachel Baker, University of California - Irvine; Brent Joseph Evans, Vanderbilt University
- Cost Efficiency and Privatization at Public Universities in the United States. Marvin A. Titus, University of Maryland; Kevin R. McClure, University of North Carolina - Wilmington; Adriana Vamosiu, University of San Diego; Steffen Montrell Gray, University of Maryland - College Park
- Veterans Going to Graduate School: Evaluating the Impact of the Post-9/11 G.I. Bill on Graduate School Enrollment. Liang Zhang, New York University

64.046. Exploring Organizational Behavior and Decision Making in Higher Education. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Churchill; 12:20-1:50pm
Chair: Marian Mahat, The University of Melbourne
Participants:
- Ceremonial Isomorphism or Rational Decision Making? Examining Public University Adoption of Officers for Economic Development. Nathan Moore, University of Georgia - Athens; Rachel Anne Burns, RTI International
- Does Striving for Prestige Impede Access? Master’s Comprehensive Institutions and the Enrollment of Underrepresented Minorities. Matt DeMonbrun, University of Michigan; Jarrett B. Warshau, Florida Atlantic University; Jon McNaughtan, Texas Tech University
- Predictors of Data-Driven Decision-Making Participation Among Community College Leaders. Matt Schmit, Eastern Iowa Community College; Yu Chen, Louisiana State University; Ran Li, Iowa State University; Lorenzo DaBois Baber, Iowa State University
- Stratification.edu: How Institutional Websites Influence Graduate Education Program Ranking. Zachary W Taylor, The University of Texas at Austin; Joshua Childs, The University of Texas at Austin
Discussant: Jenna Weber Kramer, Vanderbilt University

64.047. Perspectives on Cultivating STEM Aspirations. Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 12:20-1:50pm
Chair: Annie M. Wofford, University of California - Los Angeles
Participants:
- Interest Congruency of Female STEM Students Regarding Their Vocational Aspirations and Their Parents’ Occupations. Bernhard Matthias Erði, Universität der Bundeswehr München; Florian G. Hartmann, University of the Bundeswehr Munich
- Structured and Unstructured STEM Experience in High School and Postsecondary STEM Aspiration. Huan-Yu Chan, Texas A&M University - Commerce; Hojoe Choi, University of Georgia; Meseret Hailu, The Ohio State University; Melinda M. Whitford, University at Buffalo - SUNY; Sheila Duplechain DeRouen; Ya-Chi Hung, The Pennsylvania State University
- Self-Efficacy Explains Everything: Roles of Self-Efficacy, Efforts, and GPA in STEM Enrollment. Yixi Wang, The Ohio State University; Meng-Ting Lo, The Ohio State University
Discussant: Elvira Julia Abrica, University of Nebraska - Lincoln

64.048. Promise Programs and the Free College Movement: Fad or Future? Division J - Postsecondary Education; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Kenora; 12:20-1:50pm
Chair: Erika Kitzmiller, Teachers College, Columbia University
Participants:
- Promise for Whom? Free-College Programs and Enrollments by Race and Gender at Public, Two-Year Colleges. Denisa Gandara, Southern Methodist University; Amy Li, University of Northern Colorado
- America’s Promise and Argentina’s Unrestricted Access: Different Equity Approaches to Tuition-Free and Open-Access Higher Education. Victoria Ballerini, Research for Action
- Analyzing the Role of Federal-State Partnerships in Free College Policy Proposals. Jenna Sablan, Georgetown University
- Does Free Tuition Cool Off the Cool Out? Evidence From a National Sample. Cameron Sublett, Pepperdine University; Jason L. Taylor, University of Utah
Discussant: Laila W. Perna, University of Pennsylvania

64.049. Fostering Hope in a Time of Turbulent Sociopolitical Change: Creating Positive Contexts of Reception for Immigrant Students and Families in Public Schools in Toronto. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 12:20-1:50pm
Chair: Kevin C. Roxus, Western Washington University
Presenters: Antoinette Gagné, University of Toronto; Paula Markus, University of Toronto; Thursica Kovinathan Levi, University of Ottawa; Jennifer Shields, University of Toronto; Sheila Pinto, Toronto District School Board
Discussant: Ramona M. Fruya, Bucknell University

64.050. Full STEAM Ahead: Equitable Practices for Math and Science Educators. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 703; 12:20-1:50pm
Chair: Brittany Nicole Anderson, University of Tennessee-Knoxville
Participants: K-8 Mathematics Teachers’ Overall and Gender-Specific Beliefs About Mathematical Aptitude. Yasemin Copur-Gencturk, University of Southern California; Ian Edgar Thacker, University of Southern California; David Quinn, University of Southern California; Caroline Brayer Ebb, University of Pennsylvania
Managing Dilemmas of Social Justice Mathematics: Considerations of Teachers’ School Contexts and Lived Experiences. Kari Kokka, University of Pittsburgh
Boxed In: Barriers to Open-Ended English Learner–Focused Instructional Innovations in Elementary STEM Classrooms. Jasmine Joy Welch-Pitak, The University of Texas at Austin; Rebecca M. Callahan, The University of Texas at Austin; Sneha Tharayil, The University of Texas at Austin
Using Personal Relevance to Increase Underrepresented Students’ Interest in STEM. Adrian Wayne Bruce, Howard University; Deena Khalil, Howard University
Discussant: Edward G. Fierros, Villanova University

64.051. International Collaborations and Perspectives on Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 716B; 12:20-1:50pm
Chair: Rupert Clive Collister, OISE/University of Toronto
Participants: Cross-Country Collaboration in Pursuit of Powerful Teacher Professional Learning. James Kieran Rigney, University of Florida; Nancy Fichtman Dana, University of Florida; Rik Vanderhauwaert, Katholieke Onderwijs Vlaanderen
Examining Language Teachers’ Enactment of Curriculum Materials to Uncover Teacher Knowledge in Materials Use. Zhan Li, Zhongnan University of Economics and Law
Promoting Teacher Learning in Trustful Kindergartens: The Mediation of Professional Learning Communities. Hongshao Yin, Chinese University of Hong Kong; Ken To, The Chinese University of Hong Kong; Chrysa Pui Chi Keung, Chinese University of Hong Kong; Winnie Wing Yi Tam, The Chinese University of Hong Kong
Teachers Learning Through Co-Planning and Teaching in a Reciprocal Learning Context Between Canada and China. Cynthia Siuja Cynthia Zhu, University of Toronto; Ying Chen, University of Toronto; Douglas E. McDonnell, University of Toronto
Discussant: Yusuf Incetas, Heritage University

64.052. International Perspectives on Teacher Recruitment, Induction, Mentoring, and Retention for and From Diverse Contexts. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715B; 12:20-1:50pm
Chair: Janine Bempechat, Boston University
Participants: Developing Japanese Student Teachers’ Views and Strategies for Inclusion Through Workshop Experiences. Megumi Nishida, University of Iceland
Factors Associated With Chinese Teaching Candidates’ Planned Persistence in Teaching. Hong Qian, National Council of State Boards of Nursing; Peter A. Youngs, University of Virginia; Shiqing Liu, East China Normal University
National Induction Arrangement in the Netherlands: Teacher Characteristics Predicting Differences in Perceived Support. Muriëke van der Pers, University of Groningen; Michelle Helm-Lorenz, University of Groningen
Sustaining the Hope to Teach: Early Career Teachers, the HCCI Model, and Continuing Career Development. Lorraine Golden, Queen’s University - Kingston; Rebecca Strood Stasel, Queen’s University; Benjamin Kutsiyuruba, Queen’s University; Keith Douglas Walker, University of Saskatchewan
Discussant: Claudia Mandekis, University of Toronto

64.053. Leveraging Technology in Preservice Teacher Education to Support Growth and Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 12:20-1:50pm
Chair: Ji Li, University of Florida
Participants: Leveraging Videos of Accomplished Teaching to Support Preservice Teachers in Learning to Engage Student Thinking. Heather Jo Johnson, Vanderbilt University; Melanie Hundley, Vanderbilt University; Amy B. Palmeri, Vanderbilt University
Preservice Teachers’ Literacy Learning Outcomes Across Asynchronous Online and Synchronous Face-to-Face Collaborative Peer Video Analysis Formats. Poonam Arya, Wayne State University; Tanya M. Christ, Oakland University; Ming Ming Chiu, The Education University of Hong Kong
Simulation in a Teacher-Training Program: Effects on Student-Teachers’ Emotional Literacy and Locus of Control. Tamar Wasserman-Gutwillig, Bar-Ilan University; Shira Iluz, Bar-Ilan University; Zemira Mewarch, Bar-Ilan University
Video Reflection Cycles in Preservice Teacher Education. Jackie Sydnor, Ball State University; Sharon Daley, Indiana University - Bloomington; Tammie R. Davis, Missouri State University
Discussant: Patricia M Virella, Sarah Lawrence College

64.054. Social Justice–Focused Content Areas. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715A; 12:20-1:50pm
Chair: Christian Alejandro Bracho, University of La Verne
Participants: Conflict: A Generative Resource for Developing English Candidates’ Socially Just Instruction. Danielle Lilleg, Illinois State University; Amy Knowles, Missouri State University
Racism, Bullying, Divorce, Death: Pre-Teachers Discuss Presenting “Tender Topics” to Children to Foster Justice-Oriented Citizens. Erin Carey, Louisiana State University; Kathryn VanDeHei, Louisiana State University
The Need for Discipline-Based Racial Literacy Pedagogy for Addressing Racism in English Teacher Preparation. Sophia Tattiana Saragianides, Westfield State University; Carlin Borschheim-Black, Central Michigan University
White Teacher Identities and Pedagogical Decision Making: Teacher Educators Learning Into Moments of Racial Tension in Their Young Adult Literature Courses. Amanda Haertling Thein, University of Iowa; Kate Dower Lechtenberg, The University of Iowa; Jenna Spierring, University of South Carolina - Columbia
Discussant: Jim L. Hollar, Edgewood College

64.055. Teacher Discourse, Reflection, and Noticing as Windows Into Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713B; 12:20-1:50pm
Chair: Vera J. Lee, Drexel University
Participants: Processes and Outcomes of Transcript Play as Professional Development. Sarah Byrne Bausell, University of North Carolina - Chapel Hill
Taking Stock of Research on Teacher Collaborative Discourse: Theory and Method in a Nascent Field. Adam LeFstein, Ben-Gurion University of the Negev; Nicole Louie, University of Wisconsin - Madison; Aliza Segal, Ben-Gurion University of the Negev; Ayedel Becher, Ben-Gurion University of the Negev
Teacher Reflection on Problems of Practice Guiding Inquiry Into Teacher Learning. Jacqueline S. Popp, Lake Forest College; Kathleen Pitvorec, University of Illinois at Chicago
When the Student Is the Problem and the Teacher Is Not the Solution. Aliza Segal, Ben-Gurion University of the Negev
Discussant: Laura Baecher, Hunter College - CUNY

64.056. School Choice at Scale: Critical Examinations of Access and (In)Equity at City, State, and National Levels. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 12:20-1:50pm
64.057. Using Social Analysis Methods to Understand Education Interest Group Political Activity, Division L - Educational Policies and Politics; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202B; 12:20-1:50pm
Chair: Jonathan A. Supovitz, University of Pennsylvania
Participants:
- Power to the People?! The Influence of Social Media on (Educational) Policy Processes. Martin Rehm, University of Education Weinberg; Frank Cornelissen, University of Amsterdam
- Evidence Use in Advocacy Coalitions: A Discourse Network Analysis of the Policy Innovators in Education Network. Joseph J. Ferrare, University of Kentucky; Laura Carter-Stone, Vanderbilt University
Discussant: Alan J. Daly, University of California - San Diego

64.058. Teaching and Learning in Adult Literacy and ESL Education. SIG-Adult Literacy and Adult Education; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 12:20-1:50pm
Chair: Katherine E Entigar, The Graduate Center of the City University of New York
Participants:
- A Lens on Adults’ Literacies: Using Photovoice as Multimodal Curriculum and Method for Community Change. Leah Katherine Saul, Loyola University Maryland
- Forming a Critically Responsive Curriculum for Adult ESL Learners. Emily Rose Schwab, University of Pennsylvania
- Assessing Stability of Component Skill Predictors to Differing Reading Comprehension Levels of Adult Literacy Students. Elizabeth Tighe, Georgia State University; Mary Fernandez, Georgia State University
- Testing Andragogical Assumptions Across Countries: A Multilevel Analysis of the Program for the International Assessment of Adult Competencies Motivation-to-Learn and Elaboration Scales. Kevin M Roessler, University of Arkansas; Elizabeth A Roumell, Texas A&M University - College Station; James Wese, University of Arkansas at Fayetteville
Discussant: Alisa A. Belzer, Rutgers University

64.059. Embodiment STEM: Dance as a Means to Access Science, Math, and Technology. SIG-Arts and Learning; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Wentworth; 12:20-1:50pm
Chair: Dionne N Champion, TERC
Participants:
- Embodied Physics: Dance as a Pathway for Learning and Identity for Black Girls in Science. Folashade Cromwell Solomon, TERC; Tracey Wright, TERC; Larry Pratt
- Physical Research: The Mathematical Potential of Dancers’ Professional Practices. Lauren Vogelstein; Rogers P. Hall, Vanderbilt University; Corey Brady, Vanderbilt University
Discussant: Ann Rosebery, TERC

64.060. Participation in Interaction: Multimodal Understandings of Interaction in a Range of Education Settings. SIG-Constructivist Theory, Research, and Practice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201C; 12:20-1:50pm
Chair: Nicola Friedrich, University of Toronto
Participants:
- Productive Multimodal Communication in Elementary Engineering: Leveraging Intra- and Interpersonal Skills. Kate Haq, Independent Scholar; Lynn Shanahan, University at Buffalo - SUNY; Mary B. McVee, University at Buffalo - SUNY
- Multimodal Interactional Analysis in Analyzing Youth's Engagement. Marvene Rose Sta Ana Tavilla, Purdue University; Casey Wright, Purdue University; Minjung Ryu, Purdue University; Shannon Daniel, Vanderbilt University
- Multimodal Engagement in Teenagers’ Exploratory Talk in Classrooms. Roberta Taylor, Sheffield Hallam University

64.061. Immigration and Immigrants in the Trump Era. SIG-Critical Educators for Social Justice; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201B; 12:20-1:50pm
Chair: Erica R. Davila, Lewis University
Participants:
- Analysing Child Protection Cases Concerning Immigrant Children Through the Lens of Social Justice. Fabio Dovigo, Aarhus University
- Rethinking the Symbolic Violence of Media in a “Post-Truth” Era. Dan Cui, Brock University; Frank C. Worrell, University of California - Berkeley
- Transforming Civic Education Through Social Justice Organizing. Suzanne Narain, University of Toronto

64.062. From Double Dutch to the Double Bind: Examinations of Dual Marginalization of Black Girls in Educational Contexts. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 12:20-1:50pm
Participants:
- Confusion and Empowerment: How Girls Contend With Racism and Sexism in Computer Science. Aaminah Norris, California State University - Sacramento; Tia C. Madkins, The University of Texas at Austin; Nalya Arabelle Fenella Rodriguez, University of California - Irvine; Tatiane Russo-Tait, The University of Texas at Austin
- Demanding Citizenship and Humanity in School: Black Girls, Antiblack Aggressions, and Political Economies of Punishment. Jennifer M. Wilborn, University of Kansas - School of Education; Dorothy E. Hines, University of Kansas
- Pulling Against the Pulse: Black Preschool Girls and the Avant-Garde. Anna Falkner, The University of Texas at Austin; Jennifer Keys Adair, The University of Texas at Austin; Shubhi Sachdeva, The University of Texas at Austin
- Repositioning Black Girls in Mathematics Disposition Research: New Perspectives From QuantCrit. Jenimah L. Young, University of Iowa; Dorothy E. Hines, University of Kansas

64.063. Data Use Practices: Teachers’ Perspectives. SIG-Data-Driven Decision Making in Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 12:20-1:50pm
Participants:
- How Can Data-Informed Decision Making Improve Continuous School
64.064. Democratizing Social Media for Ecological, Environmental, and Social Justice in a Post-Truth Era. SIG-Environmental Education; Symposium 1:50pm

Chair: Teresa Katrina Lloro-Bidart, California State Polytechnic University - Pomona
Participants:
- The Public Pedagogy of Watersheds Through Social Media: Discourses of Engagement Across Two Environmental Organizations. Carol B. Brandt, Temple University
- Resistance and Education: Examining the Use and Value of Social Media to Address Issues of Race in Environmental Education. Olivia Aguilar, Denison University
- The Public Pedagogy of Neighborhood Facebook Communities: Negotiating Relations With Urban Coyotes. Teresa Katrina Lloro-Bidart, California State Polytechnic University - Pomona
- Staying With the Trauma: Animal Advocacy, Graphic Images, and a Multispecies Pedagogical Approach to PTS and PTSD. Lauren Corman, Brock University

Discussant: Constance L. Russell, Lakehead University

64.065. Promoting School-Community Partnerships. SIG-Family, School, Community Partnerships; Paper Session 1:50pm

Chair: DeMarcus A Jenkins, The University of Arizona
Participants:
- A Case Study of Collective Impact to Support School-Community Partnerships in a Nonmetropolitan Community. Sarah J Zuckerman, University of Nebraska - Lincoln
- Balancing Student Interest and Community Need: Challenges and Benefits of Community Partnerships in Place-Based Education. Kristin Sinclair, University of Maryland - College Park
- Bridging the Community-School Divide: 10 Years of School Community Councils in Hawaii. Umi Jensen, University of Hawaii - Manoa
- Social Structures and Collaborative Cultures: The Contexts That Influence School-Community Interaction in Marginalized Communities. Catherine Hands, Brock University

Discussant: Nicole Megan Edwards, Rowan University

64.066. “Check the Technique”: Tools and Methods of Hip-Hop Pedagogy. SIG-Hip Hop Theories, Praxis & Pedagogies; Paper Session 1:50pm

Chair: Daren Graves, Sonnoms College
Participants:
- Capture, Collate, Critique: The Smartphone as a Hip-Hop-Rooted Professional Development Tool. Christopher Emelin, Teachers College, Columbia University; Edmund S Adajpong, Seton Hall University; Ian Levy, Manhattan College
- Economics and the American Myth: Hip-Hop-Based Education and Possibilities for Disruption in Teaching Economics. Delandrea Hall, The University of Texas at Austin; Neil Shanks, Baylor University
- Perceptions of Hip-Hop Pedagogy: Remixing the Elementary Mathematics Methods Course. Marti Casen, Cowley ISD; Jamaal Young, University of Iowa
- Reimagining the Motown Era: Black Male Teachers’ Historical Use of Hip-Hop to Maximize Classroom Instruction. Antonio Lattrel Ellis, Howard University; Jaquial D Durham, Howard University; Edmund S Adajpong, Seton Hall University

64.067. Hispanic-Serving Institutions: Enhancing Experiences and Services. SIG-Hispanic Research Issues; Paper Session 1:50pm

Chair: Todd Reeves, Northern Illinois University; Dan Wei, Berrien RESA
Participants:
- When Data Don’t Drive: Teacher Agency in Data Use Efforts in Low-Performing Schools. Marie Loockton, University of California - San Diego; Hayley Ryan Weddle, University of California - San Diego; Amanda L. Datnow, University of California - San Diego
- The Public Pedagogy of Neighborhood Facebook Communities: Negotiating Relations With Urban Coyotes. Teresa Katrina Lloro-Bidart, California State Polytechnic University - Pomona
- Staying With the Trauma: Animal Advocacy, Graphic Images, and a Multispecies Pedagogical Approach to PTS and PTSD. Lauren Corman, Brock University

Discussant: Constance L. Russell, Lakehead University

64.068. Instruction and assessment for students with significant cognitive disabilities who are English learners. SIG-Inclusion and Accommodation in Educational Assessment; Paper Session 1:50pm

Chair: Melissa L. Gholson, Educational Testing Service
Participants:
- English to Sign Language Translations of Assessments: Three Case Studies and Implications for Construct Validity. Stephanie W. Cawthon, The University of Texas at Austin; Carrie Lou Garberoglio, The University of Texas; Jeffrey Levi Palmer, The University of Texas at Austin; Savannah Davidson, The University of Texas at Austin; Claire Elizabeth Ryan, University of Texas at Austin; Paige Johnson, The University of Texas at Austin
- Instruction and Assessment for Students With Significant Cognitive Disabilities Who Are English Learners. Chelsea Nehler, University of Kansas; Sheila Wells-Moreaux, The University of Kansas; Amy Clark, The University of Kansas; Jennifer Burns, University of Kansas; Megan Koenker, The University of Kansas
- Using Pictorial Gloss Accommodation With Emerging Bilinguals: An Exploratory Study. Sultan Turkan, ETS; Alexis Lopez, Educational Testing Service

Discussant: Anne H. Davidson, EdMetric LLC

64.069. Pressing Forward: Innovations and Deep Study. SIG-Instructional Technology; Paper Session 1:50pm

Chair: Michelle Fulks Read, Texas State University
Participants:
- Examining Students’ Use of, Preferences for, and Learning With E-Textbooks. Serdar Abaci, Indiana University; Allison BrekloLorenz, Indiana University; Joshua Quick, Indiana University - Bloomington
- Impact of Blended Immersive Virtual World and Programming Curriculum on Student Perspectives About Scientific Modeling. Amy M. Kamarainen, Harvard Graduate School of Education; Shari J. Metcalf, Harvard University; Amanda Catherine Dicke, Harvard University; Semita Gun-Yildiz, University of Massachusetts - Dartmouth; Karen A. Brennan, Harvard University; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University
- Mediating Factors That Influence the Technology-Integration Practices of Teacher Educators. Michael Jay Nelson, The Ohio State University - Columbus; Rick J. Vothofer, The Ohio State University; Sheng-Lun Chong, The Ohio State University - Columbus
- Preservice Teachers’ Perspectives on the Barriers of Using Digital Learning Games in Early Education. Huangel (Helen) Hu, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University Services Motivating Instructional Designers in Higher Education to Engage in Professional Associations. Albert Dieter Ritzhaupt, University of Florida; Jill Stefanick, Old Dominion University; Sheri L Conklin, University of North Carolina Wilmington; Kiran Budhrami,
64.070. Scholars Disrupting Higher Education Research Status Quo in Indonesia, Myanmar, Rwanda, and the United Kingdom. SIG-International Studies; Symposium
Metropolitan Toronto Convention Centre, 200 Level, Room 205C; 12:20-1:50pm
Chair: Elizabeth C. Reilly, Loyola Marymount University
Participants:
Cultural Capital of Rwandan Women Scholars in Higher Education Research. Elizabeth C. Reilly, Loyola Marymount University
Case Studies From Fulbright Fellowships in Indonesian and Myanmar Universities: Illustrations of Policies and Leadership. Beverley Lindsay, University of California
Discussant: Elizabeth C. Reilly, Loyola Marymount University

64.071. Social Justice Leaders Respond to Conflict and Resistance. SIG-Leadership for Social Justice; Paper Session
Metropolitan Toronto Convention Centre, 200 Level, Room 205B; 12:20-1:50pm
Participants:
Strategic Social Justice Leadership in Resistant Contexts. James Ryan, University of Toronto - OISE
Examining Threat-Rigidity Responses to Accountability Policies in Urban Schools. Kristina Brezicha, Georgia State University; Kara M. Kavanagh, James Madison University; Teresa F. Fisher-Ari, Georgia State University; Anne E. Martin, Georgia State University
A Principal Enacting Culturally Responsive Leadership for African American Male Students. Miriam Deborah Ezzani, University of North Texas
Non-Indigenous Leadership of Reconciliation Education in Saskatchewan Schools: Challenges, Opportunities, and Supports. Pamela Janie Osmond-Johnson, University of Regina; Peter Turner, University of Regina
Discussant: Jonathan Lightfoot, Hofstra University

64.072. Connecting Higher Education Classrooms to Learners’ Lived Experiences and Community Ways of Knowing. SIG-Learning Sciences; Symposium
Metropolitan Toronto Convention Centre, 600 Level, Room 606; 12:20-1:50pm
Chair: Leslie R. Herrenkohl, University of Michigan - Ann Arbor
Participants:
Learning Across and Within Settings: An Undergraduate Course for Learning About Learning in the City. Adam Bell, University of Washington - Seattle; Katie Headrick Taylor, University of Washington - Seattle
The Learning Community as a Collection of Social Microcosms: A Person-Centered Perspective. Yeatom Hed, University of Haifa; Michal Dvir, University of Haifa
Negotiating the Use of Novel Tools in College Instruction: Constructing Disciplines Through Census Data Web Maps. Joshua L. Radinsky, University of Illinois at Chicago; Iris Tabak, Ben-Gurion University of the Negev
Discussant: Brigid J.S. Barron, Stanford University

64.073. Exploring Lived Experiences Through Multimodal Texts and Methodologies: Narratives and Complex Representations of Learning. SIG-Media, Culture, and Learning; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 12:20-1:50pm
Chair: Bronwyn T. Williams, University of Louisville
Participants:
Researching Children’s Media-Related Play: Multimodal Narratives of Lived Experience. John Potter, University College London Institute of Education; Kate Cowan, University College London
Math, Multimodality, and Moving Images: The Making of New Educational Chronotopes. Øystein Gilje, University of Oslo

64.074. Illustrating How Mixed-Methods Research Contributes to Extended Understandings. SIG-Mixed Methods Research; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 12:20-1:50pm
Chair: Lilian Linial Chimua, University of Denver
Participants:
Improving Communication Between Public School Leaders to Support Systemic Innovation: A Mixed-Methods Intervention Study. Beth R. Holland, University of Rhode Island; Camille Lawrence Bryant, Johns Hopkins University
Discussant: Vasti Torres, University of Michigan

64.075. Moral and Ethical Teaching and Teachings: Revisiting and Recasting Our Own Research for New Audiences. SIG-Moral Development and Education; Structured Poster Session
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall E; 12:20-1:50pm
Chair: Elizabeth Campbell, OISE/University of Toronto
Participants:
1. How Universal Are Universal Values? Gunnel Granstrom Colnerud, Linköping University
2. Manner in Teaching: Making It Explicit. Catherine Fallona, University of Southern Maine
3. Raising Questions for the Teleology of Educational Ethics in Teacher Education. Daniella J. Forster, The University of Newcastle Australia
4. Codes of Ethics and Teachers’ Professional Autonomy. Bruce Maxwell, Université du Québec à Trois-Rivières

64.076. Speed Dating for Narrative Methodology. SIG-Narrative Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 12:20-1:50pm
Chair: Becky M. Atkinson, The University of Alabama - Tuscaloosa
Participants:
Affective Contemplation, Conviction, and Resemblance: Narratives as Storied Entanglements in a Research Assemblage. Adrian D. Martin, New Jersey City University
Bidding for an Educative Mentoring Identity: Insights From Narrative Inquiry and Discourse Analysis. Julie Bell, University of Nebraska - Omaha
Imagining Stories to Live By: Milieu as Subject Matter. Derek A. Hutchison, The University of Kansas; Cindy (Cynthia) Lynne Clarke, Brandon University
Reflecting on Practice: Backbone Teachers’ Personal Practical Knowledge of Their School Reform Experiences. Xiao Han, Texas A&M University - College Station; Yuhua Bu, East China Normal University
Self-Relief: The Construction of Tibetan Female Middle School Foreign Language Teachers’ Professional Identity. Yajuan Shi, Texas Tech University; Nan Wu, Texas Tech University
The Whys and Wherefores of a Narrative Inquiry of a Textual Character. M’Balua Thomas, University of Kansas School of Education
Discussant: Jeong-Hee Kim, Texas Tech University

64.077. Online Learning: From the Student’s Perspective. SIG-Online Teaching and Learning; Paper Session
Metropolitan Toronto Convention Centre, 600 Level, Room 604; 12:20-1:50pm
Chair: Anita Vyas, University of Houston

Participants:
An Empirical Study on the Influencing Factors of College Students’ Online Learning Stickiness. Aixia Li, East China Normal University; Hu Zhang, Yantai No. Three Middle School; Xiaoying Gu, East China Normal University; Xinyue Diao, East China Normal University; Xuesi Li, East China Normal University

Comparing and Contrasting the Perspectives of Online Students and Faculty. Sharla Berry, California Lutheran University

Effects of Online Courseload on Degree Completion, Transfer, and Dropout. Peter Shea, University at Albany - SUNY; Temi Biderjano

Student Perceptions of Their Learning and Engagement in “Quality Matters” Certified Online Courses. Ayeshad Sadaf, University of North Carolina - Charlotte; Florence Martin, Univ of North Carolina Charlotte; Lynn A. Aligned-Delzell, University of North Carolina - Charlotte

The Development and Examination of the Validity of the Distance Doctoral Program Integration Scale. Joseph Holmes, Unaffiliated; Amanda Rockinon-Szapkiew, University of Memphis

Discussant: Tsan-Jui Cheng

64.078. Examining the Complicated Relationship Between Evidence and Ethnography. SIG-Qualitative Research; Symposium Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom South; 12:20-1:50pm

Chair: Randall F. Clemens, St. John’s University

Participants:
Studying Racism in Higher Education: The Methodological Tensions of Evidence. Antar Akari Tishavakanda, University of Cincinnati

Ethnographic Cross-Examination: Cultural Inquiry and the Contentious Pursuit of Truth. Saneel Kolluri, University of Southern California

Old Dilemmas and New Possibilities for Ethnography and Evidence-Based Policy. Randall F. Clemens, St. John’s University

Interrogating Evidence, Interlocutor, Interrogation Itself. Yvonna S. Lincoln, Texas A&M University - College Station

Discussant: William G. Tierney, University of Southern California

64.079. Racial, Ethnic, and Class Dimensions of School Climate. SIG-School Climate, Community, and Culture; Paper Session Metro Toronto Convention Centre, 200 Level, Room 206D; 12:20-1:50pm

Participants:
The Role of Student- and Classroom-Based Factors Associated With Classroom Racial Climate Gaps. Jonathan Schweig, The RAND Corporation; Rachel Marisa Perera, Pardee RAND Graduate School

A Critical Race Theory Analysis: Counterstories of California English Learner Students. Patricia Ordonez, University of California - Riverside

An Examination of Classes of School Climate Perceptions Among Latinx Middle School Students. Lisa S. Romero, California State University - Sacramento; Meagan O’Malley, California State University - Sacramento

"I Am Not a Failure". The Educational Experiences of Latina Continuation High School Students. Edwin Hernandez, California State University, San Bernardino; Johanna Ortiz, California State University - San Bernardino

Role of School Climate in School-Based Violence Among Homeless and Nonhomeless Students: Individual- and School-Level Analysis. Hadass Moore, Hebrew University of Jerusalem; Ron Avi Aston, University of Southern California; Rami Benbenishty, Hebrew University

Discussant: Natasha N. Johnson, Georgia State University

64.080. Science Teaching and Learning SIG Paper Session: Sustainability. SIG-Science Teaching and Learning; Paper Session Metro Toronto Convention Centre, 800 Level, Room 802B; 12:20-1:50pm

Chair: Enrique (Henry) Suarez, University of Washington - Seattle

Participants:
Scientists’ Experiences of Awe and Its Relation to Learning and Discovery. Megan Powell Cazzolino, Harvard University

Comparison of Technology-Supported and Laboratory-Based Environments: Formative Assessment of Students’ Learning in Physics. Feral Ögan-Beloglu, Marmara University; Onur Oymak

Eating Intuitively for Health and Well-Being: Insights From a Simple Foods Workshop Series in Toronto. Daniel Atkinson, University of Toronto

Metacognition Knowledge in Information Problem Solving in Science Classrooms. Qingna Jin, University of Alberta; Mäungi Kim, University of Alberta; Suzanne So-Har Wong, University of Alberta

Teacher Understandings of Claims, Evidence, and Reasoning Within Socioscientific Issue Implementation. Joseph Johnson, Mercyhurst College; Julie Dunphy, Lower Moreland Township School District; Augusto Macalalag, Arcadia University

Science Teachers’ Gaps in Knowledge and Perceptions of Next Generation Science Standards Science Practices as Epistemic Acts. Katherine Raenah McCance, North Carolina State University; Vance J. Kite, North Carolina State University; Soonhye Park, North Carolina State University; Elson Seung, Indiana State University

64.081. Reenvisioning English Learner Research Using State and District Data. SIG-Second Language Research; Symposium Metro Toronto Convention Centre, 200 Level, Room 206A; 12:20-1:50pm

Chair: Manka M. Varghese, University of Washington

Participants:
Making Every EL Count: Cautions and Opportunities of Administrative Data on English Learners. Julie Sugarman, Migration Policy Institute

Oregon’s Use of the Ever English Learner Category for Reporting, Accountability, and Research. Karen D. Thompson, Oregon State University; Josh Rew, Oregon Department of Education; Ilana Marice Umansky, University of Oregon

Effects of English Learner Reclassification Policies on Academic Trajectories. Laura Hill, Public Policy Institute of California; Julian Betts, University of California - San Diego; Karen Bachoffer, University of California - San Diego

School Staff Expectations for High School English Learners’ Math and Science Course-Taking. Elizabeth A. Sanders, University of Washington; Anna Wheeler Van Winckens, University of Washington - Seattle; Manka M. Varghese, University of Washington; Min Li, University of Washington

Discussant: Jennifer L. Steele, American University

64.082. Diverse Voices and Narratives in Social Studies Research. SIG-Social Studies Research; Paper Session Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall B; 12:20-1:50pm

Chair: Christine Beaudry, Nevada State College

Participants:
A Tale of Four Cities: A National Comparative Survey of Latinx Social Studies. Eliana Castro, Michigan State University; Maribel Santiago, Michigan State University

“Keep It Sacred!” Youth-Led Research and Filmmaking to Advance Critical Social Studies Education With/in Indigenous Communities. Christine Rogers Stanton, Montana State University; Brad R Hall, Blackfeet Community College

Not Inferior but Backward: Contradictory Representations of Asia in U.S. World History Textbooks During the Interwar Period (1919–1938). Jiyoung Kang, Indiana University - Bloomington

“Our Silent Day”: One Teacher Explores Agency and Countersocialization Through the National Day of Silence. Jenni Conrad, University of Washington - Seattle

Portrayals and Perceptions: Understanding Elementary Students’ Views of Women in History. Alyssa Whiford, Michigan State University

Discussant: Mark Helmsing, George Mason University

64.083. Tracking and Instructional Practices. SIG-Sociology of Education; Paper Session Metro Toronto Convention Centre, 200 Level, Room 206D; 12:20-1:50pm

Chair: Rachel Elizabeth Fish, New York University

Participants:
Gatekeeping Success: An Examination of the Relationship Between School Racial Climate and Advanced Course-Taking. George Spencer, New York University; Janine de Novais, University of Delaware

Losing Before You Choose? Engagement Before the Transition From Primary to Secondary School in Flanders. Janneke Demanet, Ghent University; Simon Boone, Vrije Universiteit Brussel

School-to-School Differences in Instructional Practice: Evidence From the MET Data. Sean P. Kelly, University of Pittsburgh; Zachary Mozenter, University of North Carolina - Chapel Hill; Esteban Aucejo, Arizona State University; Jane Fruchtwirth, University of North Carolina

The Effects of Ability Grouping of Gifted Students on Gifted and Nongifted Achievement Growth. Daniel A. Long, University of Connecticut - Storrs; D. Betsy Mccaco, University of Connecticut; Rashea Hamilton, University of Connecticut/ Washington Student Achievement Council; Del Siegle, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut; Carolyn M. Callahan, University of Virginia

Contact name: 2019 AERA Annual Meeting > Program Schedule > MONDAY, APRIL 8, 12:20 PM

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Division and SIG Roundtables

64.086. MTCC Roundtable Session 27; Roundtable Session

64.086-1. Lessons Learned From Leadership Collaboration and Development. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Participants:
The Structure Dynamics of Beliefs or the Beliefs Dynamics of Structure? Longitudinal Study of Leadership Networks and Personal Beliefs. Yi-Hwa Liao, National Taiwan University of Education
Lessons Learned From Leaders Organizing Professional Learning in Cross-Sector School Contexts. Heather L. Horsey, California State University - Fresno; Karen Fong, American Society for Clinical Pathology - Board of Certification
Collaborate, Learn, and Succeed! Increasing Student Success Through Leadership Development and Collaborative Practices. Michel Janosz, University of Montreal; Alexis Gagné, Université de Montréal; Jean Belanger, Université du Québec - Montréal; Isabelle Archambault, University of Montréal; Claude St-Cyr, Fondation Lucie et André Chagnon
Leadership Development Through Design and Experimentation: Learning in a Research-Practice Partnership. Jessica G. Rigby, University of Washington; Stephanie Forman, University of Washington - Seattle; Alison Fox Resnick, University of Washington - Seattle; Elham Kazemi, University of Washington
Discussant: Jennifer Hartman, University of South Florida - St. Petersburg

64.086-2. Negotiating Leadership, Student Needs, and Democratic Values in Global Contexts. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Chair: Jo Bennett, Prince Mohammad Bin Fahd University
Participants:
Democratic Values and Practices: Educating Syrian Newcomers in Two Regions of Canada and Germany. Ira E. Bogotch, Florida Atlantic University; Brenton Cyriel Faubert, University of Western Ontario; Michael Pfeffer, Technical University of Dortmund; Cole P. Kervin, Florida Atlantic University; Dustin Pappas, Florida Atlantic University
Development of a Leadership Identity Among School Principals in the Galapagos Islands. Elizabeth T. Murakami, University of North Texas; Frank Hernandez, Southern Methodist University
Glocal Influences on Leaders Creating Educational Opportunities: The Case of English-Medium Schools in Bangladesh. Nicola Sum, Monash University; Jeffrey S. Brooks, RMU University; Anthony H. Normore, California State University - Dominguez Hills

64.086-3. Religion and Philosophy in Teachers’ Work. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Chair: Wei Jia Wang, University of Washington - Seattle
Participants:
Bridging Western and Eastern Learning Concepts: A Teacher’s Lived Experiences. Giang Nguyen Hoang Le, Thompson Rivers University
Self-Efficacy Beliefs: Teaching Experiences in Religion. Heather Rogers Haeverback, Towson University; Kathryn Bojczyk
Tension and Dialogue: Identity Among Religious Preschool Teachers as Reflected in Selection of Children’s Literature. Yael Segev

64.086-4. Voicing Bi/Multilingual Identities. SIG-Bilingual Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Chair: Kwongok Song, The University of Kansas
Participants:
Middle School Bilingual Learners’ Self-Expression and Reflective Learning Through Digital Stories. Deoksoon Kim, Boston College; Yinru Long, Boston College; Yi Zhao, Boston College; Shuyue Zhou, Boston College; Fang Jia, Boston College
Chillins’ in the United States: Voices of Immigrant and Refugee Students in Middle School. Arlene M. Alvarado, Gonzaga University
Multiple Pathways to Multilingual Investment: A Cross-Case Analysis of Self-Identified “Mexican” Students in the United States. Mary Amanda Stewart, Texas Woman’s University; Alexandra Babino, Texas A&M University - Commerce
Supporting Preservice Teachers’ and In-Service Teachers’ Sense-Making of Translanguaging Through Semiotic and Visual Learning Experiences. Christina M. Ponzio, Michigan State University; Matthew R Droog, University of Miami
Bilingual Womanhood and Politics of Multilingual Education in South Korea. Bong-gi Sohn, Simon Fraser University; Mi Ok Kang, Utah Valley University

64.086-5. East-West Conversation in the Era of Post-Truth: Promises and Challenges. SIG-Confucianism, Taoism, Buddhism and Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Chair: Shuafei Han, Louisiana State University
Participants:
Pedagogical Conversations Between East and West: Critical Reflections on Confucius, Laozi, Foucault, and Heidegger. Zhenyu Gao, Hangzhou Normal University; Jie Yu, Rollins College; Tingwei Rong,
64.086-6. Access to Childcare. SIG-Early Education and Child Development; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Participants:
Choice Versus Accommodation: Cultural, Family, and Child Factors in Family Pre-K Decision Making. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Moonjoo Woo, University of Wisconsin - Madison; Jyeon Lee, University of Wisconsin - Madison


Mapping the Dimensions of Family and Childcare Instability for Infants and Toddlers. Shinyoung Jeon, University of Oklahoma; Timothy G. Ford, University of Oklahoma; Kyong-Ah Kwon; Ji Young Choi, Iowa State University

64.086-7. Applications of Assessment in Sport. SIG-Research Focus on Education and Sport; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Chair: Michele Vivienne Carbinatto, University of Sao Paulo

Participants:
Assessing the Impact of the NCAA’s Accelerating Academic Success Program on Historically Black Colleges and Universities’ Academic Progress Rate. Monique Osetulu, New America

Assessment Instruments in Physical Education Undergraduate Courses: Focus on Gymnastics Classes. Michele Vivienne Carbinatto, University of Sao Paulo; Luiza Luna Goncalves, University of Sao Paulo; Tamiris Luna Patricio, University of Sao Paulo

Parental Knowledge of Concussion: Evaluation of the Centers for Disease Control’s “HEADS UP to Parents” Educational Initiative. Teresa Rice, West Virginia University; Reagan Curtis, West Virginia University


64.086-8. Examining Educational Challenges and Opportunities Across International Contexts. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Chair: Rabia Has, University of Rhode Island

Participants:
Corporal Punishment in Immigrant Families: A Look From the Cultural Perspective. Xuan Nguyen, University of Windsor

Developing Strengths-Based Approaches for Refugee or Immigrant Students: Implications From North Korean Refugee Students. Young Song, Morrow College

Educating for Diverse Identities in East Asia: Minority Representation in Hong Kong History Education. Cong Lin, The University of Hong Kong; Liz Jackson, University of Hong Kong

Exploring Barriers and Challenges to Public Education in Protracted Refugee Situations: The Case of Syrian Refugees in Turkey. Hasan Aydin, Florida Gulf Coast University

64.086-9. Perspectives and Partnerships: Listening to Families of Children With Autism Spectrum Disorder. SIG-Special Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Chair: Ashwini Tiwari, University of Houston - Downtown

Participants:
Investigating Perceptions of Parents and Principals of Students With Autism on Family-Professional Partnerships. Sara R Jocham, Newport-Mesa Unified School District; Ying Hong Jiang, Azusa Pacific University

Meeting FACES: A Workshop for Families of African American Children With Autism in North Carolina. Jamie Pearson, North Carolina State University; Amanda Traficante, North Carolina State University; Lauren Denny, North Carolina State University

Parent Perspectives on Facilitating Social Communication Learning for Their Toddlers With Autism. Hannah Schertz, Indiana University; Jessica Nina Lester, Indiana University

Parents’ Growth Through a Behavior Support Mentoring Program for Their Children With Autism Spectrum Disorders. Qing Liu, The University of Hong Kong; Wu-Ying Hsieh, University of Northern Iowa; Kit Chan, The University of Hong Kong; Jie Zhu, The University of Hong Kong

64.086-10. Play as a Discursive Resource for Examining Membership, Power, and Friendship. SIG-Language and Social Processes; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Chair: Stephanie Lynn Abraham, Rowan University

Participants:
Examining Metadiscourse as a Critical Tool in Eighth-Grade Student Storytelling. Beth Krone, The Ohio State University - Columbus

“Let’s Build a Tower!” Interactive Practices Among a Friendship Group of Preschool Boys. Jacque Kemp, University of California - Santa Barbara; Amelia Kyratzis, University of California - Santa Barbara

“Not for Real, Okay?” An Analysis of Young Children’s Pretend Play in a Kindergarten Classroom. Jungmin Lee, The Ohio State University - Columbus

64.086-11. Portraits of the Early Childhood Workforce. SIG-Early Education and Child Development; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Chair: Sharon Ryan, Rutgers University

Participants:
How Are Early Educators Portrayed in the News Media? Analysis of a Public Narrative. Anne Douglass, University of Massachusetts - Boston; Amanda Wiehe Lopes, University of Massachusetts - Boston

“I’m a Teacher, Unofficially”: How Home-Based Childcare Providers Perceive Their Role. Alison Hooper, University of Pennsylvania; Rene Hallam, University of Delaware

How to Destabilize a Workforce: Tensions and Contradictions That Reduce Early Childhood Teachers’ Professionalism. Patry Cooper, Queens College, City University of New York

64.086-13. Black in (and) STEM: Narratives of Resistance and Social-Psychological Outcomes. SIG-Research Focus on Black Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm

Chair: Chezare A. Warren, Michigan State University

Participants:
Critical Race Imaginations of Science Epistemology. Reanna S. Roby, Michigan State University

Race, Culturally Relevant Pedagogy, and Mathematics Instruction: An Analysis of Preservice Teachers’ Lesson Plans. Nickolaus Alexander Ortiz, Michigan State University

Racial Discrimination and Mental Health: Black Students’ Narratives of Their Experiences With Racial Discrimination and Racialized Comportment. Kalea Lewis

Characterizations, Stigmas, and Stereotypes: The Psychosocial Impact of Racism on Undergraduate Black Women’s STEM Identity and
Participants: A Comparability Analysis of Anxiety Measure: Invariance Across Groups of International Students’ Classifications. Deyab Aied Ahmed, Umm Al-Qura University
An Examination of Factors in Teaching Context on Mathematics Performance of Eighth-Grade Students. Jianjun Wang, California State University - Bakersfield
Contextual Influences on Educational Borrowing: An Analysis of Teachers’ Implementation of Differentiated Instruction in Singapore. Tang T. Heng, Nanyang Technological University - National Institute of Education
Science-Related Shadow Education Participation and Its Association With Science Test Scores in China PISA 2015. Lei Zhu, University at Buffalo - SUNY

64.086-15. Leadership Ties to Teacher Self-Efficacy, Retention, and Curriculum Implementation. SIG-Leadership for School Improvement; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Chair: Elisabeth Avila Luevanos, Texas A&M University - College Station
Participants:
The Relationship Among Distributed Leadership, Teachers’ Self-Efficacy, and Teachers’ Job Satisfaction. Ho Soo Kang, Gyeonggi Institute of Education; Namwook Koo, Korea Institute for Curriculum and Evaluation; Hannah Kim, Korean Educational Development Institute
Disparate Views: Teacher and Administrator Beliefs on Teacher Retention and Attrition. Daina Lieberman, Fairfax County Public Schools
Teacher Leader Sense-Making of a District-Supported Mentorship Program. Lisa Jo Vernom-Dotson, Rowan University; Eric Morettini, Rowan University; Kathryn Luet, Rowan University
Leaders as the Learning Architects: Early Childhood Curriculum Leadership in China. Weipeng Yang, Singapore University of Social Sciences

64.086-16. Students With Special Needs: Social and Emotional Learning Interventions and Research. SIG-Social and Emotional Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm
Chair: John-Tyler Binjef, The University of British Columbia
Participants:
Students With Disabilities in Studies of Social and Emotional Learning Interventions: A Systematic Review. Sunanthana G Daley, University of Rochester; Michael McCarthy, University of Rochester; Marianne Lane, University of Rochester
Efficacy of a K-1 Social-Emotional Learning Intervention for Students at Risk for Emotional and Behavioral Disorder: Exploring Moderation Effects. Ann P. Daunic, University of Florida; Megan Worth, University of Florida; Daniel V Poling, University of Florida; Nancy Corbett, University of Florida; Stephen W. Smith, University of Florida; Emily Crews, University of Florida
School-Based Social-Emotional Learning Interventions for Students With Emotional and Behavioral Disorders: A Systematic Literature Review. Megan Worth, University of Florida; Daniel V Poling, University of Florida

64.087. MTCC Roundtable Session 28; Roundtable Session

64.087-1. Examining Preservice and In-Service Teachers’ Commitment and Motivation When Serving Diverse Communities. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Elecia Reyes McGovern, California State University - Dominguez Hills
Participants:
All the Best Efforts: Preparing and Supporting Teachers for High-Needs Schools. Tabitha Dell’Angelo, The College of New Jersey; Linda Richardson, The College of New Jersey
Antecedents, Correlates, and Consequences of Preservice Teacher Commitment: A Literature Review. Guoxiang Wang, Texas Tech University
Is It the Right “FIT”? Florida K-12 Public School Teachers’ Motivations to Become a Teacher. Natalie Marie Klorry Ridgeway, University of Florida

64.087-2. Institutional Perspectives on Preservice Teacher Field Experiences. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Rebecca Buchanan, University of Maine
Participants:
From Placements to Partnerships: The State of Clinical Practice and Preparation. Megan L. Birch, Plymouth State University; Laura M Waisledwski, Saint Anselm College; Vincent J. Connelly, University of New Hampshire; Stephen J. Bigal, Keene State College
How to Coach Pre-Service Teachers: Words from the Wise. Amanda Taylor Pate, University of Florida; Alyson J. Adams, University of Florida
Realistic Versus Effective: An Analysis of Traditional and Co-Teaching Models of Student Teaching. Jennifer L. Fiser, Messiah College; Patricia M. Joergensen, Holy Family University
The Evaluation of a University-School Partnership Model: A Longitudinal Study on “University Within School.” Mustafa - Ozcan, MEF University; Bengi Birgil, MEF University

64.087-3. #NeverAgain: Addressing School Violence and Student Trauma in Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Brian L. Wright, The University of Memphis
Participants:
Overwhelmed and Underprepared: The Role of Teacher Education in Addressing School Violence Prevention. Sean Brooks, Partners In Learning
Transforming Learning Communities: A Transdisciplinary, Trauma-Informed Approach to Classrooms as Communities. Mary Shelley Thomas, University of Louisville; Shantel Crosby; Penny B. Howell, University of Louisville; Khristen Lanesse Scott, University of Pittsburgh; Jamie Michelle Smith, University of Louisville; Sophie Noelle Daneshmand, University of Louisville; La’Que Deshod Howard Newby, University of Louisville; Danielle Marie Vincent, University of Louisville
“Why Don’t We Talk About This?” Preservice Teachers’ Perspectives on School Violence. Christy Suzanne Galletta Horner, Bowling Green State University; Kristina N. LaVenia, Bowling Green State University; Oluwatobi Ishola, Bowling Green State University
Discussant: Frank Pignato, New York University

64.087-4. Preparing Preservice Teachers to Teach Literacy. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Susan R. Adams, Butler University
Participants:
Canadian and U.S. Preservice Teachers’ Knowledge and Self-Efficacy Beliefs for Literacy Instruction. Katia Ciampa, Widener University; Tiffany L. Gallagher, Brock University
Investigating the Complexity of Teacher Candidates’ Prompting During Guided Reading Using Practice-Based Principles. Wendy L. Gardiner, Pacific Lutheran University; Sophie Degener, National-Louis University
Preservice Teachers Reframing Literacy Through a Multiliteracies Lens. Lydia Memm, University of Alberta
Reimagining Preservice Teacher Education: Teaching and Learning Across Disciplinary Lines. Emily V. Reign, Stanford University; Robin Keturah Anderson, Stanford University; Kimiko E. Lange, Stanford University; Peter W. Williamson, Stanford University

64.087-5. Cultural Empowerment of Indigenous Students Through Indigenous-Based Learning Modalities. SIG-Indigenous Peoples of the Americas; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Geni Cowan, California State University - Sacramento
Participants:
Recentering Indigenous Land and Language: Reading and Writing the Land in Ojibwemowin. Mary Hermes, University of Minnesota - Twin
64.087-10. Reading the Violences of the World of School: A Secondary Literacy Teacher’s Changing Perceptions. SIG-Peace Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chairs: Bradley J. Porfilio, Seattle University; Ilham Nasser, International Institute of Islamic Thought
Relational Critical Discourse Analysis: Listening for Connection in Negative Online Comments. Dorothy Vaandering, Memorial University of Newfoundland; Kristin Reimer, Monash University Teaching Complexities of Peace and Conflict Through Visual Arts: Affordances and Challenges. Mousumi De, Bowling Green State University Discussants: Breanne K. Litts, Utah State University; Shelly Wong, George Mason University

64.088. Sheraton Roundtable 12; Roundtable Session
64.088-1. Space and Place: Embodied and Performed. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Molly Quinn, Augusta University

64.088-2. Storying Land, Consent, and Radical Relationality as Practices of Walking-Through. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Stephanie Springgay, OISE/University of Toronto
Participants: Walking Pedagogies and Indigenous Resurgence in Learning Environments. Ananda Maria Marin, University of California - Los Angeles; Nikki McDaid-Morgan, Northwestern University School of Education and Social Policy Learning Sciences; Charlene LaDawn Nolan, University of Washington - Seattle; Megan Bang, The Spencer Foundation Militarisms, Migration, Speculative Geology, and a Queering of Place. Stephanie Springgay, OISE/University of Toronto; Sarah E. Truman, University of Melbourne Why Do You Need to Know That? Jon Johnson, University of Toronto; Karyn Recollet, University of Toronto Walking-Through Children on Blasted Landscapes. Karen Malone, University of Western Sydney Australia

64.088-3. Teacher Educational Leaders and Curriculum: Global Perspectives. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Sebnem Cilesiz, University of Louisiana at Lafayette
Participants:
- An Exploratory Study on a Globalized World Economy and Teacher Education Practices in the United States From Insiders' Perspectives. Nabin Kumar Singh, State University of New York at New Paltz
- Discursive Colonization of Public School Administration. Sebnem Ciliz, University of Louisiana at Lafayette; Thomas Greckhamer, Louisiana State University
- Faculty Mobility. Navigating Accountability Policies in Kindergarten: Insights From Chilean Classrooms. Victoria Parra

64.088-4. The Social Imaginary of Neoliberalism on the Public Discourse of Urban Education in Indianapolis. Division B - Curriculum Studies; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Tambah O. Jackson, Indiana University - IUPUI
Participants:
- Neoliberal Reforms and the Educational Rights of African American Students and Their Families. Latasha M Rowley, Indiana University - IUPUI
- Public Discourse on Neoliberal Reforms and Urban School Re/Segregation and "Choice" in Indianapolis. Elena Hatton Silverman, Indiana University - IUPUI; Sherman J Woodard, Indiana University - Indianapolis
- From Miseducation to Innovation: Neoliberalism, Public Discourses, and Schooling Philosophies and Curriculum in Indianapolis Urban Schools. Tambah O. Jackson, Indiana University - IUPUI; Sonya J Hicks, Indiana University - IUPUI; Leslie K. Etienne, Indiana University - IUPUI
- A Guarantee of Control: The Covert Purpose of Alternative Education. Public Discourse on Neoliberal Reforms and Urban School Re/
- Planning for Failure: The Closing of Historically Black High Schools in New Orleans. Elizabeth K. Jeffers, University of New Orleans
- Discussant: James Joseph "Jim" Scheurich, Indiana University - Indianapolis

64.088-5. Roundtable: Research on Curriculum Design for Science Learning. Division C - Learning and Instruction; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Chair: Jordyn Kamitono, California State University - Fresno
Participants:
- Evaluating a Unit Aim at Helping Students Understand Matter and Energy for Growth and Activity. Cari E. Herrmann-Abell, BSCS Science Learning; Joseph Hardcastle, American Association for the Advancement of Science; Jo Ellen Roseman, American Association for the Advancement of Science
- Investigating the Effects of Zoo-Inquiry Projects on Student Learning in Introductory Chemistry Laboratories. Jordyn Kamitono, California State University - Fresno; Dermot Francis Donnelly, California State University - Fresno
- Rhetorical Framings of Science, Technology, Society, and Environments in Middle School Science Textbooks. Shihan Xiao, East China Normal University

64.088-6. Faculty Mobility. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 12:20-1:50pm
Participants:
- Academic Inbreeding and International Mobility: A Study on the Brazilian Higher Education System. Luís Filipe de Miranda Grochocki, Stanford University
- Understanding Patterns of Movement: Job Mobility of Foreign-Born and U.S.-Born Faculty Members. Donghyun Kim, Michigan State University; Susan B. Twombly, The University of Kansas; Lisa E. Wolf-Wendel, The University of Kansas; Angelina Arcuri Belin, Michigan State University
- Foreign-Born Faculty in the United States and Multicultural Curriculum Reform. Eugene Fujimoto, California State University - Fullerton; Maria Veronica Oropeza Fujimoto, California State University - Los Angeles; Miguel Zavala, Chapman University

64.089. Sheraton Roundtable 12: Roundtable Session
64.089-1. Innovative Approaches to Supporting Student Success. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Participants:
- Bringing Book Club to Class: Engaging College Students in Reading Content-Specific Books Written for Popular Audiences. Lesley Sylvan, Montclair State University
- Punishment Before Pedagogy: Novice Writers’ Perceptions of the Treatment of Plagiarism in University Contexts. Stephanie Crook, University of Manitoba; Jerome A. Cranston, University of Regina; Robert D. Renaud, University of Manitoba; Michael O’Brien-Moran, University of Manitoba
- The Effects of Teachers’ Beliefs on Constructivist Technology Use: A Structural Equation Modeling Analysis. Haixia Liu, Michigan State University; Matthew J. Koehler, Michigan State University; Lina Wang, South China Institute of Software Engineering

64.089-2. International Perspectives on Graduate and Doctoral Education. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Ah Ra Cho, The University of Arizona
Participants:
- Pre-Health Dreamers: A Multipronged, Community-Based Approach to Expanding Graduate School Access for Undocumented Students in Health Fields. Erick Leyva Bedolla, Pre-Health Dreamers; Gloria Itzel Montiel, Clarenmont Graduate University; Angela C. Chen, University of California - Los Angeles
- Why Did You Withdraw? Experiences of Chinese International Doctoral Students in Canada. Yan Gao, University of Victoria
- Culture and Doctoral Advising Practices: Formality Versus Informality in Germany and Israel. Gad Yair, The Hebrew University of Jerusalem

64.089-3. Research Perspectives of Global Leadership in Organizations of Higher Education. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Lisa Unangst, Boston College
Participants:
- University Autonomy in Indonesia: A Case of Gadjah Mada University. Taufik Mulyadin, Ohio State University Extension
- Global Leadership at International Branch Campuses in China: From Foreign Faculty Members’ Perspectives. Xin Bu, University of Montana - Missoula; Patty Kero
- Leadership Chronicles: Academic Leadership Perspectives From Pakistan. Aliya Mueen Zafar, COMSATS University Islamabad; Tehmina Khwaja, Independent Scholar

64.089-4. Student Development in Evolving Diversity. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm
Chair: Paul S Hengesteg, Iowa State University
Participants:
- "In the Middle": Nonbinary and Agender Collegians’ Navigations of Campus. Maureen Alice Flint, The University of Alabama - Tuscaloosa; Lauren Bennett, The University of Alabama; Cindy Ann Kilgo, University of Alabama
- What’s Your Name Again? The Pain of False Family in the College Classroom. Naomi Nishi, University of Colorado - Denver
- "Havin’ It...That’s Why I’m in College": Documenting the American Identities of First-Year/First-Generation Students Through Photovoice. Ann M. Bennett, Kennesaw State University; Danelle Dyckhoff Slezier, Kennesaw State University
- Woke Like Me: Experiences and Expectations of Wokeness Among College Students. Hana Zewdie, University of Maryland - College Park

64.089-5. The Role of Discourse in Shaping Policy, Space, and Performance in Higher Education. Division J - Postsecondary Education; Roundtable Session
Participants:

Chair:

Examining Culturally Sustaining Pedagogy and Practices in Higher Education. Jing Xiao, University of Saskatchewan; Gus Riveros, University of Western Ontario

Making Meaning of “Meme”-ing: Athletic Scandals and Institutional Perceptions. Lori Pindar, Clemson University; Cheese Fine, Clemson University

Multimodal Engagement of the Visual and More: Arts-Based Research Practices for Redesigning Researcher Education. Thalia Malwhill, Ball State University; Raji Swaminathan, University of Wisconsin - Milwaukee

Photovoice as a Pedagogical Tool for Learning in Social Work. Inci Yilmazli Trout, University of the Incarnate Word; M. Candace Christensen, University of Texas at San Antonio; Beatris F. Perez, San Antonio College

Collage Making as Visual Inquiry: Supporting Practicing Teachers’ Understandings About Literacies. Mary F. Rice, The University of New Mexico; Ashley Kaye Dallacqua, The University of New Mexico

Examining Culturally Sustaining Pedagogy and Practices in Catholic Schools. SIG-Catholic Education; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm

Chair: Adrienne Boulton, Kwantlen Polytechnic University

Participants:
The Pedagogy of Loss: Trauma, Memory, and the Mundane in Teacher Education. Adrienne Boulton, Kwantlen Polytechnic University

Photographic Arts: Arts-Based Research Practices for Redesigning Researcher Education. Thalia Malwhill, Ball State University; Raji Swaminathan, University of Wisconsin - Milwaukee

Photovoice as a Pedagogical Tool for Learning in Social Work. Inci Yilmazli Trout, University of the Incarnate Word; M. Candace Christensen, University of Texas at San Antonio; Beatris F. Perez, San Antonio College

Collage Making as Visual Inquiry: Supporting Practicing Teachers’ Understandings About Literacies. Mary F. Rice, The University of New Mexico; Ashley Kaye Dallacqua, The University of New Mexico

Examining Culturally Sustaining Pedagogy and Practices in Catholic Schools. SIG-Catholic Education; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm

Chair: Monica J. Kowalski, University of Notre Dame

Participants:

On the Consistency of Catholic Education and Culturally Sustaining Pedagogy. Michael Macaluso, University of Notre Dame; Olivia Ann Furman, Michigan State University; Kati Macaluso, University of Notre Dame

Moving Beyond Enrollment: A Framework for Encouraging Critical Perspectives and Embracing Diversity in Catholic Education. Andrew Frederic Miller, Archdiocese of Boston Catholic Schools Office; Michael T. O’Connor, Providence College

Models of Two-Way Bilingual Programs in Catholic Schools. Myra Rosen-Reynoso, Boston College; Patricia A. Weitzel-O’Neill, Boston College; Mary Bridget Burns, Boston College; Zhongfeng Tian, Boston College

Spiritual Capital as Driving Force of Professional Capital in Catholic Dual Language Schools. Carrie Ann Fuller, All Souls World Language Catholic School

Organizational Effectiveness Across Catholic Schools in the Archdiocese of Detroit. Ben Pogodzinski, Wayne State University; Anne Morris, Madonna University

Discussant: Mickey Fenzel, Loyola University Maryland

Disrupting Narratives of Children: Embodiment, Materiality, and the “Whole” Child. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm

Chair: Kenya Wolff, The University of Mississippi

Participants:

Drawing, Bodies, and Difference: Heterocorporeal Dialogues in Children’s Classroom Drawing. Leslie Kendall Rech, University of Georgia - Athens

Future Child: Proposing a Post-Anthropocene Pedagogy. Chessa Adsit-Morris; Alexandra Lakind, University of Wisconsin - Madison

Research “After the Child”: Responses to Misconceptions About Posthuman and New Materialist Research With Children. Claudia Diaz-Diaz, The University of British Columbia; Paulina Semence, The University of British Columbia

Young Yogis: A Qualitative Case Study on Children’s Experiences With Yoga in a Preschool Setting. Kenya Wolff, The University of Mississippi; Alicia Cooper Stapp, The University of Mississippi

Representing and Curating the Self: Researching Identity in Narrative, Storytelling, and the Everyday. SIG-Writing and Literacies; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm

Chair: Julia Hage, The Ohio State University - Marion

Participants:

Principled Adaptation for Narrative Expression: Expanding What Counts in the Language Arts Classroom. Aaron Micah Gaggerheim, University of Colorado - Boulder; Karla Scornavacca, University of Colorado - Boulder; Joseph L. Polman, University of Colorado - Boulder

College Students’ Identity Experiences With the Process of Writing Personal Statements: Direction, Misdirection, and Truthness. Mecaila M Smith, University of California - Santa Cruz

Toward a Theory of Learning as Storytelling. Kristina M Stamatis, University of Colorado - Boulder

Writing New Rules for Multimodal Self-Curation: Teacher Research Into Students’ Everyday Literacy Practices. Anne Cloonan, Deakin University

Writing Co-Production: Thinking, Feeling, and Knowing Together. SIG-Writing and Literacies; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 12:20-1:50pm

Chair: Kate Heron Pahl, Manchester Metropolitan University

Participants:

“Who Has Ever Written a Book Before, Raise Your Hand”: Navigating Co-Authorship Across Difference. Joanne C. Larson, University of Rochester; George H. Moses, North East Area Development, Inc./NEAD

Reimagining Contested Communities: Collaboration as an Act of Hope in an Age of Post-Truth. Elizabeth Campbell, Appalachian State University; Kate Heron Pahl, Manchester Metropolitan University; Elizabeth Pente; Zanib Rasool

Reimagining Futures With Court-Involved Youth Through Everyday Acts of Citizenship. Lalitha Vasudevan, Teachers College, Columbia University; Kristine Rodriguez Kerr; Ahram Park; Katherine Newhouse, Teachers College, Columbia University

Discussant: Jane Johnson Thiel

Division and SIG Posters

Poster Session on Diverse Topics in Mathematics Education.

Division C - Learning and Instruction; Poster Session

Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Chair: Nathan Napoleon Alexander, Morehouse College

Posters:

1. Anxiety and Children’s Math Learning: Testing an Expressive Writing Intervention. Almaz Megchina, University of Chicago; Lindsey E. Richland, University of Chicago

2. A Partnership to Detrack Mathematics at a Diverse, Urban High School. Richard Kitchen, University of Wyoming; Lolita A. Talvon, University of Denver; Brianna Mestas, University of Denver

3. Convergent Discursive Patterns in a Mathematical Discourse Community. Hee-Jeong Kim, Hongik University, South Korea; Woong Lim


5. Effect of Automaticity on Mental Addition in Children: The Moderating Role of Working Memory. Yi Ding, Fordham University; Duke Zhang, Rutgers University; Ru-de Liu, Beijing Normal University; Jia Wang; Le Xu


7. Error Episodes in a Middle School Math Class. Christopher Leatherwood, Northwestern University School of Education and Social Policy Human Development and Social Policy

8. Examining the Social Aspects of the Greenhouse Effect Through Mathematics. Debasmrita Basu, Montclair State University, Nicole Panorkou, Montclair State University

10. Mental Rotation, Vividness of Spatial Imagery, STEM Self-Efficacy, and Aphasia. Anita Crowder, Virginia Commonwealth University
11. Rehumanizing Assessments in University Calculus II Courses. Kelly MacArthur, University of Utah
12. Shifts in Primary School Students’ Mathematical Noticing When Analyzing With Numerical Equivalence. Viktor Freeman, University of Moncton; Amand Durie, University of Stavanger; Natasha Blank, University of Stavanger

64.090-2. Reading, Literacy, and Language Supports for All. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Chair: Beverly J. Irby, Texas A&M University - College Station

Posters:
14. From Process to Product: Fostering the Literacy of Students With Intellectual Disabilities Through Reciprocal Teaching. Miriam Alfassi, Bar-Ilan University
15. Predicting Reading Growth Trajectories of Language-Minority Students: Effects of Parents’ Home Language Input. Unhee Ju, Michigan State University; Eumsoo Cho, Michigan State University; Jackie Relyea, Harvard University; Ina Choi, Michigan State University
16. The Interplay of Emotions and Working Memory Updating in Reading Comprehension Performance. Sonia Zaccolletti, Università degli Studi di Padova; Giannmarco Alteo, University of Padova; Lucia Mason, University of Padova
17. The Moderating Effects of the Use of Multiple Instructional Strategies on English Learners’ Reading Performance. Haiteng Li, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Hector H. Rivera, Texas A&M University - College Station
18. The Promise of a Technology-Based Early Language Comprehension Intervention (TELCLI) for Students With Comprehension Difficulties. Panayiota Kendeou, University of Minnesota; Kristen L. McMaster, University of Minnesota; Soo-hyun Im, Teachers College, Columbia University; Susan Slater, Stanford University; The TELCLI Team, University of Minnesota - Twin Cities
19. What Works for Beginning Readers With Individualized Education Programs for Reading? Report From a Three-Year Development Project. Emily M. Rodgers, The Ohio State University; Jerome V. D’Aagnosto, The Ohio State University

64.090-3. Sight, Sound, and Touch: Presentation Variations for Educational Technology. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Posters:
20. Effects of Gesture by Pedagogical Agents in Multimedia Learning. Fuxing Wang, Central China Normal University; Weimin Li, Central China Normal University; Richard E. Mayer, University of California - Santa Barbara; Huashan Liu
22. Does Physicality Impact Learner Interactions? Evidence From Tangible and Digital 3-D Models. Matthew Orr, University of Utah; Kirsten R. Butler, University of Utah
23. Putting Words to Pictures: Defining and Categorizing the Range of Static Visuals in Multimodal Research. Jannah Fuenag, California State University - Chico; Lauren M. Singer Trakhman, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park
24. Benefits of Segmenting a Multimedia Slideshow Lesson. Richard E. Mayer, University of California - Santa Barbara; Ashleigh Wells, University of California - Santa Barbara; Jeaney Parong, University of California - Santa Barbara; Jeff Howarth, Middlebury College
25. Patterns and Trajectories of an Adolescent’s Participation During an Integrated STEM and Digital Literacies Program. Shiyan Jiang, Carnegie Mellon University; Ji Shen, University of Miami; Blaire E. Smith, University of Arizona

Learning Styles, and Special Education. SIG-Brain, Neurosciences and Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Posters:
26. Neurocognitive Differences Modulating Performance on an Organic Chemistry Mental Rotation Task. Andrea Burgess, University of Florida; Pasha Antonenko, University of Florida; Andreas Kei, University of Florida; Nathaniel Willey, University of Florida
27. No Brain Left Behind: Implications for a Neuroscience-Informed Approach to Special Education. Lin Sun, Indiana University - Bloomington; Ozan Ozkaya, Indiana University - Bloomington; Jeffrey A. Anderson, Indiana University
28. Research Matters — Let Learning Styles Go: Results From an Empirical Investigation With Middle Schoolers. Beth A. Rogensky, Bloomsburg University of Pennsylvania
29. Using Neuroscience to Resolve Persistent Problems in Learning Styles Research That Reinforce Inequality. Alan Curtis Weissenbacher, Graduate Theological Union
30. Neurocognitive Effects of Toxic Stress as a Rationale for Persistent Inadequate Response. Adam LeRoy, Oakland University

64.090-5. Disability Studies in Education SIG Poster Session. SIG-Disability Studies in Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Posters:

64.090-6. Family, School, Community Partnerships SIG Poster Session. SIG-Family, School, Community Partnerships; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Posters:
32. Above and Beyond State-Mandated Report Cards: An Analysis of District-Driven Accountability Reports. Michael P. Evans, Miami University - Oxford; Erin Oh; Jaime Rainly, Preble Shawnee Local Schools
33. Building Family-School Partnerships With Drug- and Alcohol-Addicted Parents: An In-Depth Examination of Parents’ Experiences. Kara Lasater, University of Arkansas at Fayetteville; Chris Spera
34. In Search of an Equity Stance for Family Engagement: What Does It Take to Change? David Nieto, University of Colorado - Boulder; Molly Hamm-Rodriguez, University of Colorado - Boulder; Astrid Nicholl, Sambolin Morales, University of Colorado - Boulder
35. Parent Involvement in Children’s Math Achievement. Ye Liu, University of Alberta; Jacqueline P. Leighton, University of Alberta; Qi Guo, University of Alberta
36. Personal, Community Parent Empowerment and Postsecondary Enrollment: Racial/Ethnic and Socioeconomic Status Differences. Jungnam Kim, Ball State University; Julia Bryan, The Pennsylvania State University
37. Preschool Teachers’ Outreach Efforts and Children’s Academic Achievement: The Mediating Role of Parental Involvement. Jaime Lynn Puccioni, University at Albany - SUNY
38. The Role of Parental Involvement and Interference in School Climate and Pupils’ Mathematics Achievement. Fadia M Nasser-Abu Alhija, Tel Aviv University; Aner Rogel, National Authority for Measurement and Evaluation
39. Toward Queer Intersectional Abolitionism to Unpack School Community Partnerships. Edwin Mayorga, Swarthmore College; Maya Henry, Swarthmore College

64.090-7. Moral Development and Education Posters. SIG-Moral Development and Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm
Posters:
41. Development of a Short Form of the Social Issues Advocacy Scale-2. Jacob M. Marszalek, University of Missouri - Kansas City; Johanna Nilsson, University of Missouri - Kansas City; Joanne O’Flaherty, University of Limerick; Ciarán Ó Gallchóir, University of
42. From “Intellectual Citizen” to “Participatory Citizen”: Comparing the Civic Education Curricula Between China and Australia. Min Li, Capital Normal University; Zhusan Zhang, Capital Normal University; LuSha Ou, Capital Normal University; Tian Fu, Capital Normal University

43. Autonomy-Supportive and Culturally Responsive Environments Contribute to International Students’ Willingness to Communicate and Participation. Dongya Tan, Purdue University; Hornan A. Holgate, Purdue University; Chantal Levesque-Bristol, Purdue University

44. Developmental Relationships With Teachers, Parents, and Friends: Differential Impacts on Academic Experience and Success. Martin Van Boekel, University of Minnesota; Chen-Yu Wu; Peter C. Scales; Jenna Sethi; Rachel Chamberlain, Search Institute; Amy K. Sverytsen; Eugene Roehlkepartain, Search Institute; Kent Pekel

45. Does Autonomy Support Really Matter in Science Education? Susan Mathew, Langston University; State University; Sarah R. Gordon, Arkansas Tech University and Openness to Multicultural Instruction: A Preliminary Model. Stéphanie Austin, Université du Québec à Lévis; Stéphanie Tanguy, Université de Montréal; Frédérique Ouellet, Université de Montréal; Laura E. Martin, University of British Columbia; Jeff Ouellette, University of British Columbia; Robert R. McPartlan, University of Victoria; Peter M. Savani, University of Regina; Kevin J. Pekel, University of North Carolina at Chapel Hill

46. The Causal Impact of Task Difficulty and Instructional Style on Cognitive, Motivational, and Affective Outcomes Among Elementary School Children’s Mathematics Education. Elke Baten, Ghent University; Gert-Jan De Mann, Ghent University; Eline De Poortere, Ghent University; Maarten Vansteenkiste, Ghent University; Annemie Desoete, Ghent University and Artevelde university college

47. Effects of Performance Goals and Social Norms on Academic Dishonesty in a Test. Martin Daumiller, University of Augsburg; Stefan Janke, University of Mannheim


50. Perceived Relevance in the Classroom: The Mediated Relation Between Teachers’ and Students’ Mathematics Utility Value. Cora Farrisius, Hector Research Institute of Education Sciences and Psychology. University of Tübingen; Hanna Gaspard, University of Tübingen; Heide Pleisch, University of Tübingen; Eike Wille, University of Tübingen; Benjamin Nagengast, University of Tübingen; Ulrich Trautwein, University of Tübingen

51. Perceptions of the Learning Environment, Psychological Needs, and Openness to Multicultural Instruction: A Preliminary Model. Sarah R. Gordon, Arkansas Tech University; Mike Yough, Oklahoma State University; Jan Khosasteh, Oklahoma State University - Tulsa; Susan Mathew, Langston University; Andrea Haken, Oklahoma State University - Stillwater; Emily A Finney, Oklahoma State University - Stillwater

52. Principals’ Quality of Relationships and Occupational Commitment: The Mediating Role of Autonomous and Controlled Motivation. Louise Clément, Université Laval; Claude Fernet, Université du Québec à Trois-Rivières; Stéphanie Austin, Université du Québec à Trois-Rivières

53. Students’ Psychological Needs and Motivation as Mediators of Perceived Teaching Styles and Educational Outcomes. Lennia Matos, The Pontifical Catholic University of Peru; Moti Benita, University of Haifa

54. Teacher Self-Efficacy Profiles: Outcomes and Generalizability Across Teaching Level. Harsha Perera, University of Nevada - Las Vegas; Celeste M Calkins, University of Nevada - Las Vegas; Rachel Part, University of Nevada - Las Vegas

55. Teachers’ Emotions and Emotional Authenticity: Do They Matter to Students’ Emotional Responses in the Classroom? Melanie M. Keller, University of Kid; Eva Susann Becker, University of Zurich

56. Temporal Variability and Domain Specificity of University Instructors’ Achievement Goals and Associations With Affective Experiences. Martin Daumiller, University of Augsburg; Stefan Janke, University of Mannheim; Julia Hein; Oliver Dickhauzer, University of Mannheim; Markus Dresel, Augsburg University

57. The Demotivating Effect (and Unintended Message) of Retrospective Awards. Carly Dolan Robinson, Harvard University; Jana Gallus, University of California - Los Angeles; Monica G Lee, Stanford University; Todd Rogers, Harvard University

58. Understanding Children’s Math Anxiety With Parents’ Attitude Toward Math, Control, and Value Constructs. Hyeyoung Hwang, Ewha Womans University; Jaeyun Han, University of Kentucky
3:45pm

66.002. AERA Review of Research in Education: Closed Editorial Board Meeting. AERA Governance; Governance Session InterContinental Toronto Centre, Upper Lobby, Haliburton; 2:15-3:45pm
Chairs: Jeanne M. Powers, Arizona State University; Gustavo E. Fischman, Arizona State University; Margarita Pivovarova, Arizona State University

66.003. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting. AERA Governance; Governance Session InterContinental Toronto Centre, Upper Lobby, Humber; 2:15-3:45pm

66.004. SIG Executive Committee Interactive Session on Cross-Collaboration for SIGs. AERA Governance; Invited Speaker Session Metro Toronto Convention Centre, 200 Level, Room 202D; 2:15-3:45pm
Chairs: Nathan E. Bell, American Educational Research Association; Kathy Ganske, Vanderbilt University; Arturo Oliarte, The University of Texas - El Paso; Jennifer K. Clayton, The George Washington University; Cleveland Hayes, Indiana University Indianapolis; Shelley Zion, Rowan University; Mirka E. Koro-Ljungberg, Arizona State University; Margaret J. Maaka, University of Hawaii - Manoa

66.011. Centering Us: The Role of Institutional Centers in Educational Sovereignty, Justice, and Liberation. AERA Presidential Session; Invited Speaker Session Metro Toronto Convention Centre, 100 Level, Room 104A; 2:15-3:45pm
Chair: Django Paris, University of Washington
Speaker: Lawrence Torry Winn, University of California - Davis
Participants: Charles Harold Frederick Davis, University of Southern California; Sandy M. Grande, Connecticut College; Shaun R. Harper, University of Southern California; Django Paris, University of Washington; Leonie Pihana, The University of Waikato; Maisha T. Winn, University of California - Davis

66.012. “Critical Bifocality” in a “Post-Truth” Era: The Increasing Necessity of Exploring Structure and Agency Through Multimodal Methodologies to Address the Role of Education in Deepening Inequalities. AERA Presidential Session; Invited Speaker Session Metro Toronto Convention Centre, 100 Level, Room 104C; 2:15-3:45pm
Chair: Michelle Fine, City College of New York - CUNY
Participants: James D. Anderson, University of Illinois at Urbana-Champaign; Adam Gamoran, William T. Grant Foundation; Joyce E. King, Georgia State University; Rubén G. Ramírez, University of California - Irvine; Lois Weis, University at Buffalo - SUNY; Terrenda Cortia White, University of Colorado-Boulder

66.013. Gun Violence in Our Schools and Communities—Town Hall Meeting II. AERA Sessions; Invited Speaker Session Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 2:15-3:45pm
Chairs: Felice J. Levine, American Educational Research Association; Vivian L. Gadsden, University of Pennsylvania
Participants: Ron Avi Astor, University of Southern California; Dorothy L. Espelage, University of Florida; Matthew J. Mayer, Rutgers University; David M. Osher, American Institutes for Research; Amanda B. Nickerson, University at Buffalo

66.014. Marcia Mentkowski Memorial Session. AERA Sessions Cosponsored with Division I - Education in the Professions; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 713B; 2:15-3:45pm
Chair: Yoon Soo Park, University of Illinois at Chicago
Participants: Ara Tekian, University of Illinois at Chicago; Muriel J. Bebeau, University of Minnesota; Dorthea H. Judd, American Board of Psychiatry and Neurology, Inc.
Participants:
Overview and Context of the Book in Professions Education. LuAnn Wilkeron, The University of Texas at Austin
Presentation of Themes From the Book. Anne Christine McKee, King's College London; Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research
Discussion and Next Directions for Education in the Professions. Pat O'Sullivan, University of California at San Francisco

66.015. Journal Talks 8. AERA Sessions; Invited Roundtable Metro Toronto Convention Centre, 700 Level, Room 718B; 2:15-3:45pm
Participants:
1. Critical Studies in Education. Steven John Courtney, University of Manchester; Trevor Gale, University of Glasgow; Taylor Webb, The University of British Columbia
3. Action in Teacher Education. Jessa Jackson, University of Nevada - Las Vegas; Katrina Liu, University of Nevada - Las Vegas; LAnn Putney, UNLV; Emily Lin, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas
4. International Journal of Leadership in Education. Duncan Waite, Texas State University
5. International Journal of Inclusive Education. Roger克莱尔, University of South Australia
8. Journal of Language, Identity and Education. Wayne E. Wright, Purdue University; Yasuko Kanno, Boston University
9. Graduate Student Council; Invited Speaker Session
10. Theory and Research in Social Education. Wayne Journell, University of North Carolina - Greensboro
12. The Curriculum Journal. Daniel Alving, Linnaeus University; Kathy Hibbert, University of Western Ontario; Nienke Nieven, SLO - The Netherlands Institute for Curriculum Development; Stavroula Philippou, University of Cyprus; Mark Priestley, University of Stirling
13. Learning and Instruction. Lauren Ashby, Elsevier Inc.; Fani Lauermann, University of Dortmund

Committee Sessions

Chair: Alankrita Chhikara, Purdue University
Participants: Denise M. Talafarre Buzcel, Miami University; Ming Fang, George Southern University; Troy Richardson, Cornell University; Gabriel Stephen Huddleston, Texas Christian University; Jason Goold, DePaul University; Thomas S. Popkevitz, University of Wisconsin; Lisa
66.017. Links and Shoulders Student Mentoring Hour. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 717B; 2:15-3:45pm
Chair: Desa Karye Daniel, The University of New Mexico
Participants: Jessica Holloway, Deakin University; Jesus Cisneros, University of Texas at El Paso; Andrew C. Butler, Washington University in St. Louis; Anthony L. Brown, The University of Texas at Austin
Discussant: Desa Karye Daniel, The University of New Mexico

66.018. Race, Truth, and Academic Freedom: A Conversation With Marc Lamont Hill. Social Justice Action Committee; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 2:15-3:45pm
Chair: James Earl Davis, Temple University
Presenter: Marc Lamont Hill, Temple University

66.019. The Educators of Today and Tomorrow. Graduate Student Council; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 714B; 2:15-3:45pm
Chair: Weijia Wang, University of Washington - Seattle
Participants: Marilyn Cochran-Smith, Boston College; Linda Darling-Hammond, Learning Policy Institute; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Kenneth M Zeichner, University of Washington
Discussant: Weijia Wang, University of Washington - Seattle

66.020. The New Institutional Architecture of International Aid to Education. International Relations Committee; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203A; 2:15-3:45pm
Chair: Karen Mundy, University of Toronto - OISE
Participants: Questioning the Role of Business in Global Education: Privatization, Humanitarianism, and “Tech-Optimism.” Francine Menashy, University of Massachusetts - Boston; Zena Zakharria
Promoting the Right to Education: Comparing the Effectiveness and Legitimacy of UNESCO and UNICEF. Caroline Manion, University of Toronto
Innovations in the International Aid Architecture for Education. Karen Mundy, University of Toronto - OISE
Deep Into the Gray Zone: Trends and Patterns in Knowledge Production in International Education Development. Robyn Read, University of Toronto

66.021. Contexts and Challenges for Educational Leadership and Administration: Research From an Americas Perspective. Americas Education Research Network; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 2:15-3:45pm
Chair: Juan Pablo Queupil, Universidad Católica Silva Henríquez
Participants: Distributed Leadership Through Social Network Analysis: Evidence From Chilean Schools. Juan Pablo Queupil, Universidad Católica Silva Henríquez
Leaders Supporting Teachers: The Case of Chilean Public Schools. Carolina Cuellar, Universidad Católica Silva Henríquez
Comparative Educational Administration: Considering Context in Research and Practice. Joseph J. Flessa, University of Toronto - OISE
The Effect of School Processes Variables on Math Achievement and Achievement Gaps Due to Socioeconomic Differences in Peruvian Students. Juan León, GRADE

66.022. Teacher Education and Teacher Development – Issues for Research Worldwide (WERA@10). World Education Research Association; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104D; 2:15-3:45pm
Chair: Robert E. Floden, Michigan State University
Participants: Teacher Education and Teacher’ Development: Issues of Theory, Policy and Practice. Joanna Maria Madalinska-Michalak, University of Warsaw
Gathering Moss Worldwide on the Rolling Stone of Teacher Resilience. Liesel Etherson, University of Pretoria
Fomenting a Culture of Research in Pre and In-Service Teachers. Nicola Wills-Espinosa, Universidad Casa Grande
Digital Portfolio in Teacher Education: Development of Autonomous Thinking Teachers. Bee Leng Chua, National Institute of Education - Nanyang Technological University; Stefanie J. Chye, National Institute of Education - Nanyang Technological University
Discussant: Robert E. Floden, Michigan State University

International Organization Sessions

Metro Toronto Convention Centre, 600 Level, Room 604; 2:15-3:45pm
Chair: Barry J. Fraser, Curtin University
Participants: Historical Perspective on Multiple Meanings of Truth and of Our Work in a “Post-Truth” Era. William (Bill) H. Schubert, University of Illinois at Chicago
Educational Politics and the Promotion of False Knowledge. David C. Berliner, Arizona State University
Fake News and Propaganda: How’d We Get Here? What’re We Faced With? and What Do We Do About It? Richard J. Shavelson, Stanford University
Critical Thinking in Social Domains. Fritz K. Oser, University of Fribourg; Horst Biedermann, Saint Gallen University of Teacher Education
Students’ Critical Ways of Dealing With Information When Solving Performance-Based Assessments. Olga Zlatkin-Troitschanskaya, Johannes Gutenberg University of Mainz
Discussant: Daniel Koretz, Harvard University

Division Sessions

66.024. From Professional Collaboration to Collaborative Professionalism. Division A - Administration; Symposium
Metro Toronto Convention Centre, 700 Level, Room 713A; 2:15-3:45pm
Chair: Andy Hargreaves, University of Ottawa
Participants: How Collaborative Professionalism Varies by Culture and Design. Andy Hargreaves, University of Ottawa; Michael T. O’Connor, Providence College
Professional Collaboration With Purpose: Transforming Schools Through Teacher Learning and Leadership. Amanda L. Datnow, University of California - San Diego; Vicki Park, San Diego State University
From Divisiveness to Collaborative Professionalism: Developing System Conditions for Governments, Unions, and Educators to Collaborate. Carol Campbell, University of Toronto - OISE; Lidy Amato, Ontario Teachers’ Federation; Pamela Janie Osmond-Johnson, University of Regina; Anna Yashkina, OISE/University of Toronto
The Rapid and Profound Spread of Deep Learning With Collaborative Professionalism. Michael Fullan, OISE/University of Toronto
Discussant: Ann Lieberman, Stanford University

66.025. Epistemic Anxieties of STEM Education: Pedagogical Discrep and Productions of Desire, Fear, and Difference. Division B - Curriculum Studies; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow East; 2:15-3:45pm
Chair: Kathryn Lewkowicz Kirchgasser, The University of Kansas
Participants: New Health Imperatives? Historicizing Bio-Pedagogies Designed to Incite Fears and Healthier Choices Within Science Education. Kathryn Lewkowicz Kirchgasser, The University of Kansas
Health/Science/Morality: How Health Becomes a Cultural Practice in Constructing Citizens. Xue Yin, The University of Wisconsin-Madison
Un/Balancing Bodies, Hearts, and Minds: A Cartography of Mathematics Education, Mind, and Affect. Ryan Ziols, University of Miami
66.026. How Progressive Is "Progressive"? The Twists and Turns of Sexuality Education in Ontario, Canada. Division B - Curriculum Studies; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Willow West; 2:15-3:45pm
Chair: Calleigh Guy, OISE/University of Toronto
Participants:
Ontario’s Sex Education Time Warp: Implications for Gender-Based Violence Prevention Education. Jessica Wright, University of Toronto - OISE
Back to the Future: Narratives of Progress, Sex Education, and Ontario’s Separate System. Taylor Louise Berzins, University of Toronto
Mandatory or Optional? Curriculum Format as a Battleground for Progress. Lauren Bialystok, University of Toronto - OISE

66.027. Ask for Evidence: Identifying, Preventing, and Countering Scientific and Educational Myths. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 2:15-3:45pm
Chairs: Eva Seifried, Heidelberg University; Birgit Spinnath, Heidelberg University
Participants:
Misconceptions About Topics From Educational Psychology: Prevalence and Persistence Among Preservice Teachers in Germany. Cordelia Menz, Heidelberg University; Birgit Spinnath, Heidelberg University; Eva Seifried, Heidelberg University
Investigating Middle School Students’ Grasp of Evidence. Clark A. Chinn, Rutgers University; Ravit Golan Duncan, Rutgers University; Sarit Barzilai, University of Haifa
To What Extent Does Higher Education Foster Growth in Students’ Evidence-Based Thinking? Erin Hardin, The University of Tennessee - Knoxville
Distinguishing Science and Ethics: Ethical Bias Affects the Evaluation of Evidence Related to Socioscientific Issues. Lisa Scharrer, Ruhr University Bochum; Marc Stadler, Ruhr University Bochum; Rainer F. Bromme, University of Münster
The Importance of Relutational Teaching in the Psychology Classroom. Annette Taylor, University of San Diego; Patricia Kowalski, University of San Diego
Discussant: Paul A. Kirschner, Open University of the Netherlands

66.028. Culturally Responsive Teaching and Pedagogy: Promising Research and Practices. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 2:15-3:45pm
Chair: Kimberly Gomez, University of California - Los Angeles
Participants:
Teachers Caring for Students and Caring for Math: Perceived Teacher Caring and Student Motivation. Osman Umarji, University of California - Irvine; Anna-Lena Dicke, University of California, Irvine; Nayyssan Safavian, University of California - Irvine; Stuart A. Karabenick, University of Michigan; Jacqueline Eccles, University of California - Irvine
Teachers’ Decisions on Curriculum and Instruction in Diverse and Marginalized Contexts During the Era of Accountability. Michael Glen Cawdery, Leeward Community College
The Emotional Benefits of Diversity: How Does Exposure to Global Learners Open MOOC Instructors’ Eyes and Reshape Their View of Online Education. Frang Phan, California State University, Fresno; Curtis J. Bonk, Indiana University
Tipping the Scales Toward Culturally Responsive Teaching: Teacher Readiness for Accommodative, Biography-Driven Instruction. Socorro Herrera, Kansas State University; Melissa Ann Holnes, Kansas State University; Kevin G. Murry, Kansas State University; Shabina Kavimandan, Kansas State University
Discussant: Thandeka K. Chapman, University of California - San Diego

66.029. Division C Fireside Chat: Building Your Research Community to Impact the Field: Insights From the #Cloud2Class Social Media in Education Initiative Sponsored by AERA. Division C - Learning and Instruction; Invited Speaker Session
Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 2:15-3:45pm
Chair: Christine M. Greenhow, Michigan State University
Participants: Diana Brandon, Charleston Southern University; Alan J. Daly, University of California - San Diego; Kenneth A. Frank, Michigan State University; Christine M. Greenhow, Michigan State University; Siuwa Hu, Northwestern University; Martin Rehm, University of Education Weingarten; Katlin T Torphy, Michigan State University; Vanessa Paz-Denn, The Florida State University

66.030. Innovations in Virtual Reality and Virtual Worlds. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 2:15-3:45pm
Chair: Shiyian Jiang, Carnegie Mellon University
Participants:
Supporting Learning as Identity Change Through Augmented Virtual Environments: Case Study Findings. Amanda Barany, Drexel University; Hamidreza Talagan, Drexel University; Manta Shah, Drexel University
Mandatory or Optional? Curriculum Format as a Battleground for Progress. Lauren Bialystok, University of Toronto - OISE
Using an Online Simulated World to Promote Global Competence. Dan Hoffman, Teachers College, Columbia University; Seungoh Park, University of Hawaii - Manoa; Helen O. Au, University of Hawaii at Manoa
Can All Students Benefit From Virtual Reality? Evidence From Learning Outcomes and Process Data. Elizabeth Brooke Cloude, University of Central Florida; Megan Price, University of Central Florida; Roger Azvedo, University of Central Florida; Michelle Taub, University of Central Florida; Nicholas Vincent Madrick, North Carolina State University; Karen McKenzie, Cary Academy; Malika Burnett, Cary Academy; Michael McArule, LUCID DREAM
Did Mobile-Based Virtual Reality Improve L2 Students’ Oral Proficiency? Ying Xie, Northern Illinois University; Yan Chen, University of New Mexico; Lan-Hui Ryder, Northern Illinois University

66.031. Promoting STEM Learning and Engagement Through Rich Technological Experiences. Division C - Learning and Instruction; Symposium
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 2:15-3:45pm
Chair: David Henry Uttal, Northwestern University
Participants:
Describing the Technological Experiences Integrated Into a Spatial Skills Curriculum for Middle School Students. Grace Panther, University of Cincinnati; Sheryl Sorby, University of Cincinnati; Norma Veurink, The Ohio State University; David Henry Uttal, Northwestern University; Kinnari Atti, University of California Riverside; Jason Richard Power, Michigan Technological University; Logan Fiorella, University of Georgia; Camille Msall, Northwestern University
Prior Technology Exposure Impacts High School Students’ Enrollment and Outcomes in a Technology-Rich Geospatial Science Course. Emily Grossnickle Peterson, American University; Bob Kolvoord, James Madison University; David Henry Uttal, Northwestern University; Nihn Dinh, Georgetown University; Adam Weinberger, Georgetown University; Adam Green, Georgetown University
Introducing Making Into High School Science Classrooms: Exploring the Design Trade-Offs in Bridging the Formal-Informal Divide. Kinnari Atti, University of California Riverside; Jue Wu, Northwestern University; Grace Hall; Kay Ellen Ramey, Northwestern University; Mark Vondracek; Kemi Jona; David Henry Uttal, Northwestern University
Embodying STEM in the Dance Makerspace: Shifting STEM Thinking and Attitudes Through Transformative Embodied Experiences. Dionne N Champion, TERC
Effects of Instructor’s Presence on Student Attention to Video Lectures. Andrew T. Stull, University of California - Santa Barbara; Logan Fiorella, University of Georgia; Richard E. Mayer, University of California - Santa Barbara
Discussant: Richard E. Mayer, University of California - Santa Barbara

66.032. Reenvisioning Assessment and Approaches in Learning Technologies. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 2:15-3:45pm
Chair: Kimberly Rebecca Marsh Runyon, Macmillan Learning
Participants:
Automatic Evaluation of Concept Maps From an Immersive Virtual World for Ecosystem Science Learning. Joseph M. Keily, Harvard University; Shari J. Metcalf, Harvard University; Jamie Studwell,
66.033. Rich Approaches to Assess and Promote Technology Integration. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 2:15-3:45pm
Chair: Eugene Gary Kowch, University of Calgary
Participants:
Crowdsourcing Educator Perspectives on First- and Second-Order Variables Impacting EdTech Implementation. Emily A. Barton, University of Virginia; Bart Epstein, University of Virginia; Robert Pianta, University of Virginia
Expanding Education Through Technology-Based Community-Engaged Research: A School-Community-University Bilingual Youth Media Project. Deborah Romero, University of Northern Colorado; Dana Walker, University of Northern Colorado
Modeling Social Participation: Design Implications From Analysis of Online Teacher Professional Development Workshops. Yumiko Murai, Massachusetts Institute of Technology; Neil Patch, Harvard University; Elizabeth Cheo, Massachusetts Institute of Technology; Katherine McConachie, Massachusetts Institute of Technology; Philipp Schmidt, Massachusetts Institute of Technology
How Instructors Frame Students’ Interactions With Educational Technologies Can Enhance or Reduce Students’ Learning. Sally PW Wu, University of Wisconsin - Madison; Martina A Rau, The University of Wisconsin - Madison

66.034. The Design of Making Environments. Division C - Learning and Instruction; Paper Session Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 2:15-3:45pm
Chair: Hedieh Najaﬁ, University of Toronto
Participants:
Bounded Autonomy: Students’ Maker Learning Experiences in Public High School English Inquiry Units. Xun Ge, The University of Oklahoma; Kyungwon Koh, The University of Illinois Urbana-Champaign; John Chancey, University of Oklahoma; Kathryn Lewis, Norman Public Schools; Shirley Simmons, Norman Public Schools; Let B. Nelson, Norman Public Schools, University of Central Oklahoma; Janessa Doucette, Norman Public Schools
Urban Children Crafting (Making) at Home: Overlooked Intergenerational Funds of Knowledge. Kylie A. Peppler, Indiana University - Bloomington; R. Michael Sedas, Indiana University - Bloomington
Design Capacity for Informal Learning Within Schools: An Analysis of School Librarians and Maker Activities. Aubrey Rogowski, Utah State University; Abigail Leigh Phillips, University of Wisconsin - Milwaukee; Mimi M. Recker, Utah State University; Victor R. Lee, Utah State University

Discussant: Breanne K. Litts, Utah State University

66.035. Applying Childhood Maltreatment Identification and Intervention in an Academic Setting. Division E - Counseling and Human Development; Demonstration/Performance Metro Toronto Convention Centre, 700 Level, Room 717A; 2:15-3:45pm
Participant: Applying Childhood Maltreatment Identification and Intervention in an Academic Setting. Anna Kuznik, University of South Dakota; Kari Oyen, University of South Dakota

66.036. Queering, Crippling, and Trans(ing) Education Inquiry. Division G - Social Context of Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 704; 2:15-3:45pm
Participants:
Enabling Radical Inclusion: Girls of Color Reimagine Inclusive Education. Grace Tamara Handy, The University of Kansas; Amanda L. Miller, University of Kansas; Elizabeth Jackson, The University of Kansas; Jennifer M. Wilmet, University of Kansas - School of Education; Subini Ancy Annamma, The University of Kansas
Queering Social Studies Teaching Through Intersectional Lenses: A Case Study of the Enactment of LGBTQ Counterstories/narratives. Steven Ray Montemayor, The University of Texas at Austin
A DisCrit Analysis of Special Education Teacher Beliefs About the Intersections of Dis/ability and Race. Sailei S. Kulkarni, San José State University
Discussant: Ana Carolina Fernandes de Bessa Antunes, University of Utah

66.037. Race and Radical Imaginations: Critical-Theoretical Possibilities for Education Praxis. Division G - Social Context of Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 710; 2:15-3:45pm
Chair: Ehab Dyaa Abdou, McGill University
Participants:
Black Bodies as Margins of the State. Errol C. Saunders, Teachers College, Columbia University; Jordan Corson, Teachers College, Columbia University; Nick Welna, Teachers College, Columbia University
“Cliqued Up White Groups”: An Analysis of Discussions of Racism in Queer Youth Spaces. Robert Marx, Vanderbilt Peabody College
Haunted Trauma Narratives in a School Community: Transforming “Disability” and “Inclusion” for Students of Color. Irene H. Yoon, University of Utah
Queering Critical Race Theory in Education: The Black Fat Queer Femme Body and Embodiment. Mary Semonya, University of California - Los Angeles

66.038. Renewed Risks of Race Talk: Discussing Race in K–12 Classrooms, Teacher Education Courses, and Research. Division G - Social Context of Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 706; 2:15-3:45pm
Chair: Cynthia B. Dillard, University of Georgia
Participants:
Renaming and Reclaiming: Race Talk and Psychological Safety in the Post-Truth Era. Ashley Nicole Woodson, University of Missouri; Kristen Duncan, Clemson University
Is All Race Teaching Good Race Teaching? Racial Literacy, Educative-Psychic Violence, and Slavery Pedagogy. LaGarrett Jarriel King, University of Missouri - Columbia
The Risks of Being a Black Teacher Educator Teaching Race and Politics in Appalachia. Natasha C. Murray-Everett, West Virginia University
CRT Ain’t for Everybody: The Current Status and Dilemma of Critical Race Theory in Social Studies Research. Christopher L. Busey, University of Florida; Tianna Dowie-Chin, University of Florida
Discussant: Cynthia B. Dillard, University of Georgia

66.039. Developing Indicators to Evaluate College and Career Readiness. Division H - Research, Evaluation and Assessment in Schools; Symposium Fairmont Royal York Hotel, Mezzanine Level, Tutor 7 & 8; 2:15-3:45pm
Chair: Brian T. Lord, Education Development Center, Inc.
Participants:
66.040. Exploring the Linguistic Repertoires of Multilingual Children in Kindergarten. Division H - Research, Evaluation and Assessment in Schools; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 2:15-3:45pm

Chair: Zaiba Beg, Ontario Ministry of Education
Participants:
Assessment Policy and Practice in Kindergarten. Laura Christmann, Ontario Ministry of Education
Moving From a Monolingual to Multilingual Language Construct in Assessing Young Learners’ Language Development. Saskia Stille, York University
Kindergarten Steps to English Proficiency Oral Language Framework. Laura Coe-Nesbitt, Queen’s University
User-Based Design Approaches: Voices From the Field. Naomi Lawrence, York Region District School Board
Discussant: Eunice Eunlee Jung, University of Toronto

66.044. Student Voice and Action: Cultivating (Re)Constructive Powers of Student Agency. Division J - Postsecondary Education; Paper Session Sheraton Centre Toronto Hotel, Second Floor, Dufferin; 2:15-3:45pm

Chair: Hyefin Tina Yoo, University of Illinois at Urbana-Champaign
Participants:
Critical Service-Learning (CSL) Enacted Across Three Universities: Examining CSL Through a Critical Co-Constructed Auto-Ethnography. Mark Latta, Indiana University - Indianapolis; Cristina Corrinc Santamaria Graff, Indiana University - Purdue University at Indianapolis; Kiesha Warren-Gordon, Laura Weaver
Getting Access and Voicing Oneself: Integrating Translanguaging and Critical Pragmatic English for Academic Purposes. Jiajia Liu, The University of Hong Kong
Increasing Critical Consciousness in Higher Education: Marginalized Student Experiences in a Masculinity and Education Course. Bryant G Valencia, The University of Arizona; Regina J. Del-Armi, The University of Arizona
Transitions During Turbulent Times: Student Activism and Protests as Liberatory Acts in a “Post-Truth” Era. Vijay Kanagal, The University of Vermont; Demetrieux Toso-Lafaule Gogue, The University of Vermont
When Students Speak Out: Understanding the Motivations for I, Too, An Antimobilization. Richard Blissett, Seton Hall University; Dominique Baker, Southern Methodist University; Benjamin C Fields, Vanderbilt University
Discussant: Elizabeth Niehaus, University of Nebraska - Lincoln

66.045. Being the Other: Teachers on the Margins. Division K - Teaching and Teacher Education; Paper Session Metro Toronto Convention Centre, 700 Level, Room 703; 2:15-3:45pm

Chair: Chonika Coleman King, The University of Tennessee - Knoxville
Participants:
Racialized Teacher Educators’ Voices and Reflections: An International Service-Learning Experience in Tanzania. Moni Sharma, University of Wisconsin - River Falls; Andrew M.A. Allen, University of Windsor
“Not Many People Ask Me This Kind of Question”: Three Contrasting Cases of Immigrant-Background Teachers. Sukh Jones Mozerent, Stanford University; Hilda Borko, Stanford University
Testimonies and Counternarratives in Early Childhood: An Intersection of Critical Race/Curricular and Critical Witnessing. Sheri L. Leafgren, Miami University; Tiffany J. Williams, Independent Scholar; Peggy Larrick, Wilmington College; JOHNNIE LEWIS JACKSON, Miami University; Catherine A Wolfe Bornhorst, University of Wisconsin - River Falls; Meghan Oster, University of Michigan - Ann Arbor; Heleen Bleecker, University of Michigan - Ann Arbor
Discussant: Marc Lamont Hill, Temple University

66.046. Global Perspectives on Practice-Based Teacher Education. Division K - Teaching and Teacher Education; Symposium Metro Toronto Convention Centre, 700 Level, Room 707; 2:15-3:45pm

Chair: Pamela L. Grossman, University of Pennsylvania
66.047. Indigenous Education Reconstructed and Reimagined: Countering “Post-Truths” Through Indigenous Teacher Education. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 711; 2:15-3:45pm
Chair: Jeremy Garcia, University of Arizona
Participants:
(Ré)Storying Personal Narratives: Pathways to Indigenous Teacher Identities. Jeremy Garcia, University of Arizona; Valerie J. Shirley, The University of Arizona
"Loving Our Traditions and People": Analyzing the Importance of Critical Indigenous Pedagogy in Teacher Education. Michelle M. Jacob, University of Oregon; Leilani Sabzalian, University of Oregon
Combating the “Post-Truth” Paradigm With Indigenous Knowledge Through Indigenous Teacher Education. Hollie Anderson Kalamo, Elmira College
Discussant: Jan Hare, The University of British Columbia

66.048. Innovative Processes in Supervising Preservice Teachers’ Field Experiences. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 715B; 2:15-3:45pm
Chair: Jennifer Elizabeth Carinci, American Association for the Advancement of Science
Participants:
Exploring Uncertainty as Learning Opportunity in Pre-Lesson Conferences During the Teaching Practicum. Oana Costache, University of Zurich; Eva Susann Becker, University of Zurich; Fritz C. Staub, University of Zurich; Tim Mainhard, Utrecht University - Dept of Education
How Digital Coaching Environments Contribute to Preservice Teachers’ Self-Efficacy and Beliefs About Teaching and Learning. Christopher Neil Prilop, Leuphana University - Lueneburg; Laura Mulfinger, Claremont Graduate University; Heather J. Hough, Stanford University
Using Continuous Improvement to Transform Math Outcomes: The Central Valley Networked Improvement Community. Alicja J Grunow, Improvement Collective; Heather J. Hough, Stanford University; Erika Byun, Stanford University; Laura S. Malfinger, Claremont Graduate University
Supporting Data Use for Continuous Improvement: Lessons From California. Heather J. Hough, Stanford University; Erika Byun, Stanford University; Laura S. Malfinger, Claremont Graduate University
Measuring Co-Teaching in Student Teaching: Validation Results Supporting an Instrument for Teacher Education Research. Robin K. Perry, Fresno Pacific University; Rachelle Kist Hackett, University of the Pacific
Tinker, Tailor, Supervisor, Spy: Lessons Learned From Distant Supervision. Elizabeth Bondy, University of Florida; Britney Castanheira, University of Florida; Elizabeth Currin, University of Florida; Stephanie Schroeder, The Pennsylvania State University
Discussant: Lauren C Johnson, University of North Georgia

66.049. The Integration of Math and Science for Culturally Responsive Teaching. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 712; 2:15-3:45pm
Chair: Kathryn M. Bateman, The Pennsylvania State University
Participants:
Comparisons of Teachers’ Descriptions of Social Justice to Their Beliefs About Social Justice and Teaching. Fredrica Nash, The George Washington University
Contributing Factors to Elementary Teachers’ Math Attitudes and Pedagogical Practices. Molly Kearns, Elon University
Examining Mathematics and Science Prospective Middle/Secondary Teachers’ Plans to Implement Culturally Responsive Lessons.
Lateefah Ameerah Id-Deen, Kennesaw State University; Sheron L. Mark, University of Louisville
Prospective Mathematics and Sciences Teachers’ Views on Coding and Computational Thinking. Ami Mamolo, University of Ontario Institute of Technology; Chantal Buteau, Brock University; Eric Muller
Discussant: Rupert Clive Collister, OISE/University of Toronto

66.050. The Students We Share: Preparing U.S. and Mexican Educators for Our Transnational Future. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 715A; 2:15-3:45pm
Chairs: Patricia C. Gândara, University of California - Los Angeles; Bryant Jensen, Brigham Young University
Participants:
What U.S. and Mexican Educators Should Know About Transnational Students. Edmund T. Hamann, University of Nebraska - Lincoln; Victor Zañiga, Instituto Tecnológico de Monterrey
Preparing Transnational Migrants as English Educators in Mexican Schools. Irisema Mora-Pablos, Universidad de Guanajuato; Martha Lengeling, Universidad de Guanajuato; Edgar Emmanuell García-Ponce, Universidad de Guanajuato
From Plyler to Sanctuary: Implications for U.S. Educators of Transnational Students. Julie Sugarman, Migration Policy Institute
Teacher Education Policy in Mexico and the Quality of Teaching for Transnational Students. Lucrecia Santibanez, Claremont Graduate University
Discussant: Maria Teresa Tatito, Arizona State University

66.051. Testing Continuous Improvement in Practice: Learning Locally to Improve at Scale. Division L - Educational Policies and Politics; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 2:15-3:45pm
Chair: Jennifer Lin Russell, University of Pittsburgh
Participants:
Toward a Common Vision of Continuous Improvement for California. Alicia J Grunow, Improvement Collective; Heather J. Hough, Stanford University; Sandra Park, University of California - Berkeley; Jason Willis, WestEd; Kelsey Krausen, University of California - Davis
Using Continuous Improvement to Transform Math Outcomes: The CORE Improvement Community: Testing Continuous Improvement in a Network of Large Urban Districts. Alix Gallagher, Stanford University; Heather J. Hough, Stanford University; Taylor N. Allbright, University of Southern California; Kate Kennedy, University of Southern California
Discussant: Marc L. Stein, Johns Hopkins University

66.052. The Significance of Qualitative Studies on the Sociocultural and Sociopolitical Contexts of Education to Inform Policy. Division L - Educational Policies and Politics; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202B; 2:15-3:45pm
Chair: Tambrina O. Jackson, Indiana University - IUPUI
Participants:
From Ann Arbor to Oakland: Language Policy in the Education of African American English Learners. Tryphonia B. Pele-Eady, University of New Mexico; Michelle Foster, University of Louisville
A Case for Culturally Relevant Science Education in the Summer for African American Youth. Brittany Ashley Garvin-Hudson, The Ohio State University; Tambara O. Jackson, Indiana University - IUPUI
Eternal Vigilance: Politics, Race, and the Struggle for Educational Equity in a Central Texas Community. Samuel Garcia, Texas State University; Miguel Angel Guajardo, Texas State University - San Marcos
Gleaning Hope in a Vacillating DACA Sociopolitical Context.
66.053. Educator Preparation Programs’ Advancing Pre-K–12 Student Learning: Opportunities and Challenges for Examining Completer Impact. SIG-Accreditation, Assessment, and Program Evaluation in Education Preparation; Symposium Chair: Malina Monaco, North Carolina State University Participants: The Lens From One North Carolina Educator Preparation Provider. Chair: Kathryn E. Turscany, St. Thomas Aquinas Catholic School The Lens From One New Jersey Educator Preparation Provider. Ann M Schulmann, Seton Hall University The Lens From One Connecticut Educator Preparation Provider. Nancy K DeFarnette; Allen P Cook, University of Bridgeport The Lens From Moving From One State to Another Educator Preparation Provider Perspective. Mary E. Yakimowski, Sanford University; Kathryn E. Turscany, St. Thomas Aquinas Catholic School Discussant: Jeff Wayman, Wayman Services, LLC

66.054. Through Participatory Action Research and the Lens of Multicultural Education Teachers Transform Traditional Curriculum. SIG-Action Research; Paper Session Chair: Amy Rector-Aranda, Texas A&M University - College Station Participants: Interdepartmental Action Research Across Principal and Teacher Preparation: Implementing the Practice of Video Coaching Technology. Jennifer Lynn Gallagher, East Carolina University; Karen D. Jones, East Carolina University; Christina M. Tschida, East Carolina University Investigating the Myths and Misconceptions in Education: Media Blinds or Blinds? Mela N Yildiz, New York Institute of Technology The Role of Reflection in Action Research: Toward Enhanced Understandings of Curriculum Improvement. Marlon Simmons, University of California; Maimi McDermott, University of Calgary; Sarah Elaine Eaton, University of Calgary; Barb Brown, University of Calgary; Michele Jacobsen, University of Calgary Food Mapping as Community-Based Participatory Research. Alan Wight, The Christ College of Nursing and Health Sciences Learning Lab Networks: Engaging Students in Action Research for Educational Change. Penelope Jean Stiles Discussant: Yeidc Ortega, University of Toronto

66.055. Using National and International Data Sets to Explore Young Adult Outcomes. SIG-Advanced Studies of National Databases; Paper Session Chair: Maria Adamuti-Yrache, The University of Texas - Arlington; Yi Leaf Zhang, University of Texas at Arlington Participants: Homework Characteristics as Predictors of Advanced Math Achievement and Attitude Among U.S. 12th-Grade Students. Thomas J. Smith, Northern Illinois University; Cornelius McKenna, Kishwaukee College; David A. Walker, Northern Illinois University Change/Stability in American Youth Occupational Expectations. Maria Adamuti-Yrache, The University of Texas - Arlington; Yi Leaf Zhang, University of Texas at Arlington Varieties of Youth Employment: A Typology of Everyday Skill-Based Activities at Work. Ashley Pullman, The University of British Columbia; Michelle Yue Chen, Paragon Testing Enterprises / The University of British Columbia Young Adults With Disabilities Along Career Pathways: Findings From the Education Longitudinal Study (2002). Margaret B. Patterson, Research Allies for Lifelong Learning Discussant: Daniel Losen, University of California - Los Angeles


66.057. Establishing Sociopolitical Consciousness as the Fourth Goal of Dual-Language Education. SIG-Bilingual Education Research; Symposium Chair: Juan A. Freire, Brigham Young University Participants: Promoting Sociopolitical Consciousness and Bicultural Goals: The Transformational Dual Language Educational Framework. Juan A. Freire, Brigham Young University “Ponte a Batallar Connigo”: One Teacher’s Implementation of the Fourth Pillar in Her Two-Way Bilingual Education Classroom. Dan Heiman, University of North Texas; Claudia G. Cervantes-Soon, Arizona State University; Deborah K. Palmer, University of Colorado Boulder; Lisa M. Dorner, University of Missouri - Columbia Teachers as Models of Bilingualism and Their Role in Creating (Critical) Spaces for Language Learning. Suzanne Garcia-Mateus, Southwestern University Revolutionizing Bilingual Teacher Preparation: Ideological and Political Clarity. Cristina Alfaro, San Diego State University Environmental Bliteracy Across Content Areas: Addressing Next Generation Science Standards’ Environmental Sustainability Focus in Culturally Sustaining Ways. Garrett Delavan, California State University - San Marcos Discussant: Antonia Darde, Loyola Marymount University


66.061. Intersectional Examinations of Race, Class, and Gender 
Structured Poster Session. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Structured Poster Session 
Metro Toronto Convention Centre, 800 Level, Room 801A; 2:15-3:45pm 
Chair: Malik S. Henfield, University of San Francisco 
Participants: 
2. Inconsistent, Unequal, and Unintegrated: How U.S. Legal Definitions of Race and Gender Shape Education Policy. Kirsten Hixtrum, The University of Oklahoma 
3. Missionary Positionality: Racial Realism in Teachers’ Biases Around Discipline as Call to Action. Natasha Flowers, Indiana University-Purdue University at Indianapolis; Robin L Hughes, Indiana University-Purdue University; Robin Genice Jackson, Indiana University-IUPUI 
4. Sámi Child-Adult/Past-Present Assemblages in a Painful Lecture 
5. Southeast Asian American Postsecondary Access and Opportunity: A Multidimensional Analysis of Intersectionality in Higher Education Scholarship. Rican Yue, Oregon State University; Melissa Yang, San Diego State University; Elirissa Pai Kei Hui, Oregon State University 
6. The Cultural and Indigenous Epistemologies of Non-Western Immigrant Teachers. Nindihi Kitang'o, Angeles Workshop School 
7. Mental Health and African Americans: Dissecting Clinician Explicit and Implicit Preferences, Practices, and Perceptions. Tiffany White, Mental Health Systems; Susan Tracz, California State University - Fresno 
8. Delineating Alliance: Exploring LGBTQ Allyship in Secondary Education. Bretton A. Varga, University of South Florida - Tampa; Leia K. Cain, University of South Florida; Gary Westberry, University of South Florida - Tampa 
9. Racial and Gender Expression Discrimination Among High School Students. Carlos Chavez, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota; Tai Trung Do, University of Minnesota - Twin Cities; Samuel D. Ilhenfeldt, University of Minnesota 
10. “Riddle Me This, Batman”: An Exploration of the Agency for Sociocurricular Positions in Middle School. Tom Marie Bailey, Meller University 
11. Organized Chaos or Prolific Iteration? Leveraging a Model of Intersectionality for Data Analysis. Phillipa Myers, University of Western Ontario 

66.062. The Place of Race in the Cracker State: Regional Identities and Whiteness Pedagogies in Context. SIG-Critical Issues in Curriculum; Symposium 
Sheraton Centre Toronto Hotel, Mezzanine, York; 2:15-3:45pm 
Chair: Jon Burns, Florida International University 
Participants: 
Intellectual Resources for “the Place of Race in the Cracker State”: A Synoptic Rendering. James C. Jupp, University of Texas Rio Grande Valley 
Southern Guilt and Repentance: Deconstructing Identities of Place in the Cracker State. Westry A. Whitaker, The University of North Georgia; Sheri Carmel Hardee, University of North Georgia 
Southern Schoolin’: A Self-Study of the Reconstruction and Enactment of Justice-Oriented Southern Professional Identity. Adam Jordan, College of Charleston; Todd S. Hawley, Kent State University 

Flagging White Supremacy in the South: The High Cost of Justice Pedagogy. Nichole A. Guillory, Kennesaw State University 
Discussant: Reta Ugena Whitleck, Kennesaw State University 

66.063. Disrupting Neoliberal, Deficit, and Colonial-Based Inclusion in the Post-Truth Era: Global Perspectives. SIG-Disability Studies in Education; Symposium 
Metro Toronto Convention Centre, 200 Level, Room 205B; 2:15-3:45pm 
Chair: Elizabeth B. Kozleski, Stanford University 
Participants: 
Students “on Inclusion” or Inclusion in a Ukrainian (Post-Soviet, Deficit-Based) Way. Inna Stepaniuk, The University of Kansas 
Language of Instruction in Early Years: Disrupting Post-Truth Politics on Language and Development in Kenya. John Munyu, Florida State University 
Discussant: Alfredo J. Artiles, Arizona State University 

66.064. Youth and Community Voice? Perspectives on Challenging a Racial Politics of Inclusion. SIG-Grassroots Community and Youth Organizing for Education Reform; Symposium 
Metro Toronto Convention Centre, 200 Level, Room 201B; 2:15-3:45pm 
Chairs: Ethan Chang, University of California - Santa Cruz; Uriel Serrano, University of California - Santa Cruz 
Participants: 
Restorative Justice and Punitive Commonsense: Contradictions, Co-Optation, and Possibilities. Dani O’Brien, University of Massachusetts - Amherst 
“Isn’t More Than a ‘Safe Space’”: Care and Activism in Community-Based Educational Organizations. Marlo A. Reeves, University of Wisconsin - Madison 
Alt-Organizing: Critical Digital Research, Education, and Movement Conservatives. Catherine Tebaldi, University of Massachusetts - Amherst 
Politics of Redaction: Boundary Work Among Digital Technology Youth and Community-Based Organizers. Ethan Chang, University of California - Santa Cruz 
W. E. B. Du Bois, Community-Based Research, and the Black Radical Tradition. Uriel Serrano, University of California - Santa Cruz 
Discussant: Bianca Jontae Baldwin, University of Wisconsin - Madison 

66.065. “My Cypher Keeps Moving Like a Rolling Stone”: Centering Youth Voice in Hip-Hop Education. SIG-Hip Hop Theories, Praxis & Pedagogies; Paper Session 
Metro Toronto Convention Centre, 200 Level, Room 203C; 2:15-3:45pm 
Participants: 
Enter the Cipher: Building Cultural Capital Through Hip-Hop Pedagogy. Nathaniel Nevado, Skyline College 
The Critical Cycle of Mixtape Creation: Hip-Hop Spoken Word Therapy and Youth Participatory Action Research. Ian Levy, Manhattan College; Amy Cook, University of Massachusetts - Boston; Christopher Emdin, Teachers College, Columbia University 
“You Can’t Teach It”: When Urban Youth Lead Their Learning. Joanne C. Larson, University of Rochester; Grant Atkins, East High School; Reenah Golden, Slam High Rochester 
Discussant: Lauren Leigh Kelly, Rutgers University Graduate School of Education 

66.066. Understanding Patterns, Visuals, and Changes. SIG-Instructional Technology; Paper Session 
Metro Toronto Convention Centre, 800 Level, Room 802A; 2:15-3:45pm 
Chair: Dirk Jostenthaler, University of Mannheim 
Participants: 
Developing Preschool Children’s Computational Thinking With Educational Robotics: The Role of Cognitive Differences and Scaffolding. Kyriakoula Georgiou, University of Cyprus; Charoula M.

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66.067. Intersectionalities in Leadership and Inclusive Education Research: Comparative Perspectives From Canada. SIG-International Studies; Symposium
Metro Toronto Convention Centre, 800 Level, Room 803A; 2:15-3:45pm
Chair: Jacqueline A. Specht, University of Western Ontario
Participants:
R. Gordon, Arkansas Tech University
Jeffrey W. H. MacCormack, University of Lethbridge
Melissa Villella, University of Ottawa
Understanding School Leaders’ Discourse in Regard to Mathematics Achievement. Jhonen Morvan, Brock University
Setting the Context: Reviewing the Literature and Knowledge Mobilization on Inclusive Education in Canada. Donna R. McGhee-Richmond, University of Victoria
Discussant: Jacqueline A. Specht, University of Western Ontario

66.068. Policy and Precedent: An Examination of Legal Implications in Education for Policy Scholars. SIG-Law and Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203B; 2:15-3:45pm
Chair: Preston C. Green, University of Connecticut
Participants:
Legally Navigating the New Digital Landscape: Precedent for Searching 1-1 Devices in Schools. Alexanderia J. Lamb, University of Connecticut - Storrs
Policing Our Students: A Legal Review of Civil Rights in Schools. Samuel J. Kamin, University of Connecticut
Is Anything Stopping the District Seccession Movement? Recent Legal Developments and Policy Implications for Researchers and Practitioners. Jeremy B Landa, University of Connecticut
Detracking Remedies: Court-Ordered Dismantling of Ability Tracks. Shannon Holder, University of Connecticut
Upholding Educational Rights of Detained Immigrant Minors: Settle for Flores or Try for Plyler? Chelsea Comery, University of Connecticut - Storrs
Discussant: Preston C. Green, University of Connecticut

66.069. Faculty and Assessment: Inside and Outside the Classroom. SIG-Measurement and Assessment in Higher Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 2:15-3:45pm
Chair: Mehmet “Dali” Ozturk, College of the Sequoias
Participants:
Exploring the Validity of the Valid Assessment of Learning in Undergraduate Education Rubrics Using the Standards for Educational and Psychological Testing. Erin Maria Horan, American University; Kathryn D McConnell, Association of American Colleges and Universities; Terrel Rhodes, Association of American Colleges and Universities
How Are Faculty Rewarded and Recognized for Assessment Work Outside the Classroom? Elizabeth E. Smith, University of Tulsa; Sarah R. Gordon, Arkansas Tech University
Implementing Formative Adaptive Assessments Based on Item Response Theory in Higher Education. S. Franziska C. Wenzel, Goethe University; Claudia Krille, Goethe University; Sabine Fabrizi, Goethe University; Ulf Kreß, German Institute for International Educational Research; Frank Goldhammer, DIPF | Leibniz Institute for Research and Information in Education; Daniel Bengt, German Institute for International Educational Research; Paul Libbrecht, German Institute for International Educational Research; Holger Horz, Goethe-Universitat Frankfurt
Modeling the Pedagogical Content Knowledge of Prospective Teachers in Business Education Using a Cognitive Diagnosis Model. Jule Hangen, Goethe University; Claudia Krille, Goethe University; Eveline Wutke, Johann Wolfgang Goethe University
Nationwide Analysis of Higher Education Assessment Practices: Some Good and Bad News. Ernesto Panadero, Universidad Autónoma de Madrid; Juan Fraile, Fundación Universidad Francisco de Vitoria; Javier Fernández-Ruiz, Universidad Autonoma de Madrid; David Castilla, Universidad Autonoma de Madrid; Miguel Ruiz, Universidad Autonoma de Madrid
Discussant: Ross Edward Markle, Educational Testing Service
Participants:
The Interaction Between Context-Related Problems and Personal Best Goals Predicts University Students’ Dropout Intentions. Lisa Bardach, University of York; Sophie Ozclzon, University of Vienna; Marko Luftenegger, Universität Wien; Christiane Spiel, University of Vienna; Barbara Schöber, University of Vienna
Who Are Students Competing Against? Comparisons to Male or Female Classmates for Performance Goals. Emily Hangen (Greenwood), University of Rochester
Short-Term and Long-Term Trajectories of Science College Students’ Achievement Goals: Development and Outcomes. You-kyung Lee, Michigan State University; Kristy A. Robinson, Michigan State University; Lisa Linnensbrink-Garcia, Michigan State University; Tony Perez, Old Dominion University
A Motivation Treatment to Improve Eight-Year Graduation Rates for Students in STEM Disciplines. Jeremy M. Ham, Concordia University; Raymond P. Perry, University of Manitoba; Judy Chiperfield, University of Manitoba; Steve Hladky, University of Manitoba; Patti C. Parker, University of Manitoba; Bernard Weiner, University of California - Los Angeles
Is Effort Enough or Do I Need Strategies, Too? Growth Mind-Set Intervention Effects and Moderators. Stephanie V. Wormington, University of Virginia; Nick Buttrick, University of Virginia; David Silverman, University of Virginia; Jeff John Kosovich, Center for Creative Leadership; MaryKe Lee, Valencia College; Chris S. Hulleman, University of Virginia
Discussant: Dale H. Schunk, University of North Carolina - Greensboro

66.072. How to Make the Invisible Visible: Mixed Methods Approaches to Systematically Examining Classroom Enactments of Bias. SIG-Multicultural/Multietnic Education: Theory, Research and Practice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201C; 2:15-3:45pm
Chair: Carola Suarez-Orozco, University of California - Los Angeles
Participants:
Drawing From Critical Race Theory to Develop a Systematic Classroom Observational Protocol. Monique Corral, University of California - Los Angeles
Using Mixed-Methods Interpretive Approaches to Capture Multidimensional Classroom Enactments of Bias. Juliana Karras-Jean Gilles, University of California - Los Angeles
 Bridging the Disconnect Between Culturally Responsive Theory and Practice by Elevating Community Cultural Wealth. Rosalinda Larios, California State University - Los Angeles
Discussant: Andrea G. Zettlin, California State University - Los Angeles

66.073. Refusing Abstraction: Place-Based Critical Pedagogy as Resistance in a Post-Truth Neoliberal World. SIG-Political Science; Paper Session
SHERATON CENTRE TORONTO HOTEL, SECOND FLOOR, DOMINION BALLROOM SOUTH; 2:15-3:45PM
Chair: Tricia M. Kress, Molloy College
Participants:
Walking With Freire: Exploring the Onto-Epistemological Dimensions of Critical Pedagogy. Tricia M. Kress, Molloy College; Robert Lewis Lake, Georgia Southern University
Critical Place-Based Learning and University-School-Community Partnerships in Violent Places: Experiences From Rio de Janeiro. Inmy Accioh, Universidade Federal Fluminense
Deepeining Freire Through Place-Based Critical Pedagogy: Territoriality and Conscientizacão in Socio-Environmental Praxis. Nicolas Stathlein, School for International Training
How to Be Here From Somewhere Else: Learning About Place and Migration. David A. Greenwood, Lakehead University
Young People and Nature in the City: Minoritized High School-Aged Youths’ Relationships to Nature. Andrew Turchon, Revere Public Schools

66.074. Polarization and Epistemic Divides. SIG-Philosophical Studies in Education; Paper Session
SHERATON CENTRE TORONTO HOTEL, SECOND FLOOR, CITY HALL - WORKING GROUP; 2:15-3:45PM
Chair: Rachel Wahl, University of Virginia
Participants:
Analyzing the Normative Grounds of Recent Calls for Greater “Intellectual” Diversity on Campus. Rebecca M Taylor, Emory University; Daniel P Gibboney Jr, University of North Carolina - Chapel Hill
Democracy and Science Education. Elizabeth Southgate, Cornell University
Moral-Epistemic Duties Amid Political Contestation. Shannon Michelle Brick
Teaching on the Tightrope: Balancing Values in Classroom Discussion. Lisa Ann Sibbett, University of Washington - Seattle

66.075. Politics of State and Federal Education Reform. SIG-Political Science; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 20SC; 2:15-3:45PM
Chair: Dorothy E. Hines, University of Kansas
Participants:
Comparing Transparency Among Publicly Funded School Voucher Programs. Jodi Moon, Rice University; Molly Stewart, Indiana University - Bloomington
Credibility in the “Post-Truth” Era: Public Views of Stakeholders in Education. Oren Pizmony Levy, Teachers College, Columbia University; Aaron Pallas, Teachers College, Columbia University; Chanwoong Baek, Teachers College, Columbia University
Investigating the Every Student Succeeds Act Discourse Coalitions in Congressional Hearings and on Social Media Through Network Analytical Approaches. David R J Fikis, Georgia State University; Yiming Wang, Georgia State University
Parent Motivations for Educational Activism: The Case of the Opt-Out Movement. David Casalaspi, Colby College
Discussant: Kenneth J. Sallman, University of Massachusetts - Dartmouth

66.076. (Re)Imagining Narrative Inquiry: Dis(s)/Trust in the Peer-Review Process. SIG-Qualitative Research; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Saskatchewan; 2:15-3:45PM
Chair: Julie Rust, Millsaps College
Participants:
Trust and Decision Making: Narrative Inquiry for Peer Review Puzzles. Sarah Meredith Vander Zanden, University of Northern Iowa; Christy Wessel-Powell, Purdue University
Collage as Visual Narrative Method: On Shame and Peer Reviews. Beth A. Buchholz, Appalachian State University; Julie Rust, Millsaps College
Story Constellations: Contextualizing Peer Review Through Multiple, Connected Stories. Nicholas E Hudiby, University of Wisconsin - Milwaukee; Julie Rust, Millsaps College; Christy Wessel Powell
Discussant: Sarah Meredith Vander Zanden, University of Northern Iowa

66.077. Methodological Considerations of Rasch Models. SIG-Rasch Measurement; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 2:15-3:45PM
Chair: Randall E. Schumaker, The University of Alabama
Participants:
An Examination of Sensitivity to Measurement Error of Rasch Residual-Based Fin Statistics. Noah Padgett, Baylor University; Grant B. Morgan, Baylor University
Differential Item Functioning Analysis of a Statewide Visual Arts Assessment Using a Two-Stage Procedure. Kelvin Terrell Pompey, University of South Carolina; Ning Jiang, University of South Carolina - Columbia; Yin Burgess, University of South Carolina; Ashley A. Lewis, University of South Carolina; Jingtong Dou
Exploring the Impact of Score Resolution on Person Fit and Decision Consistency in Rater-Mediated Assessments, Stefanie A. Wind, The University of Alabama - Tuscaloosa; Angela Adrienne Walker, Gwinnett County Public Schools; Cheng Hua, The University of Alabama; Abdullah Asilkalkan, The University of Alabama
Test Administration Mode Effects of Hands-On-Based Test Versus Paper-and-Pencil-Based Test. ShaoHui Chi, University at Buffalo - SUNY; XiuFeng Liu, University at Buffalo - SUNY; Zuhaow Wang, East China Normal University

66.078. Exploring Equity in Undergraduate Mathematics Education Through Different Dimensions of Historically Marginalized Students’ Experiences. SIG-Research in Mathematics Education; Symposium
Metro Toronto Convention Centre, 600 Level, Room 603; 2:15-
66.079. Understanding Research Use: Theoretical Approaches and Developments. SIG-Research Use; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 2:15-3:45pm
Chair: Elizabeth N. Farley-Ripple, University of Delaware
Participants:
Research Use in a Political Ecology of Games: Cross-Case Analysis of Los Angeles and Auckland. Samantha Lea Hedges, Indiana University - Bloomington
Research Utilization: How Do Teachers Address the Crisis of Praxis? Sardar Anwaruddin, York University
Discussant: Chris Brown, University of Portsmouth

66.080. Science Teaching and Learning SIG Paper Session: Undergraduate Focus. SIG-Science Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 802B; 2:15-3:45pm
Chair: Kathleen Schenk, Michigan State University
Participants:
STEM Climate Survey Developed Through Student-Faculty Collaboration. Claudia De Grandi, University of Utah; Zachary B Smithline, Yale University; Philip M. Reeves, Yale University; Laura G Goetz, Yale University; Nathaniel Barbou, Yale University; Erika Hairston, Yale University; Joyce Guo, Yale University; Fadke Muraina, Yale University; Joel Bervell, Yale University; Lauren M Chambers, Yale University; Helen Caines, Yale University; Andrew D Miranker, Yale University; Simon G.J. Mochrie, Yale University
Civic Engagement in an Undergraduate Science Literacy Course Focused on Socioscientific Issues and Decision Making. Jenny M Dauer, University of Nebraska - Lincoln; Jena Wilson, University of Nebraska - Lincoln
Concept Mapping in Undergraduate Biology Courses: Effects on Students’ Academic Self-Efficacy and Metacognitive Skills. Catherine Shelley Martin-Dunlop, Morgan State University; Robert Javonillo, Morgan State University; Erric C. Steele, Morgan State University; Erika Whitney, Morgan State University; Vii Sittler, Morgan State University; Yuejin Li, Morgan State University; Samala Lewis, Morgan State University
Fostering Explanatory Rigor in Undergraduate Biology Discussions: An Exploratory Study of Teaching Assistant Learning. Anna Strimaitis Grinnath, Middle Tennessee State University; Sherry A. Southerland, Florida State University
What Student Attributes Influence Conceptual Change in Undergraduate Biology? Romola Bernard, University of Montana Western
Sorting Online Resources for Learning in STEM Courses. Thai-Huy P. Nguyen, Seattle University; Rose Ann Elorida Guitierrez, University of California - Los Angeles; Quynh-Nhu Tran, The University of Washington; Jalen Smith, The University of Vermont; Danielle Spangle, Seattle University

66.081. Social Emotional Learning and Academic Adjustment From Early Years to Emerging Adulthood. SIG-Social and Emotional Learning; Symposium
Metro Toronto Convention Centre, 200 Level, Room 2011D; 2:15-3:45pm
Chair: Kathleen Hughes, University of Calgary
Participants:
Tales Tool Kit: Evaluation of a Novel Resource for Socio-Emotional Learning and Literacy in Early Years. Alice Jones, University of London - Goldsmiths; Kate Shelley
The Development of Prosocial Behavior, School Bonding, and Academic Motivation in the Early School Years. Linlin Zhang, Tina Mali
Theory of Mind, Empathy, and School Engagement in Emerging Adolescents. Sandra L. Bosacki, Brock University; Flavia Pissoto-Moreira; Valentina Sitanik, Brock University; Katherine Andrews; Victoria Talwar, McGill University
Social Emotional Learning as a Predictor of Student Engagement in University Students. Kathleen Hughes, University of Calgary

66.082. Creating a Continual Cycle of Justice-Oriented Citizens: Examining the Use of Inquiry Learning in Pre-K–16. SIG-Social Studies Research; Symposium
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall B; 2:15-3:45pm
Chair: Petra Munro Hendry, Louisiana State University
Participants:
Growing Democratic Citizenship Competencies Through Inquiry Learning in the Preschool Garden. Erin Casey, Louisiana State University; Cynthia Fontcaberta DiCarlo, Louisiana State University
A Critical Lens for Elementary Social Studies Inquiry. Katherina Ann Payne, The University of Texas at Austin
Using Inquiry to Promote Democratic Citizenship Among Young Adolescents During Summer Civics Camps. Michelle Baum, Texas Christian University; Karen Nicol LeCompte, Baylor University; Brooke Blevins, Baylor University; Nate Scholten, Baylor University; Tori Davis, Baylor University; Nate Scholten, Baylor University; Tori Davis, Baylor University
The Concept Development Instructional Strategy: Radical Potentials for Complicating Static Truths in a Post-Truth Era. Natasha Hakimali Merchant, University of North Georgia
Discussant: Margaret S. Crocco, Michigan State University

66.083. Researching Stress and Developing Interventions That Promote Wellness in Educational Settings. SIG-Stress, Coping, and Resilience; Symposium
Metro Toronto Convention Centre, 200 Level, Room 2011F; 2:15-3:45pm
Chair: Paul G. Fitchett, University of North Carolina - Charlotte
Participants:
Measuring Preventive Coping: Factor Structure of the Preventive Resources Inventory. Molly Allender, The University of Texas at Austin; Susan Murphy, University of Texas; Christopher J. Mccarthy, The University of Texas at Austin; Kristen Mosley, University of Texas at Austin
Exploration of Public School Teachers’ Risk for Stress: Does Racial/ Ethnic Congruence Matter? Jendayi Dillard, University of Texas at Austin; Lauren Helena Boyle, The University of Texas at Austin; Christopher J. Mccarthy, The University of Texas at Austin
Does Risk for Stress and Burnout Cross Over in Secondary Schools? Evidence From Secondary School Teachers. Emily Playfair, University of Texas at Austin; Paul G. Fitchett, University of North Carolina - Charlotte; Cassandra Gearhart, University of Texas at Austin
Multisystemic School-Based Mental Health Services for Students, Parents, and Staff: Preliminary Findings. Elizabeth Minne, Vida Clinic
Exploring the Effectiveness of a Trauma-Informed Mind-Body Group Intervention for Teachers. Maytal Eyal, The University of Texas at Austin; Travis Bauer, University of Texas at Austin; Emily Playfair, University of Texas at Austin; Sally Quyen Do, The University of Texas at Austin
Discussant: Andrea Daniela Schwanz, Ostfalia University of Applied Sciences

66.084. Teachers’ Beliefs and Practices With Respect to Teaching for Self-Regulated Learning. SIG-Studying and Self-Regulated Learning; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205D; 2:15-3:45pm
Chair: Stella Vosniadou, The Flinders University of South Australia
Participants:
Differences in the Teaching and Learning of Self-Regulated Learning Skills in Grades 5 to 8. Susan-Marie Harding; Patrick E. Griffin,

66.086. MTCC Roundtable Session 29; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm Participants: Two Realities: The Relationship Between Actual School Interventions and Factors Found in Educational Effectiveness Syntheses. Annmarie Needham, Maastricht University Assessing Context: A Revised Theory of School and District Effectiveness. Brandy Doan, Hamilton Wentworth District School Board; Manny Figueroa, Hamilton Wentworth District School Board Building Bridges for Pre-K-3: Role of Policy in Districts’ Efforts to Align Instruction for Continuity Between Pre-K and Elementary Classrooms. Kelly McMahon, Northwestern University; Seenaee Chong, University of California - Berkeley; Natalie Jou, Northwestern University School of Education and Social Policy Learning Sciences Multistate Impact: National Model as Blueprint for Increasing Teacher Instructional Quality. Tanee Hudgens, National Institute for Excellence in Teaching; Joshua H. Barnett, National Institute for Excellence in Teaching; Patricia A. Alexander, University of Maryland - College Park; Helenrose Fives, Montclair State University; Amanda Bell, University of Maine; Penny Van Deur, Flinders University; Ismael Bmou, Touro College; Patricia A. Alexander, University of Maryland - College Park; Autumn Griffin, University of Maryland - College Park; Jennifer Danridge Turner, University of Maryland - College Park; Autumn Griffin, University of Maryland - College Park

66.086-1. Policy, Instruction, and Effectiveness of Schools. Division A - Administration; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm Participants: Two Realities: The Relationship Between Actual School Interventions and Factors Found in Educational Effectiveness Syntheses. Annmarie Needham, Maastricht University Assessing Context: A Revised Theory of School and District Effectiveness. Brandy Doan, Hamilton Wentworth District School Board; Manny Figueroa, Hamilton Wentworth District School Board Building Bridges for Pre-K-3: Role of Policy in Districts’ Efforts to Align Instruction for Continuity Between Pre-K and Elementary Classrooms. Kelly McMahon, Northwestern University; Seenaee Chong, University of California - Berkeley; Natalie Jou, Northwestern University School of Education and Social Policy Learning Sciences Multistate Impact: National Model as Blueprint for Increasing Teacher Instructional Quality. Tanee Hudgens, National Institute for Excellence in Teaching; Joshua H. Barnett, National Institute for Excellence in Teaching; Patricia A. Alexander, University of Maryland - College Park; Helenrose Fives, Montclair State University; Amanda Bell, University of Maine; Penny Van Deur, Flinders University; Ismael Bmou, Touro College; Patricia A. Alexander, University of Maryland - College Park; Autumn Griffin, University of Maryland - College Park; Jennifer Danridge Turner, University of Maryland - College Park; Autumn Griffin, University of Maryland - College Park

66.086-2. Responding to Geographic Contexts and Their School Effects. Division A - Administration; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm Chair: DeMarcus A Jenkins, The University of Arizona Participants: Bridging the Gap: Tensions of Integration at Gentrifying Public Schools. Kfir Mordechay, Mercy SHERMAN Planning for Uncertainty: The Role of Educational Leadership in Rural Community Vitality. Catharine Biddle, University of Maine; Kathleen Bell, University of Maine; Mindy Cran dall, University of Maine; Ismael Bmou, Touro College; University of Maine; Jennifer Danridge Turner, University of Maryland - College Park; Autumn Griffin, University of Maryland - College Park; Jennifer Danridge Turner, University of Maryland - College Park; Autumn Griffin, University of Maryland - College Park


66.086-4. Can We Incentivize Success in Public Education? Compensation and Evaluation of Teachers and Principals. Division L - Educational Policies and Politics; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm Participants: Performance-Based Compensation Programs and Principal Labor Markets. Hayime Mitami, Rowan University Principals’ Perspectives on Principal Evaluation Policies. Morgan L. Donaldson, University of Connecticut - Storrs; Madeline Marroregordo, Michigan State University; Peter A. Youngs, University of Virginia; Shaun Michael Dougherty, Vanderbilt University; John L. Lane, Michigan State University; Reem AlGhanem, University of Connecticut - Storrs An Examination of Tenure and Teacher Perceptions of Evaluation: Evidence From Tennessee. Luis Alberto Rodriguez, New York University; Karin Gegenheimer, Vanderbilt University; Matthew G. Springer, Vanderbilt University

Division and SIG Roundtables


Co-Creating Link Language: Overcoming Epistemic Differences Between Academics and Principals for Rethinking Inquiry-Based School Improvement. Floor Baset, Open University of the Netherlands; Femke Geisjel, Radboud University; Marjan Vermeulen, The Open University of the Netherlands; Arnold Evers, Open University of the Netherlands

66.086-11. Mentoring Frameworks: From Theory to Practice. SIG-Mentorship and Mentoring Practices; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Frances K. Kochan, Auburn University
Participant:
New Perspectives in Mentoring Research: Trends, Sources, Frameworks, and Limitations. Nora Dominguez, University of New Mexico; Frances K. Kochan, Auburn University; August Camille Edwards, The University of New Mexico; Jade Sheridan Moore, The University of New Mexico
Discussant: Nora Dominguez, University of New Mexico

66.087. MTCC Roundtable Session 30; Roundtable Session

66.087-1. Doing the Hard Work: Developing Humanizing Dispositions in Teacher Preparation Programs. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Kristin Cipollone, Ball State University
Participants:
- Navigation or Transformation: Evidence From Two Different Approaches to Social Justice in Teacher Residency Programs. Victoria Marie Theisen-Homer, Arizona State University
- "Walk It Like I Talk It": A Framework for Developing Humanizing Dispositions in Teacher Education. Maria del Carmen Salazar, University of Denver; Melissa Peterson Schneider, University of Denver
- Preservice Teachers’ Newly Acquired Notions of Culturally Relevant Pedagogy for a “Post-Truth” Era. Jeannette Driscoll Alarcón, The University of Houston; Pratigya Christy Marhatta, University of North Carolina - Greensboro

66.087-2. Empowering Teachers to Conduct Research in Their Classrooms: An Investigation of Teacher Inquiry Across Three Teacher Preparation/Professional Development Programs. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Jennifer Marie Collett, Lehman College - CUNY
Participants:
- Understanding the Trajectory of Preservice Teachers’ Development of an Inquiry Stance. Juliet Michelsen Walkerlith, California State University - Fresno
- Inquiry Into Inquiry: Preservice Teachers’ Explorations Into Their Personal Inquiry Trajectories. Lisa H. Bennett, California State University - Fresno; Cathy Yun, California State University - Fresno
- Supporting Elementary School Teachers to Become Agents of Action and Change in the Classroom. Jennifer Marie Collett, Lehman College - CUNY; Anne M. Marshall, Lehman College - CUNY; Harriet R. Payne, Lehman College - CUNY

Elementary Teacher Inquiry to Develop Linguistically Responsive Pedagogy for Emergent Bilingual Students. Joanna W. Wong, California State University - Monterey Bay
Discussant: Steven Z. Athanases, University of California - Davis

66.087-3. English Language Learner Instruction in Multiple Context in Multiple Disciplines. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Steven T. Bickmore, University of Nevada - Las Vegas
Participants:
- Academic Language and Literacy Instruction for English Learners in Rural Communities: A Convergent Mixed-Methods Study. Tracy Spies, University of Nevada - Las Vegas; Alain Bengochea, University of Nevada - Las Vegas; Sharilyn D. Pollard-Duradola, University of Nevada Las Vegas; Yuyung Xu, University of Nevada Las Vegas; Gloria A. Carcoba Palomino, University of Nevada - Las Vegas; Sarah Katz, Clark County School District
- An ESL Teacher’s Instructional Activity System: A Case Study. Youngkyung Koh, University at Buffalo - SUNY
- Assessment Accommodations for English Language Learners in Elementary Mainstream Classrooms: An Exploratory Case Study. Xuexue Yang, Michigan State University
- Examining Teachers’ Perceptions, Interpretations, and Action Plans for...
English Learners’ Needs, Yunying Xu, University of Nevada Las Vegas; Alain Bengochea, University of Nevada - Las Vegas; Gloria A. Carcoba Falomir, University of Nevada - Las Vegas; Tracy Spies, University of Nevada - Las Vegas; Sharoly D. Pollard-Dudorola, University of Nevada Las Vegas

Use of Visual Representations to Support English Learners’ Math Talk. Gloria A. Carcoba Falomir, University of Nevada - Las Vegas; Alain Bengochea, University of Nevada - Las Vegas; Yunying Xu, University of Nevada Las Vegas; Tracy Spies, University of Nevada - Las Vegas; Sharoly D. Pollard-Dudorola, University of Nevada Las Vegas

66.087-4. Equity, Cultural Responsiveness, and Constructivism in the Preparation of STEM Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Laura Baecher, Hunter College - CUNY
Participants:
A Quasi-Experimental Study Examining the Efficacy of Scaffolding Pedagogical Instruction for Preservice Teacher Education. Jianlan Wang, Texas Tech University
Improving STEM Teacher Preparation Through Transferable STEM Skills. Delacy E. Ganley, Claremont Graduate University; Eddie Partida, Claremont Graduate University; Jack Mills, Claremont Graduate University
Promoting Classroom Discourse Through Engineering Design: Access to Critical Thinking for Preservice Elementary Teachers. Michele Ann Korb, California State University - East Bay; Michelle L. Sinapuelas, California State University - East Bay
Revisiting “Equity in STEM Education”: Preparing Teachers to Work Within a Dynamic Discourse. Kasi Matthews, Millsaps College; Maria Ferris Greene Wallace, Millsaps College

66.087-5. Increasing Teachers’ Efficacy and Cultural Responsiveness in Teaching English Language Arts. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Elizabeth Montaño, Saint Mary’s College of California
Participants:
Effective Professional Development to Improve the Teaching of English Learners: Can Strategies Alone Change Teacher Practices to Be Culturally Responsive? Christina Téinow Kozlowski, University of Michigan-Dearborn
Learning in Context: Principles for English Language Learner Instruction and Emerging Teacher Dispositions. Silvia Araceli Aparicio, Arizona State University; Malissa Thibault, Arizona State University; Stephanie Lund, Arizona State University; Sarah Saltmarsh, Arizona State University; Melanie Baca, Arizona State University; Wendy Farr, Arizona State University
Professional Development for Teachers of English Learners/Dual Language Learners: Modeling, Practicing, and Implementing What We Preach. Margarita Jimenez-Silva, University of California Davis; Karen Guerrero, Arizona State University; Jill Huyhn, University of California - Davis
The Impact of Virtual Professional Development on ESL Teachers’ Self-Efficacy Toward Teaching English Learners. Kara Sutton-Jones, Texas A&M University - College Station; Elia Villareal, Texas A&M University - College Station; Shijang Tang, Texas A&M University - College Station; David Daniel Jimenez, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University - College Station; Beverley J. Irby, Texas A&M University - College Station; Phuhai Tong, Texas A&M University - College Station
The Influence of Professional Development: A Critical Discourse Analysis Surrounding Educating California’s English Language Learners. Heather Christina Macias, University of California - Santa Barbara

66.087-6. Power and Positioning When Assuming a Teacher Leadership Role in Early Childhood and Elementary Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Ashley Seidel Potvin, University of Colorado - Boulder
Participants:
Preschool Teacher Empowerment in China: Current Situation and Influential Factors. Chuchu Zheng, East China Normal University; Yong Jiang, East China Normal University
Navigating Ambiguity: Early Childhood Teachers’ Sense-Making of Their Identity in a New Mid-Level Role. Smadar Moshel, The Open University of Israel; Ezhak Berkovich, The Open University of Israel
The Development and Implementation of a Literacy Teacher Leadership Initiative in an Urban School District. Jenny Tuten, Hunter College - CUNY; Sherryl B. Graves, Hunter College School of Education

66.087-7. K–12 Perspectives on Technologies + Pedagogies. SIG-Computer and Internet Application in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Tuba Ketencli, Georgia Institute of Technology
Participants:
1:1 iPads in First Grade: Two-Year Case Study of a Teacher’s Concerns and Use. Lauren Eutsler, University of North Texas
Concurrently Capturing Ideas Using Knowledge Forum During an F2F Discussion in Grade 6 News. Joel Wiebe, University of Toronto; Stacy Alexandra Costa, University of Toronto

66.087-8. Interrogating Power Across Educational Contexts. SIG-Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Deonna Chappell Belcher, University of Oregon
Participants:
“Doing the Binder”: Shifting Perspectives of Educational Justice in an Era of Accountability. Jessica Masterson, University of Nebraska - Lincoln
Exploring Privileged Identity: Facilitating Transformation in Educational Environments. Sherry K. Watt, University of Iowa; Da hutia Mahatmya, The University of Iowa; Eugene T. Parker, The University of Kansas; Cindy Ann Kilo, University of Alabama; Kira Pasquetti, University of Colorado, Boulder; Amanda L. Mollet, University of Iowa; Stephen Malvoso, The University of Iowa; Charles Martin-Stanley, The University of Iowa
Power, Emotion, and Privilege: Using “Discomfort” to Resist Transgender Student Affirmation. Elizabeth Payne, Queering Education Research Institute (QuERI); Melissa J. Smith, University of Central Arkansas
Community Colleges, Neoliberalism, and the Implications for Students From Marginalized Populations. Nicholas Tapia-Fuselier, University of North Texas; Clifford P. Harbour, University of North Texas; Jennifer K. Wolgemuth, University of South Florida

66.087-9. Designing for Deep Learning. SIG-Design and Technology; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Participants:
Graphic Designers’ Ideation Strategies Examined Through a Lens of Adaptive Expertise. Shih-Ping Kuo, International Association for Human Values; Marisa Elana Exter, Purdue University; Sean P. Braphy, Purdue University
Improving Students’ Attitudes Toward the Elderly Through a Role-Playing Learning Experience: A Design Case. Enilda Jannet Romero-Hall, University of Tampa; Renée Patock, Gul Sahin, University of Tampa
Lifelong Learning by Design for Learning Design and Technology Professionals. Marisa Elana Exter, Purdue University; Iryna Ashby, Purdue University
Preparing College Students for Online Learning: Design to Improve Motivation and Self-Regulation. Lin Lu, The Ohio State University; Zilu Jiang, The Ohio State University; Kui Xie, The Ohio State University
Role Conjecture Mapping in Applying a Game-Based Strategy Toward a Case Library. Andrew Tawfik, University of Memphis; Matthew Schmidt, University of Cincinnati
Student Engagement in Game-Based Learning: A Literature Review From 2008 to 2018. Liuyi Shu, PricewaterhouseCoopers; Min Liu, The University of Texas at Austin
Supporting Case-Based Reasoning in Pharmacy Through Case Sequencing. Andrew Tawfik, University of Memphis; Kristi Kelley, Auburn University; Julaine Fowlin, Auburn University; Max Anderson, University of Illinois at Chicago; Scott W. Vann, University of Memphis
Teachers as Designers: Many Threads of Meaning. Melissa Warr, Arizona State University; Punya Mishra, Arizona State University

66.087-10. Mentoring for Equity and Social Justice in and out of Urban Settings. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Sharon H. Ulanoff, California State University - Los Angeles
Participants:
Exploring Problems of Practice in Mentoring for Social Justice. Kathryn Jill Strom, California State University - East Bay; Christopher B. Knaus, University of Washington - Tacoma

Assets-Based Mentoring for Equity. Mariamia Gray, California State University - East Bay; Kathryn N. Hayes, California State University - East Bay

Scholarship, Social Justice, and the Ed.D.: Promoting Faculty-Student Partnerships. Elizabeth C. Reilly, Loyola Marymount University

Utilizing Personal Experiences to Study Teacher Bias in the Classroom. Irma Laura Almagar, Texas Tech University

66.087-11. Rethinking the Margins: An Exploratory Study of Queer Youth of Color With Disabilities. Christopher R Emerling, University of Illinois at Chicago

"When You Don't Believe Something Is Real, You Can't Actually Advocate for or Support It": Trans’ Inclusion in K–12 Schools. Susan Walker Woolley, Colgate University

66.087-12. Research on Creativity, Talent Development, and Giftedness. SIG-Research on Giftedness, Creativity and Talent; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: David Yun Dai, University at Albany - SUNY
Participants:
An Investigation of Parental Support for Creativity Versus Conformity. Lisa Pugsley, Keeping Creativity Alive; Selcuk Acar, Buffalo State College - SUNY

Better Than Apples to Oranges: Using SIGs to Directly Compare Student and Teacher Creativity Perceptions. Lisa Marie Ridgley, Ball State University; Lisa DaVa Rubenstein, Ball State University; William Holmes Finch, Ball State University

Engineering Practices and Talented Young Students: Investigating Design Under Constraints. Ann E. Robinson, University of Arkansas at Little Rock; Jill L. Adelson, Duke University; Kella Moreno Navarete, University of Arkansas at Little Rock; Kristy Kidd, University of Arkansas at Little Rock; Kathleen Cash, University of Louisville; Christine M. Cunningham, Museum of Science, Boston

Enhancing Students’ Creativity by Developing Divergent Thinking Skills: The Influence of Individuals’ Knowledge and Ability. Meng Sun, The University of Hong Kong; Minhong Wang, The University of Hong Kong; Jiutong Luo, The University of Hong Kong

The Montessori Model and the Development of Creativity. Brooke Calkins, Furman University; David J. Fleming, Furman University

Who Is Gifted From a Teacher’s Perspective? Jesica Golle, University of Tiibingen; Trudie Schils, Maastricht University; Lex Borghans

Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Andrew T. Kemp, Augusta University
Participants:
Facilitating Critical Dialogue: The Lived Experience of Teacher Educators. Natalie Hagler, University of Florida

Student Teachers’ Emotions, Dilemmas, and Professional Identity Formation Amid the Teaching Practicums. Gang Zhu, East China Normal University; Zhenmei Peng, East China Normal University; Li Deng, East China Normal University; Guang Li, University of British Columbia; Matthew James Etchells, Texas A&M University - College Station

"That’s What the Jobs Are": Centering Precarity in Teacher Education. Ty Walkland, University of Toronto; Jason Brennan, University of Toronto

The Promises of Dialogical-Phenomenological Texts for Expanding Horizons of Teacher Reflection. Mark A. Sulzer, University of Cincinnati; Mandie B Dunn, Michigan State University

66.088. Sheraton Roundtable 13; Roundtable Session

66.088-1. Learning Against Oppressive Structures. Division B - Curriculum Studies; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Melissa Twance, Lakehead University
Participants:
Colonial Discourses: Challenging Dominant Narratives in U.S. History. Stephanie Masta, Purdue University

Displaced and Dispossessed: Reconceptualizing Education for Children in Care. Melanie D. Janzen, University of Manitoba; Kathryn Ann Levine, University of Minnesota; Dawn L. Sutherland, University of Winnipeg

Gendered Citizenship: Educational Experiences of Girls and Boys as “Future” Citizens. Ozge Karakus Ozdemirci, Middle East Technical University; Hanife Akar, Middle East Technical University

Posttraumatic Student Dissent in the Doctoral Classroom. Melissa Twance, Lakehead University; Lianne Fisher, Brock University; Devon Eva Lee, Lakehead University

The Wall(s) Maintaining Gender Division in an Icelandic Compulsory School. Bergljot Throstadottir, University of Iceland; Ingolfur Asger Johannesson, University of Iceland; Serpa Lappalainen, University of Helsinki

66.088-2. Multimodal Analysis of History. Division F - History and Historiography; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Kevin S. Zayed, Denison University
Participants:
Education Through TIME: Representations of U.S. Education on TIME Magazine Covers From 1983–2017. Dani Kachorsky, Texas A&M University - Corpus Christi; Kathryn P. Chapman, Arizona State University; Stephanie F. Reid, Mary Lou Fulton Teachers College Arizona State University

Rewriting the History of Public Education From and Beyond the Margins of Alternative Schooling. Stacey Krueger, University of Illinois at Chicago

"The History of Education Is the History of Writing”: Education and Cultural Techniques. Norm Friesen, Boise State University
Discussant: Kevin S. Zayed, Denison University

66.088-3. Shifting Paradigms of Educational Structures and Pedagogies. Division F - History and Historiography; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Susan F. Semel, City College of New York - CUNY
Participants:
Catalyst of the Middle School Movement: Philosophical Impetus and Practitioner Perceptions From 1955–1969. Tara Ferland, University of Florida

Evolution of Teachers’ Professional Communities: A Genealogy From the Rand Change Agent Study to the Stanford Center for Research on the Context of Secondary School Teaching (CRCT) Study. Yuta Suzuki, Tokyo Institute of Technology

Discussant: Susan F. Semel, City College of New York - CUNY

66.088-4. Expanding the Conversation on College Choice. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Adam Fullerton, University of Nebraska - Lincoln
Participants:
College-Going Culture and Enrollment at Highly Selective Postsecondary Institutions for Students of Color. Emma Bausch, University of Michigan - Ann Arbor; Ronnie Rios, University of Michigan - Ann Arbor; Nicole Wilson, University of Michigan - Ann Arbor


Risk Considerations in Academic Undermatching. Yiran Chen, University of Michigan - Ann Arbor

66.088-5. Knowledge Formation and Schooling Constructs. Division F - History and Historiography; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Timothy Reese Cain, University of Georgia - Athens
Participants: Reconsidering the "Multiversity" Ethan W Ris, University of Nevada - Reno
Tracing Disciplinary Architectures and Technologies From Panopticon Surveillance to Synopticon Spectacle. Anna Montana Cirell, Arizona State University; David L. Carlson, Arizona State University
Material Culture in the History of Curriculum. Euirce Caldas Pessanha, UNIVERSIDADE FEDERAL DA GRANDE DOURADOS; Fabianny de Cassia Tavares Silva, Universidade Federal de Mato Grosso do Sul
Discussant: Timothy Reese Cain, University of Georgia - Athens

66.088-6. New Developments in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Chair: Roger T. Johnson, University of Minnesota
Participants: An Efficacy Trial on Using Social Interdependence Theory to Promote Prosocial Behavior in Classrooms. Joanne O’Keefe, Queen’s University - Belfast; Allen Thurston, Queen’s University Belfast; Frank Kee, Queen’s University Belfast; Liam O’Hare, Queen’s University - Belfast; Katrina Lloyd, Queen’s University - Belfast
Exploring Teacher Perceived Challenges During Implementation. James B Oren, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut
Taking a Closer Look at Collaborative Writing and Effective Scaffolding Practices for Emergent Bilingual Students. Loren Jones, University of Maryland - College Park; Sharon Lynn Smith, University of Miami; Luciana C. de Oliveira, University of Miami
“Teachers in Team”: An Intervention Study on Facilitating Student Teachers’ Reflection on Teamwork. Ela Spelie, Norwegian University of Science and Technology; Alex Strømmen, Norwegian University of Science and Technology; Juliette Boks-Vlemin, Norwegian University of Science and Technology
Discussant: David W. Johnson, University of Minnesota Emeritus

66.088-7. Global Implications and Impacts of Philanthropic Involvement in Pre-K-20 Education. SIG-Philanthropy and Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 2:15-3:45pm
Participant: An Exploration of the Ways American University Development Officers Can Build Guanxi With Chinese Parents. Jinrui Mone, The University of Texas - El Paso

66.089. Sheraton Roundtable Session 13; Roundtable Session

66.089-1. Immigration and Language in Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm
Chair: Jade Kim, University of Toronto
Participants: College Choice Process for Chinese International Undergraduate Students in the United States. Lei Zhu, University at Buffalo - SUNY
How Race and Immigrant Status Predict College Enrollment in Toronto and New York City. Karen Robson, McMaster University; Robert S. Brown, Toronto District School Board; Kristin Black, New York University
Acculturation, Assimilation, and College-Going of Linguistically Diverse Students. Mingxia Zhi, The University of Texas - San Antonio; Guan Saw, The University of Texas - San Antonio; Ripsime Bledsoe, University of Texas-San Antonio
The Effect of Focusing on Content in Addition to Form in Multilingual Engineering Students' Writing. Penny Kinneat, University of Toronto; Hyunah Kim, University of Toronto

66.089-2. International Student Experiences and Success in Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm
Chair: Virginia Man Chung Tze, University of Manitoba
Participants: Academic Honesty, Linguistic Dishonesty: How International Students Are Linguistically Marginalized by Institutional Academic Policy. Zachary W Taylor, The University of Texas at Austin; Ibrahim Bacic, University of Texas-Austin
Adapting to U.S. Graduate Education: Sociocultural Capital of Chinese International Graduate Students. Xinxin Wang, University of North Carolina - Chapel Hill; Rebekah Freed, University of North Carolina - Chapel Hill
More Than Learning English: The Impact of English Program Attendance on International Student Academic Achievement. Adam T Clark, Arizona State University; Dianna Lippincott, Arizona State University; Jeongeun Kim, Arizona State University
Outsiders Within: The Complexity of International Teaching Assistants' Experiences. Ming-Tso Chien, The University of Maine

66.089-3. Intra- and Interpersonal Contexts for Learning. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm
Chair: Paul J. Gorelik, University of Rochester
Participants: Examining the Integration of Cooperative Learning Into a College-Level Precalculus Workshop on the U.S.-Mexico Border. Erika L. Men, The University of Texas - El Paso; Christina Convertino, The University of Texas - El Paso; Elsa Quiroz Villa, The University of Texas - El Paso; Sarah Hug, Colorado Evaluation & Research Consulting; Mark McKay, Colorado Evaluation & Research Consulting
Identity-Based Pedagogy in Developmental Writing Courses in a Community College Context. Monica D’Antonio, Montgomery Community College; Avi Kaplan, Temple University
Participation in Peer-Led Supplemental Instruction Groups, Academic Performance, and Time to Graduation. Amanda Brjimohan, University of Toronto; Monica V. Paabo, University of Toronto; Thomas Klubi, University of Toronto Mississauga; Tyler Evans-Tokaryk, University of Toronto Mississauga; Ruth A. Childs, University of Oregon - OISE

66.089-4. Theoretical Approaches to the Study of Higher Education Politics. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm
Participants: Interest Convergence and Higher Education Funding: The South Texas/Border Initiative. Erin Doran, Iowa State University; Vincent D Carales, University of Houston
The Role and Impact of Policy Sponsorships in Higher Education Funding and Access Programs. Gregory T Bruno, Teachers College, Columbia University; Dorell Ownell Thomas, Columbia University
Using Punctuated Equilibrium to Understand Patterns of Institutional Budget Change in Higher Education. Walt Eton, Vanderbilt University; Amberly Dziesinski, Vanderbilt University

66.089-5. Artistic Methods and Form: Theater, Dance, and Poetic Inquiry. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm
Chair: Charles F. Vanover, University of South Florida
Participants: Listen to Dance: A Phenomenological Analysis of Inclusive Methodologies in Dance Education. Carolina Bergonzoni, Simon Fraser University
Un-Penned Hearts: A Performance Ethnography Transforming Students’ Lives Through Theater Arts . Vesutina Oates, Trench Town Polytechnic College
Using Form, Metaphor, Sound, and Line: A Poetic Demonstration. Elise Toedt, University of Minnesota - Twin Cities

66.089-6. Assemblages of Power and Truth in Contested Spaces. SIG-
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
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<tr>
<td>66.089.7</td>
<td>Literature as a Lens to the Future: Depictions of Education and Teaching in Children’s and Young Adult Literature</td>
<td>Chair: Rebecca Lovering Powell, Florida Southern College</td>
<td>Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm</td>
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<td>66.089.8</td>
<td>Race and Culture in Teaching and Learning</td>
<td>Chair: Sara C. Michael-Luna, University of Central Florida</td>
<td>Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm</td>
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<td>66.089-9</td>
<td>The Digital Landscape: Multimodal Narratives in the Early Childhood Landscape</td>
<td>Chair: Julia Gillen, Lancaster University</td>
<td>Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 2:15-3:45pm</td>
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**Division and SIG Posters**

**66.090. Division D Graduate Student in Progress Research Gala; Poster Session**

**66.090-1. Division D Graduate Student in Progress Research Gala. Division D - Measurement and Research Methodology; Poster Session**

**Posters:**

1. I “Think I Can”: Graduate Students’ College Teaching Self-Efficacy Beliefs. Merve Akin-Tas, The University of Kansas
3. A Comparison of the Wald Test and Likelihood Ratio Test to Detect Differential Item Functioning Using the Compensatory Reparameterized Unified Model. Kevin Krost, Virginia Polytechnic Institute and State University
4. A Multidimensional Approach to Evaluating the Students’ Research Interdisciplinarity. Chi-Ning Chang, Texas A&M University - College Station
10. An Examination of Imputation Methods for Missing Viances in Meta-Analysis. Brandie Senma, Texas A&M University - College Station
11. Asian American and Pacific Islander Youth and the School-to-Prison Pipeline. Annie Le, University of California - Los Angeles
12. Assessing the Speaking Ability of Nonnative Learners of Arabic With a Bifactor DINA Model. Wessam Abdelaziz, Western Michigan University
13. Assessment of Sampling Methods for Generalization in Multisite Randomized Trials. Gleb Furman, The University of Texas at Austin
15. Centering Covariates in Mixed-Effects Metaregression Models. Man Chen, The University of Texas at Austin
16. Cluster Wild Bootstrapping to Handle Dependent Effect Sizes in Meta-Analyses With Small Numbers of Studies. Megha Joshi, The University of Texas at Austin
20. Diversity Allies Speak: Considering Racial Climate in Recruiting Underrepresented Doctoral Students and Faculty of Color. Kimberly Dickerson, University of Virginia
21. Effects of Varying Number of Likert Points on Response Styles: An Item Response Tree Approach. Menglin Xu, The Ohio State University
22. Evaluating Meta-Analytic Methods to Detect Outcome Reporting Bias in the Presence of Dependent Effect Sizes. Melissa Angelina Rodgers, The University of Texas at Austin
23. Evaluation of Excellence Gaps on Advanced Placement Exams. Lindsay Ellis Lee, University of North Texas
24. Expectation States: Representations and Implications in Higher Education Setting. Jun Fu, Oklahoma State University; Stillwater; Sue C. Jacobs, Oklahoma State University
26. Exploring the Perceptions and Experiences of College Students and a Course Instructor About a Video Discussion Technology Tool: A Community of Inquiry Perspective. Murat Turk, The University of Oklahoma
27. From High School Into Higher Education: Diving Into the Summer Melt Phenomenon at an Urban School District. Tammy R Zilliox, Xavier University
28. Interdisciplinary Scaffolding. Elizabeth Litzinger, John Carroll University
29. Light Up the Brain: The Examination of Cognitive Dynamics During Video Composition With Functional Near-Infrared Spectroscopy (fNIRS). Christine Susan Chang, University at Buffalo - SUNY
31. My Daughter Made Me Crazy: Breaking the Silence of Postpartum Depression and Developing the Abirson Scale for Detecting Postpartum Depression. Amanda Gorham, University of Massachusetts - Amherst
32. Policy Determination at the District Level: A Comparative Analysis of Community Schools in Boston and Baltimore. Emily Woods, Self-employed
33. Positioned in the Shadows: Rural Students, Rural Stakeholders, and the Pursuit of Higher Education. Sabrina Miller, University of California - Los Angeles
34. Power and Type I Error of Two-Level Hierarchical Modeling of Single-Case Experimental Data: A Simulation Study. Xinyun Xu, University at Albany-State University of New York
35. Publication Bias of Coefficient Alpha in Reliability Generalization Studies. Trenton Combs, University of Texas at Austin
39. Testing for Person Misfit in Lognormal Response Time Modeling. Suhwa Han, The University of Texas at Austin
40. Testing Publication Bias Using Random Effects Egger's Regression With the Knapp-Hartung Correction. Molly E. Cain, University of Texas at Austin
41. The Impact of Inaccurate Informative Priors on Bayesian Parameter Estimation of Nonlinear Structural Equation Models. Joseph E Miller, Ball State University
42. The Usage of Multilevel Reliabilities Regarding Missing Data, Sample Sizes, and ICC. Minju Hong, University of Georgia - Athens
43. Transfer Capital and Coping Strategies: A Case Study of Health and Human Service Majors in a First-Year Experience Course. Ralph David Prantzeb, University of North Carolina - Charlotte
44. Unpacking the Master Narrative of NCAA Division I Female Student Athletes: "What Are We Missing?" Kara-Aretha Graham, Texas Tech University
45. Using Stick Figure Images to Assess Open-Mindedness: Can Something Be Simple and Informative? Jennifer Lee Lewis, University of Massachusetts - Amherst
46. Using Virtual Reality Simulations to Improve Three Novice Mainstream Teachers' Enactment of Questioning Strategies With English Learners. Suwei Wu, Southern Methodist University
47. Validation of the Cultural Humility Scale for Students. Emily Srisratavijakul, Georgia State University
48. Women During World War II: Resistance, Workforce, and Military. Molly Siebert, University of Minnesota - Twin Cities

Monday, April 8, 4:10 pm

Governance Meetings and Events

67.002. AERA Equity and Inclusion Council: Closed Meeting. AERA Governance; Governance Session
InterContinental Toronto Centre, Upper Lobby, Halton; 4:10-5:40pm

Presidential Sessions

67.010. Promises, Perils, and Potentialities of Open Science. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 4:10-6:10pm
Chair: Felice J. Levine, American Educational Research Association Participants: Joseph R. Cimpian, New York University; Michelle Fine, City College of New York - CUNY; Vivian L. Gadktein, University of Pennsylvania; Amanda L. Datnow, University of California - San Diego; Michelle G. Knight-Manuel, Teachers College, Columbia University Commentators: Colin Elman, Qualitative Data Repository & Maxwell School of Citizenship and Public Affairs, Syracuse University; Diana Kapsiewski, Qualitative Data Repository and Georgetown University

67.011. The Power and Politics of Conducting Critical Research That Advances Educational Justice in the Age of Trump. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104D; 4:10-6:10pm
Chair: Deborah Loewenberg Ball, University of Michigan - Ann Arbor Participants: James Earl Davis, Temple University; Aurora Chang, Loyola University Chicago; sj Miller, University of Wisconsin - Madison; Camille M. Wilson, University of Michigan; Carolyn Hetrick, University of Michigan; Shaneye L. Campbell, University of California - Irvine Moderator: Ann M. Ishinara, University of Washington

67.012. America to Me: Examining Race and Schooling in the Suburban United States. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104A; 4:10-6:10pm
Chair: John B. Diamond, University of Wisconsin – Madison Participants: R. L'Heureux Lewis-McCoy, New York University; Linn E. Posey-Maddox, University of Wisconsin - Madison; Ever Louise Ewing, University of Chicago; Steve James, Filmmaker, America to Me

Americas Education Research Network Sessions

Metro Toronto Convention Centre, 200 Level, Room 201D; 4:10-6:10pm
Chair: Rodolfo Bachler Silva, Universidad Mayor, Chile Participants: Emotional Training Evaluation of Pedagogy Students From Universities of the Consorcio de las Universidades Estatales de Chile (CUECH). Rodolfo Bachler Silva, Universidad Mayor, Chile; Sandra Meza Fernández; Intentional Validation of an Intervention Program Based on the Collaborative Advice and the Emotional Atmosphere in the Classroom. Noemi Elena Bardelli, Universidad de Buenos Aires, Universidad Nacional del Comahue, Argentina; Emotions in the Digital Agenda for Education in Latin America. José Reyes Rojas; Pacific Coexistence Learning in the Inclusive Perspective: The (Auto) Biography as a Reflective Practice in Higher Education Teacher Training. Ana Lucía Oliveira Aguilar; Charles Lamartine de Sousa Freitas, Faculdade Diocesana de Mossoró, Brazil; The Evaluation of Emotions in Learning Contexts. Joaquin Grec Mansilla, Pontificia Universidad católica de Chile
WERA Sessions

67.014. Higher Education in Its Policy Contexts — Issues for Research Worldwide (WERA@10). World Education Research Association; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104B; 4:10-5:40pm
Chair: Laura W. Perna, University of Pennsylvania
Participants:
- International Collaborations and Exchanges between Taiwan and Southeast Asia: Higher Education Perspectives. Hsueh-Hua Chuang, National Sun Yat-Sen University
- Understanding Higher Education Reform: Perspectives From Experts and Policy Makers. Daniela Vélez Calderón, Pontificia Universidad Católica de Chile
- Equity, Differentiation and Affirmative Action in Higher Education. Sergey Malinovskiy, National Research University, Russia
Discussant: Laura W. Perna, University of Pennsylvania

International Organization Sessions

67.015. Globalization and Diversity in Education: What Does It Mean for Canadian Teacher Education? Canadian Society for the Study of Education - CSSE. Canadian Association for Teacher Education (CATE); Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 4:10-5:40pm
Chairs: Julie L. Mueller, Wilfrid Laurier University; Jodi Nickel, Mount Royal University; Michele Jacobsen, University of Calgary
Participants:
- Challenges and Barriers to Fostering Teacher Diversity: Implications for Teacher Education. Lynn Ellen Lesmisko, University of Saskatchewan; Laurie-Ann M. Hellsten, University of Saskatchewan
- How Can Professional Teacher Education Programs Prepare Teachers to Produce Global Citizens in Diverse Classrooms? Rana Ghosh, McGill University
- The Potential of School-Based Research Centers for Advancing Pre- and In-Service Teacher Education for Global Citizenship. Mira Gambhir, Branksome Hall; David Montemurro, OISE/University of Toronto; Angela Venic, University of Toronto; Kathryn Broad, OISE/University of Toronto
Discussant: Michele Jacobsen, University of Calgary

Metro Toronto Convention Centre, 600 Level, Room 603; 4:10-5:40pm
Chair: Michael Uljens, Abo Academy University - Finland
Participants:
- Rethorizing Comparative Curriculum Leadership Research in a Globalized World: An Introduction. Michael Uljens, Abo Academy University - Finland
- Curriculum Reform in Developing Contexts: A Discursive and Nonaffirmative Approach. Armand Tahrsylaj, Norwegian University of Science and Technology
- Recontextualizing International Policy on School Leadership: A Comparison of Norway and Sweden by a Discursive Institutional Approach. Ian J. Hardy, The University of Queensland; Michael Uljens, Abo Academy University - Finland
Discussants: Zongyi Deng, Nanyang Technological University - National Institute of Education; Todd Alan Price, National-Louis University

Division Sessions

67.017. Reauthorization of the Higher Education Act: Preparation and Retention of Educational Professionals Act. Division A - Administration; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 201B; 4:10-6:10pm
Chair: Cristobal Rodriguez, Howard University
Participants: Linda Darling-Hammond, Learning Policy Institute; Alma D. Rodriguez, The University of Texas Rio Grande Valley; Dawn Williams,
Anna-Lena Roos, University of Konstanz; Thomas Goetz, University of Konstanz; Maike Kranich, Universität Konstanz; Amanda Jarrell, McGill University

Connecting to the Future, Feeling Better in the Present: Emotions, Future Orientation, and Arousal. Jenefer E. Husman, University of Oregon; Matthew C. Graham, University of Oregon; Idalu Villanueva, Utah State University; Darcie Christensen, Utah State University; Katie Youmans, Utah State University; Shawn Andrew Lampkins-Uthando, University of Oregon; Robin Wright, University of Oregon; Bobbie Bermudez, University of Oregon

Discussion: Roger Azenedo, University of Central Florida

67.021. Research in Science Teaching and Learning. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple East; 4:10-6:10pm
Chair: Isi Ero-Tolliver, Hampton University
Participants:
- Conceptualizations of Integrated K–12 STEAM Education and Assessment. Leslie Nabors Olah, Educational Testing Service; Lei Liu, Educational Testing Service; Christopher Kurzum, Educational Testing Service
- Giving Engineering a Trial Run: Teacher Perceptions of Learning in a Summer Engineering Academy. Joni M. Lakin, Auburn University; Mary Lou Ewald, Auburn University; Charles Eick, Auburn University; Nancy Blanco, Auburn University
- Is the Change of Affective States in Complex Learning a Function of Task Features? Zhenhua Xu, University of Toronto; Earl Woodruff, OISE/University of Toronto

67.022. Technology Integration in Mathematics Teaching and Learning. Division C - Learning and Instruction; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Linden; 4:10-6:10pm
Chair: Matthew L. Bernacki, University of North Carolina Chapel Hill
Participants:
- Emerging Design Principles for Curriculum to Integrate Computer Programming Into Middle School Mathematics. Jessica L. Smith, Florida State University; Ellen Granger, Florida State University; Christine Andrews-Larson, Florida State University; Sherry A. Southerland, Florida State University; Xin Juan, Florida State University; David A. Whalley, Florida State University; Muhammad Haider, Florida State University; shafayat Rahman, Florida State University
- Putting Technology to the Test: Efficacy Studies of an Adaptive System in China. Shuai Wang, SRI International; Marie Bienkowski, SRI International; Wei Cui, Squirrel AI Learning; Mingyu Feng, WestEd; Shanshan Li, Squirrel AI Learning; Zhen Xue, Squirrel AI Learning; Junli Zhao, Squirrel AI Learning; Zhaohui Xu, Squirrel AI Learning; Ying Pei, Tenaer Yin; Alexandra Ball, SRI International
- Elementary School Teachers’ Beliefs About Technology and Instructional Choices in Teaching Math. Sandy Vorensky, Metuchen School District
- Online Discussion Blogs: Digital Assignments for Promoting Prospective Elementary Teachers’ Mathematics Learning. Anne Marie S. Marshall, Berry College; Kadian M. Callahan, Kennesaw State University; Savannah Kay Sweet, Berry College; Rachel Ruiz, Berry College; Bailey Barker
- The Possibility to Integrate Calculators as Tools for Student Exploration Into Mathematics Classes in Taiwan. Ting-Ying Wang, National Taiwan Normal University; Feng-Jui Hsieh, National Taiwan Normal University

67.023. Division D Graduate Student Mentoring Session. Division D - Measurement and Research Methodology; Invited Speaker Session
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7 & 8; 4:10-6:10pm
Chair: Sarah Bridges-Rhoads, Georgia State University
Discussants: Ross Edward Markle, Educational Testing Service; Eric Archer, Western Michigan University; Bradley G. Brosman, American Board of Internal Medicine; Jonathan D. Rubright, National Board of Medical Examiners; Meihua Qian, Clemson University; Katrina Crotts Roehr, Educational Testing Service; Yu Zhang, University of Southern California; Travis Marn, Southern Connecticut State University; Catanya Stager, The University of Alabama - Tuscaloosa

67.024. Teaching Practices and Developmental Outcomes. Division E - Counseling and Human Development; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 717A; 4:10-5:40pm
Chair: Saskias Casanova, UC Santa Cruz
Participants:
Advanced Content at Kindergarten: What Instruction Gets Left Behind? Vi-Nhuuan Le, NORC at the University of Chicago; Michael A. Gottfried, University of California - Santa Barbara

Metro Toronto Convention Centre, 700 Level, Room 709; 4:10-6:10pm
Chair: Kakali Bhattacharya, Kansas State University
Participants:
- Desi Consciousness: A Way of Thinking and Acting in the Writing of Gayatri Spivak. Aparna Rita Mishra, York University
- Reflections on Borders, Binaries, and Democratizing Evidence in Educational Research Today. Nina Asher, University of Minnesota - Twin Cities
- Crossing Oceans, Trading Worlds: A Desi Global South De/Colonial Exploration of Social Context of Education. Aparna S Baber, Boston University; Douglas Frye, University of Pennsylvania

Metro Toronto Convention Centre, 700 Level, Room 711; 4:10-6:10pm
Chair: Edward Breckenbrough, University of Pennsylvania
Participants: Cynthia B. Dillard, University of Georgia; Brian Zozenski, Macalester College; Ebony Elizabeth Thomas, University of Pennsylvania; Joyce E. King, Georgia State University


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Metro Toronto Convention Centre, 700 Level, Room 716A; 4:10-6:10pm

Chair: Jamelia Nicole Harris, University of California - Los Angeles; Eshe Price, Rowan University; Jeremiah C. Sataraka, Washington State University - Pullman; Shena Sanchez, University of California - Los Angeles; Hui-Ling S. Malone, NYU Steinhardt; Eliana Castro, Michigan State University; Adam Massey, University of California - Davis

Participants: Nancy Emilee Carvalho Medina, Universidad Pedagogica y Tecnologica de Colombia; Venus E. Evans-Winters, Illinois State University; Dorothy E. Hines, University of Kansas; Lee Maracle, University of Toronto; Cati V. de los Rios, University of California - Davis

Discussant: Shena Sanchez, University of California - Los Angeles

67.029. Institutional Change for Racial Equity in Higher Education: Recommendations for Necessary Action. Division J - Postsecondary Education; Symposium

Sheraton Centre Toronto Hotel, Second Floor, Provincial Ballroom North; 4:10-5:40pm

Chair: Anjale DeVawn Welton, University of Illinois at Urbana-Champaign

Participants:
Plitation Politics and Neoliberal Racism in Higher Education: A Framework for Reconstructing Antiracist Institutions. Dian D Squire, Iowa State University; Bianca C. Williams, Graduate Center - CUNY; Franklin A. Tuit, University of Denver


Expanding the Leadership Pipeline in Community Colleges: Fostering Racial Equity. Pamela L. Eddy, College of William and Mary

Achieving Racial Equity in Higher Education: The Case for Mentoring Faculty of Color. Linda Tillman, Commissioner

Where Do We Go From Here? Reflections on Building Institutional Diversity for Lasting Change. Yoon K. Pak, University of Illinois at Urbana-Champaign; Christopher M. Span, University of Illinois at Urbana-Champaign; James D. Anderson, University of Illinois at Urbana-Champaign; William T. Trent, University of Illinois at Urbana-Champaign

Discussant: Eboni M. Zamani-Gallaher, University of Illinois at Urbana-Champaign

67.030. In This Thing Together? Exploring Educators’ Collaboration and Collegiality. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 710; 4:10-6:40pm

Chair: Regina E. Toolin, The University of Vermont

Participants:
Holding Onto Humanity: How Networks Support Activist Teachers of Color. Sonia M Rosen, University of Pennsylvania; Lynnette K. Mawhinney, University of Illinois at Chicago; Kira J. Baker-Doyle, Arcadia University

The Role of Collegial Interactions in the Experiences of First-Year Teachers: A Spatial Perspective. Jessica Smagler, Teachers College, Columbia University

Teacher Collaboration: A Comparative Study in Chile and Portugal. Beatrice Avilas, Universidad de Chile; Maria A. Flores, Minho University, Portugal

Engaged Teacher, Engaged “Team”? The Influence of Teachers’ Collaborative Context. Katrien Vaeganck, KU Leuven; Filip J.R.C. Dochy, University of Leaven; Eva Kyndt

Discussant: Zachary A. Casey, Rhodes College

67.031. Interrogating Preservice Teachers’ Performance Through Feedback and Reflective Practice. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 712; 4:10-5:40pm

Participants:
Developing a System for High-Quality Feedback to Support a Practice-Based Teacher Education. Daniela Torre Gibney, SRI International; Melissa E. White, WestEd

Examining University Supervisor and Mentor Teachers’ Feedback to Second Language Student Teachers. Ruben Garza, Texas State University

Framing EFL Preservice Teachers’ Reflections Amid the Teaching Practicum Through Metaphors. Gang Zhu, East China Normal University; Zhengmei Peng, East China Normal University; Li Deng, East China Normal University; Matthew James Etchells, Texas A&M University - College Station; Guofang Li, University of British Columbia; Mary F. Rice, The University of New Mexico

Validating a Grades 1–8 Student Survey Instrument to Evaluate Student Teachers. Takeshi Terada, Arizona State University; Audrey Amrein-Beardsley, Arizona State University

Discussant: Rebecca Buchanan, University of Maine

67.032. Leveraging Teacher Learning and Leadership: Multimodal Narratives and Evidence Connecting Researchers, Policy Makers, and Practitioners. Division K - Teaching and Teacher Education; Symposium

Metro Toronto Convention Centre, 700 Level, Room 706; 4:10-5:40pm

Chair: Carol Campbell, University of Toronto - OISE

Participants:
Teacher Learning and Leadership: Connecting Teachers, Policy Makers, and Researchers. Anna Yashkina, Self-employed; Lindsey Amato, Ontario Teachers’ Federation; Carol Campbell, University of Toronto - OISE; Ann Lieberman, Stanford University

Developing Leadership and Learning Through Sharing Across Schools and Countries: Ontario’s Experiences of Norway-Canada Partnership. Sharon Alexander, University of Toronto; Linda Amato, Ontario Teachers’ Federation

Ultimate Potential Math: Leveraging Teacher Leadership and Professional Learning to Improve Student Outcomes at Scale. Leanne E Oliver, Durham Catholic District School Board; Trish Macer; Durham Catholic District School Board; Suzanne Laforet, Durham Catholic District School Board; Rosemary Leclair, Durham Catholic District School Board

Discussant: Andy Hargreaves, University of Ottawa

67.033. Multiple Methods and Multiple Spaces in Math and Science Education. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 704; 4:10-5:40pm

Chair: Jim L. Hollar, Edgewood College

Participants:
Chinese Elementary Mathematics Teachers’ Responses to Student In-the-Moment Mathematical Thinking. Li Sun, Augusanta University Conceptual-Based Instruction and Eighth-Grade Student Interest in Learning Mathematics. Nan Wu, Texas Tech University; Jian Wang, Texas Tech University

How Groups of Students Frame Discussions in a Physics Class. Dina zohrabi zohrabi Alaece, Kansas State University; Eleanor C. Sayre, Kansas State University

“So, I’ve Done a Lot of Talking With Them...”: Supporting Student Talk and Agency in Science Classrooms. John F Smith, Northwestern University

Discussant: Jennifer Elizabeth Carinci, American Association for the Advancement of Science

67.034. Teachers’ Perspectives, Understandings, and Possible Selves. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 703; 4:10-5:40pm

Chair: Tricia Niesz, Kent State University

Participants:
Lived Experiences: Secondary Mathematics Preservice Teachers’ Perspectives About Their Teacher Education Program. Limmn Jao, McGill University; Nakita Rao, McGill University
67.035. Multimodality in Bilingual Learners’ Practices. SIG-Bilingual Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201E; 4:10-5:40pm
Chair: Teresa Satterfield Linares, University of Michigan - Ann Arbor
Participants:
Emerging Bilingual Students and Digital Multimodal Composing: A Systematic Review of Research in Secondary Classrooms. Blaine E. Smith, University of Arizona; Mark Barba Pacheco, University of Florida; Maria Khoreshova, University of Arizona
Emergent Bilinguals’ Use of Multimodal Texts in a Third-Grade Science Classroom. Lucia Cardenas Cariel, Michigan State University
Bilingual Learner and Semiotic Competence in Multimodal Writing: A Systemic Functional Multimodal Discourse Analysis. Dong-shin Shin, University of Cincinnati
“Mira, ¿Está squishy!” An Emergent Bilingual Child’s Object-Sourced Transmodal Practices to Enhance His Play Narratives. Alain Bengoechea, University of Nevada - Las Vegas; Sabrina Francesca Sembante, Florida Atlantic University; Mileidis Gort, University of Colorado - Boulder
Translanguaging as Collaborative Pedagogy: Affordances of Translanguaging for Scaffolding Collaborative Learning in the Multilingual Classroom. Shukina Rajendra, University of Toronto
Discussant: Leila Flores-Duenas, University of New Mexico

67.036. International State-of-the-Art Symposium: Recent Connections Between Brain, Neuroscience, and Education. SIG-Brain, Neurosciences and Education; Invited Speaker Session
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom North; 4:10-6:10pm
Participants:
Attention as a Bridge Between Education and Brain Plasticity. Bruce McCandliss, Stanford University
The Mathematical Brain: Lessons for Math Education? Nora Newcombe, Temple University
The Adolescent Brain: Vulnerabilities and Opportunities for Learning. Sabine Peters, University of Leiden
Mind- Sets and Failure: Neural Differences in Reactions to Mistakes Among Second-Grade Finnish Girls. Ita Puusepp, University of Helsinki; Tuiiku Tammi; Minna Huotilainen; Teija Kujala; Elina Kuusisto, University of Helsinki; Sonja Laine, University of Helsinki; Kirsu A. Tiri, University of Helsinki
How People Learn About How People Learn: Fostering Interdisciplinarity in Mind, Brain, and Education. Gregg Solomon, National Science Foundation; Jan Youtie, Georgia Institute of Technology; Stephen Carley, Georgia Institute of Technology; Alan Porter, Georgia Institute of Technology
Discussant: Bruce McCandliss, Stanford University

67.037. Instructional Feedback: Types, Contexts, and Recommendations. SIG-Classroom Assessment; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 4:10-6:10pm
Chair: Anastasiya A. Lipnevich, Queens College and the Graduate Center of the City University of New York
Participants:
Feedback in Formative Assessment. Dylan Wiliam, Institute of Education - London
Summative and Formative Feedback. Susan M. Brookhart, Duquesne University
Summative and Formative Feedback in Writing. Steve Graham, Arizona State University, Editor Journal of Educational Psychology
Feedback in the Context of Self-Assessment. Heidi L. Andrade, University at Albany - SUNY
Providing Formative Peer Feedback: What Do We Know? Ernesto Panadero, Universidad Autónoma de Madrid; Anders Jonsson; Maryam Alqassab, LMU Munich
Feedback, Correctives, and the Use of Pre-Assessments. Thomas R. Guskey, University of Kentucky
Discussant: Jeffrey K. Smith, University of Otago

Metro Toronto Convention Centre, 200 Level, Room 202D; 4:10-6:10pm
Chair: Ming Fang Fei, Georgia Southern University
Participants:
Embodied Curriculum. Patrick Cawley, Northern Illinois University; Wade Tillett, University of Wisconsin - Whitewater
Curriculum Perspectives That Illuminate Human Possibilities, Spiritual Connections, and Social Activism. Isabel Nunez, Purdue University Fort Wayne; Donald Joseph Ohlinger, Purdue University Fort Wayne
Curriculum Theorizing With Subalterns to Address: What Is Worthwhile. Nikolette Christodoulou, Frederick University, Cyprus
Curriculum Theorizing With Young People Who Are Oppressed: Seeking Spaces to Ask What Is Worthwhile. Brian D. Schultz, Miami University
Curriculum Studies as Central to Working With African American, Multicultural, Multiracial, and Multiethnic Individuals and Groups. Audrey P. Watkins, Western Illinois University; Horace R. Hall, DePaul University
Curriculum Questions and Teacher Lore as a Basis for Imaginative Leadership in Higher Education. Mari Koerner, Arizona State University
Discussants: William C. Ayers, University of Illinois at Chicago; Jason Michael Lukasik, August College

67.039. Educational Change SIG Graduate Student Seminar. SIG-Educational Change; Invited Speaker Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 4:10-6:10pm

67.040. Missing Data Considerations, Solutions, and Issues. SIG-Educational Statisticians; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713B; 4:10-5:40pm
Chair: Richard Blissett, Seton Hall University
Participants:
Approaches to Handling Missing Data in Two-Time Point Social Network Analyses. Nathan Abe, University of Washington - Seattle; Elizabeth A. Sanders, University of Washington; Elizabeth A. Dietrich, University of Washington - Seattle; Jessica J. Thompson, University of Washington
Comparison of Meta-Analytic Methods for Synthesizing Correlations for Meta-Analytic Structural Equation Modeling With Missing Data. Kejin Lee, The University of Texas at Austin; Susan Natasha Beretvas, The University of Texas at Austin
Comparison of Methods for Handling Missingness in Incomplete Longitudinal Data Using Growth Model. Sengiley Back; Hyewon Chung, Chungnam National University
Examining Multilevel Multiple Imputation Methods for Propensity Score Analysis With a Continuous Treatment. Dee Duygu Cetin-Berber, University of Florida; Walter L. Leite, University of Florida
Discussant: Matthew R. Lavery, Bowling Green State University

67.041. New Perspectives on Intuition in Teaching. SIG-Holistic Education; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 4:10-5:30pm
Chair: Lynne Alexandrova, University of Toronto
Participants:
Mereological (Part-Whole) Intuitions in Teaching. Alan Berber, University of Florida; Walter L. Leite, University of Florida
Intuition in a New Beat: An Educational Epistemology of Rhythm, Tone, and Movement. Sean Roswell Park, McMaster University
Discussant: Pratim Sengupta, University of Calgary

67.042. International Approaches to “Talking Back” to Structural Racism and Exclusion in Education. SIG-International Studies; Symposium
Metro Toronto Convention Centre, 800 Level, Room 803A; 4:10-6:10pm
Chair: Aaron Koh, The Chinese University of Hong Kong
Participants:
Social Media and New Racism. Miron Kumar Bhowmik, The Education University of Hong Kong
Applying a Critical Quantitative Intersectionality Approach in the United States. Sung Tae Jang, Education University of Hong Kong
A Language-Informed Case Study Approach to Elucidate the Intersections of Race, Ethnicity Policy, and Power. Daphnee Hui Lin Lee, The Education University of Hong Kong
Quantitative Critical Race Theory: Challenging the Notion of White Racial Victimization in Schools. Claire E. Crawford, University of Birmingham
Rereading Structural Racism and Exclusion Inside the Policy. Fang Gao, The Education University of Hong Kong
Discussant: Christine M. Halse, The Education University of Hong Kong

67.043. Conviviality, Community, and Contemplative Education: Ivan Illich and Wendell Berry. SIG-Ivan Illich; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 4:10-6:10pm
Chair: John Joseph Lupinacci, Washington State University - Pullman
Participants:
Finding Ivan Illich in the Writing Center: Peer Tutoring as Prefigurative Deschooling. Russell Mayo, University of Illinois at Chicago
Folk Schools and the Deschooled Society. Devon Eva Lee, Lakehead University
Living Off-Grid: Solitude, Community, and Contemplation in the Anthropocene. David Chang, Simon Fraser University
"Within the Hope of Community": Reading Wendell Berry on Education and a "Community to Come." John Mullen, Eastern Michigan University
Poetry as Truth: Deschooling the United States, AERA, and the Ivan Illich SIG. Alan Wight, The Christ College of Nursing and Health Sciences; Allison JoAnn Lester, University of Cincinnati; Peggy Shannon-Baker, Georgia Southern University; Simon N. Jorgenson, The University of Vermont

67.044. Leaders at Multiple Levels Who Address Issues of Access and Equity. SIG-Leadership for School Improvement; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 714B; 4:10-6:10pm
Chair: DeMarcus A Jenkins, The University of Arizona
Participants:
Bringing Community Cultural Wealth to School Improvement: Students of Color as Transformative Change Agents. Jason Salisbury, University of Illinois at Chicago
Does Instructional Leadership Mediate Effects of Home Resources on Opportunity to Learn and Math Reasoning? Angela Urick, The University of Oklahoma; Yan Liu, Central Connecticut State University; Timothy G. Ford, University of Oklahoma; Alison Wilson, The University of Oklahoma
School Leadership and Social Justice: Understanding School Principals’ Actions on Social Justice. Anna Q. Sun, Rowan University
What Is the Nature of Turnaround Leadership in the Republic of Trinidad and Tobago? Jerome De Lisle, University of the West Indies
Discussant: Steve P. Myran, Old Dominion University

67.045. Principled Resistance: How Teachers Resolve Ethical Dilemmas. SIG-Lives of Teachers; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206B; 4:10-5:40pm
Chairs: Elizabeth Cain, SUNY - College at New Paltz; Doris A. Santoro, Bowdoin College
Participants:
A(nother) Profile in Courage: Leveraging Historical Narrative to Fuel the Fight for Humanity in a "Post-Truth" Era. Karen L. Graves, Denison University
Ethel T. Overby: How a Teacher’s Life Can Change Policy and Practice. Adah L. Ward Randolph, Ohio University; Dwan V. Robinson, Ohio University
Building Foundations for Principled Resistance. Tom Meyer, SUNY - College at New Paltz
Professional Preparation: Principled Responses to Privatization and Overregulation in Teacher Education. Margaret S. Crocco, Michigan State University
Discussant: Meira Levinson, Harvard University

67.046. Global Perspectives on Moral Education. SIG-Moral Development and Education; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 4:10-5:30pm
Chair: Wiel M. Veugelers, University of Humanistic Studies Utrecht
Participants:
Co-Teaching Relationships to Cultivate Caring. Colette Rubin, San José State University; Grinnell Smith, San José State University
Education for Citizenship in Chile: Experiences From Outstanding Teachers. Carmen Zumiga, Pontificia Universidad Católica de Chile
Making Moral Teaching Visible: Pedagogical Tact, the Pedagogical Triangle, and Teacher Authenticity. Richard D. Ogustorheps, Boise State University; Norm Friesen, Boise State University
Moral Reasoning Shifts in High School Students’ Podcasts About Personal Conflicts. Robyn Gee, University of California - Berkeley
Power Structure and Gratitude Education of Migrant Children in China. Miao Li, Shandong University

Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North; 4:10-6:10pm
Chair: Mimi Bong, Korea University
Participants:
Science for All: Boosting the Science Motivation of Elementary School Students With Utility Value Intervention. Dajung Diane Shin, Korea University; Minhye Lee, Korea University; JungEun Ha, bMRI/Korea University; Jin Hyun Park, Brain and Motivation Research Institute, Korea University; Hyun Seon Ahn, University of Seoul; Elena Son, Brain and Motivation Research Institute, Korea University; Yooyoung Chung, Inha University; Mimi Bong, Korea University
The Effectiveness of a Utility-Value Intervention in Math Classrooms: A Cluster-Randomized Trial. Hanna Gaspard, University of Tübingen; Cora Parrissius, Hector Research Institute of Education Sciences and Psychology, University of Tübingen; Heide Pisch, University of Tuebingen; Elke Wille, University of Tuebingen; Benjamin Nagengast, University of Tubingen; Ulrich Trautwein, University of Tubingen; Chris S. Hulleman, University of Virginia
Growth Mind-Set and Gender-Fair Belief: Two Wheels That Turn Students’ Math Competence Beliefs and Achievement. Joeseo Lee, bMRI/Korea University; Hyun Ji Lee, bMRI/Korea University; Juyeon Song, Korea University; Sun Kyung Lee, Korea University; Sung-il Kim, Korea University; Mimi Bong, Korea University
Examining the Self-Regulation Empowerment Program in School-Based Contexts: Theoretical and Empirical Considerations. Timothy J. Cleary, Rutgers University
Self-Determination Theory-Based Intervention to Help Teachers Promote a Prosocial Classroom Climate. Johannah Marshall Reeve, Australian Catholic University; Sung Hyeon Cheon, Kangwon National University
Discussant: Allan L. Wigfield, University of Maryland - College Park

67.048. Multiple Linear Regression SIG: The General Linear Model. SIG-Multiple Linear Regression: The General Linear Model; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Careton; 4:10-6:10pm
Chair: Prathiba Natesan, University of North Texas
Participants:
Covariate Selection Mechanisms for Propensity Score Estimation. Haiyan Bai, University of Central Florida; Xing Liu, Eastern Connecticut State University; Wei Pan, Duke University
Multicollinearity's Effect on Classification Accuracy With Real Data Structures. John D. Morris, Florida Atlantic University; Mary G. Lieberman, Florida Atlantic University
Discussant: Zhengqiu Laura Lu, University of Georgia

67.049. Preservice and Early Career Music Educators. SIG-Music
67.050. Professional Identity: Becoming Globally Competent. SIG-Narrative Research; Paper Session
Sheraton Centre Toronto Hotel, Second Floor, Civic Ballroom
South; 4:10-6:10pm
Chair: Eliza Anne Pinnegar, Learning Adventures After School Care
Participants:
Confronting Difference: Learning to Teach in a Borderland School.
Cheri Chan, University of Hong Kong
Learning to Become Globally Competent Through Canada-China Professional Reciprocal Learning Partnerships: Canadian Teachers’ Narrative. Yuhin Kho, University of Windsor
Reflecting the Forgotten: Teacher Stories Prior to the 2018 South Korea Research Trip. Elil Hinojosa, Texas A&M University - College Station; Rachel K Turner, Texas A&M University - College Station; Jongwoo Han, Syracuse University
“Rock Climbing Through Narrow Spaces”: Examining English for Academic Purposes Teachers’ Professional Identity Transformation During Career Change. Xin Bi, The University of Hong Kong
Transcontinental Conversations: Sustaining and Provoking Narrative Research Through Community. Derek A Hutchinson, The University of Kansas; Cindy (Cynthia) Lynne Clarke, Brandon University; Janet Mary Dyson, Anglia Ruskin University
Discussant: Elaine Chan, University of Nebraska - Lincoln

67.051. MOOCs: Pedagogies, Participation, and Perspectives. SIG-Online Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 606; 4:10-5:40pm
Chair: Eugene Gary Kowch, University of Calgary
Participants:
Characterizing MOOC Pedagogies: Exploring Tools and Methods for Learning Designers and Researchers. Rebecca M. Quintana, University of Michigan; Yuwana Tan, University of Michigan - Ann Arbor
Improving Statistical Inferences: MOOC Enhances Conceptual Understanding Among Online Learners. Arianne Herrera-Bennett, Ludwig-Maximilians-Universität München; Daniel Lakens, TU Eindhoven; Moritz Heene, Ludwig-Maximilians-Universität München; Stefan Ufer, University of Munich
The Relationships Between Motivation and Self-Regulated Learning Strategies in MOOCs. Daeyeoul Lee, Purdue University; Sumie Lee Watson, Purdue University; William R. Watson, Purdue University
What Do Participants Think of Today’s MOOCs Designed for Working Professionals? Min Liu, The University of Texas at Austin; Wenting Zou, The University of Texas at Austin; Yi Shi, The University of Texas at Austin; Zilong Pan, The University of Texas at Austin; Chengu Li, The University of Texas at Austin

67.052. Understanding School Leadership Through Organizational Theory. SIG-Organizational Theory; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine, Pine East; 4:10-5:40pm
Chair: Robert G. Smith, George Mason University
Participants:
Organization Theory Strengthening Practice. David Brazer, Stanford University; Scott C. Bauer, University of Colorado Denver; Bob L. Johnson, The University of Alabama
The Effect of Isolation, Efficacy, Burnout, and Commitment on New Principal Persistence. Scott C. Bauer, University of Colorado Denver
School Principals’ Systems Thinking: Antecedents and Consequences. Pascale Sarah Benoliel, Bar-Ilan University; Haim Shaked, Hadarom College of Education; Nadav Nehama, Bar-Ilan University; Chen Schetkter, Bar-Ilan University
Competing Narratives of Leadership in Schools: The Institutional and Discursive Turns in Organizational Theory. Gary L. Anderson, New York University; Ethan Chang, University of California - Santa Cruz
A Reconceptualization and Redefinition of Educational Leadership. Christopher R. James, University of Bath; Michael Connolly, University of South Wales; Melissa Hawkins, University of Bath
Discussant: Patricia M. Virella, Sarah Lawrence College

67.053. Rethinking Our Understanding of Curriculum, Teaching, and Students Through Collaborative Interdisciplinary Inquiry. SIG-Philosophical Studies in Education; Symposium
Sheraton Centre Toronto Hotel, Second Floor, City Hall - Working Group; 4:10-6:10pm
Chair: David T. Hansen, Teachers College, Columbia University
Participants:
Getting a Handle on Memories: Teachers, Curriculum, and Philosophy. Cristina Cammarano, Salisbury University; Erin Beeman Stutelberg, Salisbury University
Meditations on Improvement: Teaching Where We Think With Children and Teachers. Maria Paula Chisy, Teachers College, Columbia University; Stephanie A. Burdick-Shepherd, Lawrence University
Journeying Toward Transformative Teaching in the Age of “Alternative Facts.” Shilpi Sinha, Adelphi University; Shaireen Rashid, Long Island University - C.W. Post Campus
Discussant: Carol R Rodgers, University at Albany - SUNY

67.054. Sociological Contributions to School Choice Research: Evidence in a “Post-Truth” Era. SIG-Politics of Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205C; 4:10-6:10pm
Chair: Amanda U. Petterton, University of Kentucky; D. Brent Edwards Jr., University of Hawaii - Manoa
Participants:
School Choice Autonomy or Edvertising Control? Sarah Butler Jessen, University of Southern Maine; Catherine C. DiMartino, St. John’s University
Neglected Issues: How Charter Schools Manage Teachers and Acquire Resources. D. Brent Edwards Jr., University of Hawaii - Manoa; Stephanie Michelle Hall, University of Maryland - College Park
Equity and the Charter School District. Ann M. Allen, The Ohio State University; Marytza Anne Gawlik, Florida State University
Parental Accountability, School Choice, and the Invisible Hand of the Market. Amanda U. Petterton, University of Kentucky
“Trial and Error: Understanding School Counselors’ Preparation for and Experience With School Choice Policy.” Jennifer Jennings, Princeton University; Carolyn Sattin-Bajaj, Seton Hall University
Discussant: Jeannie M. Powers, Arizona State University

67.055. Critical Reflection and Diversity: Prospective and In-Service Teacher Learning to Teach Diverse Students. SIG-Portfolios and Reflection in Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 4:10-6:10pm
Chair: Katrina Liu, University of Nevada - Las Vegas
Participants:
Critical Reflection and Generative Change: Toward a Praxis of Transformative Teacher Preparation for Teaching Diverse Students. Katrina Liu, University of Nevada - Las Vegas; Arneitha F. Ball, Stanford University
WAM! Reflecting on the Role of Music Education in Curtailing Diversity Among Music Education Students. Richard C. Miller, University of Nevada - Las Vegas
Developing Teachers’ Critical Reflective Capacity to Support Teacher Learning for Change. Rebecca K. Fox, George Mason University; Nancy Hollichock, George Mason University; Stephanie L. Dodman, George Mason University; Kelley E Webb, George Mason University
Exploring Diversity in Preservice Teacher Education in Ireland. Regina M. Murphy, DCU Institute of Education
Critical Lessons From a Field Experience: Analysis and Reflection of Bias, Assumptions, and Evolving Teaching Philosophy. Claudine
67.056. Important Issues for Faculty Teaching Educational Research Courses. SIG-Professors of Educational Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 4:10-6:10pm
Participants:
Dual Enrollment Students’ Research Attitudes Toward a Research Methods Course. Maria D. Vásquez-Colina, Florida Atlantic University; Leila Hilal Shatara, Florida Atlantic University; Tricia Lee Meredith, Florida Atlantic University
Ph.D. Students Learn to Think Creatively and Critically through a Practical Research Project Within a Theoretical Research Course. Beverly Ann Fitzpatrick, Memorial University; Cecile Marie Badenhorst, Memorial University; Patrick Wells, Memorial University of Newfoundland; Chiniwe Ogolo, Memorial University of Newfoundland; Julia Halfyard, Memorial University of Newfoundland; Chris Cumby, Memorial University of Newfoundland; Haley Toll, Memorial University of Newfoundland
To Write or Not to Write With Discipline? Writing Error-Based Predictors of Editor’s Decision of Manuscripts Submitted to a Journal. Eunjin Hwang, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University
Understanding How Ed.D. Students View Educational Research: Domain, Taxonomic, Componential, and Text Mining Analysis. Chen Zong, University of Colorado - Denver; Courtney M Donovan, University of Colorado - Denver; Dana Marin Pruis, University of Colorado - Denver

67.057. Common Worlds: (Im)Possibilities of Post-Disrupting, (Re)Claiming, and Browning the Color Line: Desi–South Asian Americans in Higher Education. Vijay Kanagala, The University of Vermont
Discussant: Mitchell J. Chang, University of California - Los Angeles

67.059. Enacting Social Justice Through Transformative Science Education Research in Various Contexts. SIG-Science Teaching and Learning; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 4:10-6:10pm
Chair: Alberto J. Rodriguez, Purdue University
Participants:
Discussant: Mitchell J. Chang, University of California - Los Angeles

67.060. Addressing Hegemony Through Counternarratives. SIG-Social Studies Research; Paper Session
Sheraton Centre Toronto Hotel, Mezzanine Level, Maple West; 4:10-5:40pm
Chair: Sonya Shariffard, Pepperdine University
Participants:
Civics in the Margins: The Limitations and Opportunities for a Counterhegemonic Civic Education. Annyela Babb-Guerra, The University of Wisconsin-Madison
Doing Race in Elementary Social Studies Methods Class: An Intervention Lesson on Brown. Sohyun An, Kennesaw State University
Transformative Conversations: Valuing, Negotiating, and Negotiating Borders/ Fronteras With/in Latina/o Scholars(hip) in Social Studies. Tommy Ender, Loyola University Maryland; Rebecca C. Christ, Florida International University; Ana Carolina Diaz Beltran, The Pennsylvania State University; Gerardo Joel Aponte-Martinez, The University of Texas - Rio Grande Valley; Christopher L. Busey, University of Florida
Teaching El Movimiento: How Teachers Come to Understand History Through Critical Historical Inquiry and Multicultural Children’s Literature. Cinthia S. Salinas, The University of Texas at Austin; Maria E. Franquez, University of Utah; Melissa Rosas Williams, The University of Texas at Austin
Setting and Unsettling the Social Studies: Interrogating the Social Studies Curriculum Through Keywords. Daniel G Kratka, University of North Texas; Mark Helmsing, George Mason University; Annie McMalon Whitlock, University of Michigan - Flint
Discussant: Crystal G Simmons, SUNY - College at Geneseo

67.061. Power and Parity in Special Education: Building and Mending Partnerships With Families. SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 4:10-6:10pm
Participants:
A Sociocognitive Discourse Analysis of Monolingual Biased Partnerships in Special Education. Sunun Lim-Mullins, The University of Kansas; Gregory Cheatham, University of Kansas
Elusive Choices: Special Needs Homeschooling. Beth A. Ferri, Syracuse University; Layla Dehaiman, Syracuse University; Kathryn MacLeod, Syracuse University; Marcella M. Haddix, Syracuse University
A Closer Look: Strengths-Based Portraits of Culturally Diverse Families Involved in American Special Education. Janet S. Bauer, Lesley University; Zachary Rossetti, Boston University
A National Picture of Parent Involvement in the Education of Secondary
67.062. Teachers’ Perspectives on Curriculum and School Policy in the United States and Europe. SIG-Teachers Work/Teacher Unions; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 4:10-6:10pm
Chair: Arlo Kempf, University of Toronto, Ontario Institute for Studies in Education
Participants:
Factors Impacting Veteran Educators’ Identity Maintenance and Sustainability in Public Schools. Kate Haq, Independent Scholar
Teachers as Everyday Spokespeople. Kyla Watters, University of Massachusetts - Amherst
Teachers’ Perspectives on Neoliberal School Accountability as Portrayed Through Documentary Film. Sarah A. Mathews, Florida International University; Denisha Jones, Trinity Washington University
Sites of Liberatory Praxis: An Exploration of Teachers’ Grassroots Organizing in Philadelphia. Dana Morrison, West Chester University of Pennsylvania
Discussant: Rupert Clive Collister, OSIE/University of Toronto

67.063. Advancements and Applications in Test Validation and Evaluation. SIG-Test Validity Research and Evaluation; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 4:10-5:40pm
Chair: Carina McCormick, Buros Center For Testing
Participants:
Using Think-Aloud Interviews to Refine a Scoring Rubric for a Clinically Oriented Performance Assessment. Mary Roduta Roberts, University of Alberta; Chad M. Gotch, Washington State University
Karim Werther, University of Alberta; Kimberly Coutts, University of Alberta; Megan Cook, University of Alberta
Validity Evidence Supporting Science Achievement Assessments in Published Intervention Studies. Zachary Robert Mayne, University of Utah; Michael K. Gardner, University of Utah; Gabriel M. Della-Piana, University of Utah
Increasing the Consequential Validity of Reading Assessment Using Dynamic Measurement Modeling. Denis Dumas, University of Denver; Daniel McNeish, Arizona State University
The Factorial Validity of the Cornell Critical Thinking Tests: A Multi-Analytic Approach. Stephen M. Leach, Jefferson County Public Schools; Jason C. Immekus, University of Louisville; Brian F. French, Washington State University; Brian Hand, University of Iowa
Discussant: Hao Song, National Board of Certification and Recertification for Nurse Anesthetists

67.064. New Perspectives on Tracking and Detracking From Stakeholders in Schools. SIG-Tracking and Detracking; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206D; 4:10-6:10pm
Participants:
Changes to Instructional Practices in the Detracked High School Classroom. Shannon Holder, University of Connecticut
Detracking Subversively: Perceptions of Embedded Honors and Organizational Differentiation Efforts. Maria Vélazquez, University of Wisconsin - Madison
Eliminating Tracking Through Cycles of Practitioner Research and Professional Learning Communities in Math and Science. Michélona MacDonald, P.K. Yonge Developmental Research School; Melanie Harris, University of Florida; Kristin Weller, University of Florida
Logics of Ability and Teachers’ Decisions Across Tracks in the Era of Common Standards. Emily Hodge, Montclair State University
Using Multiple Modalities to Detrack Racially Diverse Middle Schools. Richard Lofoton, Johns Hopkins University
Discussant: Daniel Losen, University of California - Los Angeles

67.065. Teacher Development in Diverse Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201C; 4:10-6:10pm
Chair: Bradley J. Porflio, Seattle University
Participants:
An Insider’s Perspective on Innovation in Urban Education: From Professional Development to District-Wide Change. Sherryl B. Graves, Hunter College School of Education; Jenny Titlen, Hunter College - CUNY
California Urban School Leaders’ and Teachers’ Engagement of Academic Optimism to Maximize Student Learning and Performance Within 10 Low-Socioeconomic-Status Schools. Teri Anne Marcos, National University; Donald Wise, California State University - Fresno; Susan Belenardo, University of California - Irvine; William Loose, Azusa Pacific University; Wayne Padover, National University
Collaborative Inquiry With Urban Students as Pedagogy. Dana E. Wright, Connecticut College
Cultural Responsive Teachers in Urban Context: A Case Study. Chimwe H. Ipeze, Saint John Fisher College; Shirley N. Mthethwa-Sommers, Nazareth College
In Search of the Truth: Urban and Suburban Youth Exploring the Civil Rights Movement Together. Jennifer H. Waddell, University of Missouri - Kansas City; Bradley Poon, Avila College; Joyce E. Caruthers, The University of Missouri-Kansas City; Jennifer Ingrid Friend, Rockhurst University
Love as Literacy Research Praxis in an Urban Community Space. Gertrude M. Tinker Sachs, Georgia State University; Ewa McGrail, Georgia State University
Discussant: Terrell Lamont Strayhorn, LeMoyne-Owen College

67.066. Teaching and Learning of Argumentation and Argumentative Reading and Writing in the Academic Disciplines. SIG-Writing and Literacies; Symposium
Sheraton Centre Toronto Hotel, Second Floor, Churchill; 4:10-6:10pm
Chair: George E. Newell, The Ohio State University
Participants:
Engaging Young Students in Scientific Argumentation as Transformation. Eve Manz, Boston University
Dialogic Teaching for Argument Literacy in Elementary Language Arts Classrooms. Lain A. G. Wilkinson, University of Auckland; Alina Rezniktyska, Montclair State University
Reading, Speaking, and Writing: Multidimensionality of Argumentation in Literary Reasoning. Carol D. Lee, Northwestern University
Arguing Across the Life Span: From Cindy Magic to Nature Scientific Reports. Paul A. Prior, University of Illinois
Discussants: Yolanda J. Majers, The University of Minnesota; Susan R. Goldman, University of Illinois at Chicago

Division and SIG Roundtables

67.067. MTCC Roundtable Session 31; Roundtable Session

67.067-1. Language, Identity, and Self Across Educational Contexts. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Patriann Smith, Texas Tech University
Participants:
Englishes as a Site of Colonial Conflict: (In)Congruence Between Former Teachers’ Ideologies and Literacy Practices. Crystal Rose, Texas Tech University; Patriann Smith, Texas Tech University; Tala M Karkar Esperat, Texas Tech University
“I Teach How I Talk”: Positioning Black Teachers as Uniquely Linguistically Skilled. Danielle Greene, Stanford University
Language Self-Identification in the International Reading Literacy of Black American and Immigrant Youth. Patriann Smith, Texas Tech University; Jaehoon Lee, Texas Tech University; Rong Chang, University of Houston; Tressia Venessell Thompson, Texas Tech University; Alex Kumi-Yeboah, University at Albany - SUNY
“How Do I Stand For?” Examining Youth’s Multimodal Narratives of Positionality in a Youth Participatory Action Research Project. Joanne E. Marciano, Michigan State University; Vivek Vellanki, Michigan State University

67.067-2. Where’s the Lie? Policy, Discourse, and Equity. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Lauren C Johnson, University of North Georgia
Participants:
A Dose of Whose Medicine? Competing Agendas Behind the Teacher Residency Model. Emilie Mitesca Reagan, University of New Hampshire; Jeonkil Ahn, University of Illinois at Urbana-Champaign; Rachel Roegman, University of Illinois at Urbana-Champaign; Laura Vernikoff, Touro College

Closing the Backdoor to Deprofessionalization: A Policy Critique (Re/ ap)proach. Todd A. Bates, Columbia University College of Physicians and Surgeons

New Words, Old Injustices: Vocabularies of Equity in Teacher Education Policy and Praxis. Caryn C. Park, Antioch University - Seattle; Rachel Oppenheim, Antioch University - Seattle; Julia R. Daniels, Antioch University - Seattle

Insights From Australia's Numeracy Test for Initial Teacher Education Students: Comparing High and Low Achievers. Simone Zmoos; Jennifer Hall, Monash University

67.067-3. Can We Keep the Best? Research on Principal and Teacher Turnover. Division L - Educational Policies and Politics; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Ed Fuller, The Pennsylvania State University
Participants:
Choice or Chance? Preferences and Opportunities in Principal Turnover. Andrew Pendola, Auburn University; Ed Fuller, The Pennsylvania State University

Leaky Pipes and Labor Pools: Predicting Teacher Turnover Using Preparation Pathway and Initial School Type. Sarah Getherly, Texas A&M Commerce; Lauren P Bailes, University of Delaware

Principals Making Sense of Teacher Labor Market Policies: Shortages, Salaries, and Strikes. Andrene Castro, The University of Texas at Austin

67.067-4. Special Populations: Critical Issues of Underserved Adolescents and Youth of Color. SIG-Adolescence and Youth Development; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Brian L. Wright, The University of Memphis
Participants:
Safe Rebellious Places: The Value of Informal Spaces in Schools to Counter the Emotional Silencing of Youth of Color. Katherine Claron-Ray, Cleveland State University; Nora Gross, University of Pennsylvania; Charlotte E Jacobs, University of Pennsylvania

Paths 2 the Future for All (P2F4A): Foundations for Developing a College and Career Readiness Intervention for Underserved Adolescents. Kevin A. Gee, University of California - Davis; Lauren Lindstrom, University of California Davis; John Lind, University of Oregon; Kara Hirano, Illinois State University; Cindy Post, Carolynne Beno

"The Only Thing Different About Us Is Our Life Story": High School Students Refute Misperceptions. Jenny Sperling, University of California - Santa Barbara

67.067-5. Critical Literacy and Arts in the Development of Culturally Conscionce Curriculum. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Participants:
Crayons, Goldilocks, and the Big Bad Wolf: Young Children Making and Remaking Global and Local Worlds Through Play, Art, and Story. Anne Valaan, The Ohio State University

Critical Racial Literacy and Intersectionality: Undoing Multiple Oppressions in Developmental English. Ramon Vásquez, University of Dayton

67.067-6. Advancing the Academic and Professional Development of Diverse Scholars. SIG-Multicultural/Multietnic Education: Theory, Research and Practice; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Dani Parker Moore, Wake Forest University
Participants:
Developing a Pipeline for Increasing Diversity in STEM Careers. Cleveland O'Neal Lane, Texas A&M University - College Station; Pamela T. Barber-Freeham, Prairie View A&M University

Putting Back Against Deficit Narratives: Mentoring as Scholars of Color. Caroline Setela Viernes Turner, California State University - Sacramento; Stephanie J. Waterman, University of Toronto

Their Time: Understanding and Supporting the Self-Directed Learning Goals of Minority College Students. George Nantwi, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University


Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Rebecca McBride Bustamante, Sam Houston State University
Participants:
Assessing Equity-Driven Leadership: A Candidate Preparation Program's Perspective on the California Administrator Performance Assessment (CalAPA). Maritza Lozano, California State University - Fullerton; Daniel Sung-Yeol Choi, California State University - Fullerton

Educational Leadership Program Development: Taking Educational Leadership Beyond the School and Toward Social Justice. Joseph Levitan, McGill University; Lisa Joanne Starr, McGill University; Blane Harvey, McGill University

Growing Disruptive and Interruptive Leadership: The (Im)Possibilities of One Course Disrupting the Principalship as Usual. Brian C. Gibbs, University of North Carolina - Chapel Hill


Relational Teaching to Transform: Teaching in Educational Leadership Preparation Programs. Ericka Roland, The University of Texas at Austin

67.067-8. Effects of Teacher-Student Relationships and Teachers' Emotional, Cultural, and Mindful Competence on Students and Learning Outcomes. SIG-Social and Emotional Learning; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Danielle Hatchimonji, Rutgers University
Participants:
Linking Student Survey Results With Learning Outcomes: Teacher-Student Relationships and Student End-of-Grade Achievement. Haigen Huang, Wake County Public School System

Perceptions of Mindful Teachers and Longitudinal Change in High School Students' Mindfulness and Self-Compassion. Blake Colaianne, The Pennsylvania State University; Brian Galla, University of Pittsburgh; Robert William Roeser, The Pennsylvania State University

Relationship Between Teachers' Emotional and Cultural Competence, Self-Efficacy in Social-Emotional Learning Beliefs, and Outcome Expectancies. Tia Naveleen Barnes, University of Delaware; Kathleen Ann McCallops, University of Delaware; Emily Soriano, University of Delaware


Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Julie M. Nicholson, WestEd Center for Child and Family Studies
Participants:
Districts’ Conceptualizations of Kindergarten Readiness. Kristin Lyn Whyte, Mount Mary University; Cynthia E. Coburn, Northwestern University School of Education and Social Policy Human Development and Social Policy

"It’s Another Stage to Pass": The Kindergarten Transition Practices and Beliefs of Low-Income, Latina Mothers. Sarai Coba Rodriguez, University of Illinois at Chicago; Robin L. Jarrett, University of Illinois at Urbana-Champaign

Collectivist Approaches for Supporting Young Children’s Narrative Skills. Raquel Plotka, Pace University; Xiao-Lei Wang, Pace University

Teacher-Child Interactions Around Errors in Preschool: An Exploratory Study. Carly Champagne, Temple University; Annmarie H. Hindman, Temple University; Ari Kaplan, Temple University

67.067-10. Radical Theoretical and Methodological Responses to Dominant Ideologies in (Inter)National Disability Contexts. SIG-Disability Studies in Education; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Srikala Narain, Teachers College, Columbia University
Participants:
A Call for Radical Over Reductionist Approaches to “Inclusive” Reform in Neoliberal Times. Jessica K. Bacon, Montclair State University; Erin Pomponio, Montclair State University

Participatory Visual Methodologies in a Post-Truth Era: Why Should We Engage With the Voices of Girls and Women With Disabilities in Vietnam? Xuan Thuy Nguyen, Carleton University; Claudia Mitchell, McGill University; Marnina Gonick, Mount Saint Vincent University

Responding to Dysconscious Ableism and Performative Accessibility: Disability Activism in (Neoliberal) Higher Education. Hester
76.067-11. Recruitment, Admissions, and Networking in Graduate School. SIG-Graduate and Postdoctoral Education across the Disciplines; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Participants:
Doctoral Student Networking: Motivations, Trends, and Barriers. Blair Izard, University of Connecticut - Storrs; Omolabake Fakunle, University of Edinburgh; Mollie Dollinger, University of Melbourne; Joyce line Alla-Mensah
Unpacking Academic Merit in a Highly Stratified Country: Criteria and Processes of Faculty Hiring in Chilean Universities. Roxana Chiqupa, University of Washington - Seattle
A Competitive System: Graduate Student Recruitment in STEM and Why Money May Not Be the Answer. Whitney Elaine Wall Bortz, Virginia Polytechnic Institute and State University; David Knight, Virginia Polytechnic Institute and State University; Timothy J Kinoshita, Virginia Polytechnic Institute and State University; Nathan Hyung-sook Choe, The University of Texas at Austin; Kevin A. Nguyen, The University of Texas at Austin; Maura J. Borrego, The University of Texas at Austin; Chelsea Haines Lyles, Virginia Polytechnic Institute and State University
Using an Intersectionality Framework to Examine Admission and Enrollment at Public Law Schools. Frank Joseph Fernandez, University of Houston; Hyun Kyong Ro, Bowling Green State University

76.067-12. Investigating How Instructional Coaching Supports Teacher Learning and Development Across Disciplines Using Core Practices. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Anne Garrison Wilhelm, Southern Methodist University
Participants:
Coaching to Support Teachers’ Collective Improvement of Practice and Systemic Change. Lynsey K. Gibbons, Boston University; Elham Kazemi, University of Washington
Practice-Based Coaching for Document-Based History: Exploring the Role of Specifications of Practice. Abby Reisman, University of Pennsylvania; Lisette Nuccia Enamah, The University of Pennsylvania; Lighting Jay, University of Pennsylvania
Practice-Based Coaching for Project-Based Learning (PBL): Bringing Practice-Based Teacher Education to PBL. Sarah Schneider Kavanagh, University of Pennsylvania; Emily C. Rainey, University of Pittsburgh; Chenelle Boatswain, University of Pennsylvania
Discussant: Pamela L. Grossman, University of Pennsylvania

76.067-13. “Because They Said So...” Challenging Singular Narratives by Centering Truths From Black Youth in Context. SIG-Research Focus on Black Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 4:10-5:40pm
Chair: Carla D. O’Connor, University of Michigan
Participants:
Seen, Not Heard: A Meta-Ethnography of Scholar and Youth Perspectives on Childhood in Jim Crow. Kimberly Charis Ransom, University of Michigan - Ann Arbor
“T’m the One Who Loses”: Narratives From Black Girls on School Discipline. Alaina Neal-Jackson, University of Michigan - Ann Arbor
“Still Misunderstood and Ain’t Spoke One Sentence”: Listening to Black Students’ Artistic and Cultural Expressions. Alistair Bompary, University of Michigan - Ann Arbor

76.068-2. Disrupting Deficit Thinking of Teaching Through Innovation. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Lasana Kazembe, Indiana University - IUPUI
Participants:
Celebrating Strengths = Enlivened Pedagogy. Elizabeth Augustes, The College of William & Mary
Challenging Class: The Instructional Practices of Highly Effective Teachers in Working-Class Communities. Rebecca Hatkoff, Claremont Graduate University
How Preservice Elementary Teachers View Lesson Coherence. Ji-Won Son, University at Buffalo - SUNY; Young Ae Choi, University at Buffalo - SUNY
Identifying Effective Instructional Practices That Foster the Development of Algebraic Thinking in Elementary School. Ryan Gertenbach, The University of Texas at Austin; Ingrid G Ristroph, The University of Texas at Austin; Karisma Morton, The University of Texas at Austin; Eric J. Knuth, The University of Texas at Austin
Then They Can Learn: Narratives of Black Teachers Using Familial Approaches in the Classroom. Tunette Michele Powell, University of California - Los Angeles; Annmarie Mathealani Francois, University of California - Los Angeles
Breaking Barriers: Preserve Elementary Teachers’ Experiences of Interdisciplinary Science and Social Studies Methods Courses. Vanessa Ann Klein, University of Maine at Orono; Evan Mooney, The University of Maine

76.068-3. Disrupting Narratives: Innovative Teacher Preparation Practices. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Beatrice S. Pennimore, Indiana University of Pennsylvania
Participants:
Critical Participatory Action Research as Curriculum and Pedagogy: Empowering Students and Unitig Communities. Kathleen Nichols, University of Wisconsin - Madison
Do Black Lives Matter? Using Young Adult Literature in Preservice Urban Education to Interrogate Antiblackness. Chonika Coleman King, The University of Tennessee - Knoxville; Susan L. Groenke, The University of Tennessee - Knoxville; Erika Kitzmiller, Teachers College, Columbia University
Resisting “Post-Truth” Teacher Preparation: Exploring Urban Teacher Preparation at Research-Intensive Institutions Across the United States. Chonika Coleman King, The University of Tennessee - Knoxville; Brittany Nicole Anderson, University of Tennessee-Knoxville
Teacher Candidates and Law Enforcement: Multimodal Narratives Through Ride-Along. Amanda Bright, Portland State University

76.068-4. Examining the Impact of Digital Learning Environments on Teacher Professional Development. Division K - Teaching and Teacher Education Cosponsored with SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Participants:
Cultivating an Online Teacher Community of Practice: A Social Network Analysis. Diego Boada Beltran, University of Georgia - Athens; Pedro R. Portes, University of Georgia; Paula Jean Mellom, University of Georgia; Jodi Weber, University of Georgia; Rebecca K. Hixon, University of Georgia
K-12 Teacher Professional Development and Social Media: Examining Teacher Learning in a Post-Truth Era. Diana Brandon, Charleston Southern University; Sarah Galvin, Michigan State University; Christine M. Greenhow, Michigan State University; Emilia Askari, Michigan State University
Literacy Coaching Online: Effects on Classroom Discussion Quality. Lindsay Clare Matsumura, University of Pittsburgh; Richard James
67.068-5. Preservice Teacher Perspectives and Practices Working With Students With Disabilities. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Courtney M. Clayton, University of Mary Washington
Participants:
Teachers’ Perceptions of Preparedness to Teach Students With Disabilities. Tara Kaczorowski, Illinois State University; Sonia Melanie Kline, Illinois State University
Transdisciplinary Pedagogy for Equity: Teacher Candidates Teaching Social Studies to Students With Disabilities. Annelise Mueller Worster, Salem State University; Leigh E. Rohde, Salem State University
Vision Impairment Simulation Using Instructional Technology: Effects on Preservice Teachers’ Achievement, Efficacy, Attitudes, and Interest. Carla Brigandi, West Virginia University; Alexandra Hollo, West Virginia University

67.068-6. Teachers as Change Agents: Reimagining Policies as Novice and Experienced Practitioners. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Emily J. Klein, Montclair State University
Participants:
Making Connections: Content-Area Visions of Leadership. Raya Qualls Scales, Western Carolina University; Carrie Ann Barnes Rogers, Western Carolina University
Concretizing Three Core Practices for Leading Site-Based Educational Development in Schools: A Practice Architecture. Perspective. Christie J Edwards-Groves, Charles Sturt University; Peter John Grootenboer, Griffith University; Catherine Attard, Western Sydney University

67.068-7. Whose Voice Matters? Diverse Perspectives About Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Norma V. Jimenez Hernandez, Estrella Mountain Community College
Participants:
A Focus Group Study of High-Achieving, Underrepresented Minority, Secondary Students’ Consideration of STEM Teaching Careers. Jaime W. Mategi, Indiana University - IUPUI; Demetric Monique Smith-Mategi, Marian University
Creating Racially Just Educational Spaces: Voices of Teacher Candidates. Robbie Burnett, Minnesota State University - Mankato; Beth Beschomer, Minnesota State University - Mankato
If You Listen, We Will Stay: Perspectives of Teachers of Color on Retention. Mark Teoh, Teach Plus; Ashley R. Griffin, The Education Trust; R. Davis Dixon, The Education Trust
Secondary Newcomer Latina/o Youth, Bilingualism, and Citizenship Education. Ashley Taylor Jaffe, James Madison University; Pablo Cortes Ramirez, Arizona State University

67.068-8. Preparing Critical-Oriented Teachers. SIG-Critical Educators for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Marcia J. Watson-Vandiver, T Elon University
Participants:
A Critical Analysis of Classroom Dialogue Along a Social Justice Spectrum. Charity T. Gordon, Georgia State University
I’m Not Just Teaching Science: A Case Study of STEM Teachers’ Dispositions Toward Equity-Focused Teaching. Tia C. Maddins, The University of Texas at Austin
Moving From “Fear” to Action: How Seltter Educators Can Make Anxieties Productive. Shwanna Carroll, University of Toronto; Jean-Paul Restoule, University of Victoria; Mark Smee, University of Toronto; Daniela Bascuñán, OISE/University of Toronto

The Reality of Settler Colonialism: A Quali-Quantitative Analysis of Alberta Education. Danielle Lorenz, University of Alberta

67.068-9. Athletic Experiences of Student Athletes in Context. SIG-Research Focus on Education and Sport; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Erinnine Wight, The University of North Carolina at Chapel Hill
Participants:
Between the Classroom and the Field: The Experiences of Former Black Male Football Student-Athletes. Jeff I Porter, University of Michigan - Ann Arbor; Raul Leon, Eastern Michigan University
The Experiences of Young Muslim Women Athletes on High School Sports Teams in the United States, the United Kingdom, and the RSA. Meriem Sadaun, Northwestern University
An Examination of the Influence of Athletic Participation on College Adjustment. Nick Stowers, East Central University; Mary Jo Self, Oklahoma State University; Ed Harris, Oklahoma State University; Penny L. Canfley, Oklahoma State University; Bridget Miller, Oklahoma State University
Motivation Profiles of Student-Athletes and Nonathletes in Competitive Achievement Settings. Patti C. Parker, University of Manitoba; Raymond P. Perry, University of Manitoba; Jeremy M. Hamm, Concordia University; Judy Chipperfield, University of Manitoba; Rodney Clifton, University of Manitoba; Launa Leboe-McGowan, University of Manitoba; Peter Coffee, University of Stirling
Sense of Purpose: Comparing Athletes and Their Nonathlete Peers. Jennifer L. Hoffman, University of Washington; Rebecca Crandall, The Ohio State University; Nathan Adkins, University of Washington - Seattle; Pamela J. Robenolt, University of Washington

67.068-10. Narratives of Latinx UndocuQueers. SIG-Queer Studies Cospounded with Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Marta Sánchez, University of North Carolina Wilmington
Participants:
UndocuQueers: Resisting Double Exile in Education. Juan Rios, Bradley University
Coming out of the Shadows and the Closet: Visibility Schemas Among Undocuqueer Immigrants. Christian Alejandro Bracho, University of La Verne
Undocuqueer Stress: How Safe Are "Safe" Spaces, and for Whom? Jesus Casneros, University of Texas at El Paso

67.068-11. Critical Educator Praxis. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 4:10-5:40pm
Chair: Chava Share, Mandel Leadership Institute
Participants:
Approximating Praxis: Bridging Theory and Practice to Support the Development of Critical Educators. Mary Rose Kelly, Marist College; Melia E Repeko-Erwin, University of Colorado - Boulder
Perceptions of Coherence: ‘The Research-Practice Gap?’ Esther T. Cantris, University of Agder; Karen M. Hammerness, American Museum of Natural History; Kirsti Klette, University of Oslo
Teachers’ Perception of Evidence-Based Practices Infused in the Curriculum of Their Graduate Preparation Program. Su-Je Cho, Fordham University; Kathleen Doyle, Fordham Graduate School of Education; Holly Rittenhouse, Fordham University
“Variation Theory Isn’t the Same as Other Learning Theories”: Preservice Teachers’ Sense-Making of Theory-Practice Relationships. Diana A Royea, University of British Columbia; Cynthia C. Nicol, The University of British Columbia

67.069. Sheraton Roundtable 14; Roundtable Session

67.069-1. International and Comparative Student Success in Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm
Chair: Po Yang
Participants:
Screening Signal or Ability Increase: Study on the Mechanism of Chinese Student Cadre in Wage Premium. sheng cui, Renmin University of China; Qiumiang Wu, Renmin University of China; fan du Social Resources and Life Satisfaction in South Korean College Freshmen. Yeonhee Kwak, Korea University; Suehye Kim, Korea University
Testimonios From First-Generation Indigenous Students in the Chilean Higher Education Context. Andrea Flanagan, Universidad de Valparaiso, Chile

67.069-2. Role of Communities and Networks in Supporting Students in STEM. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Chair: Veronica W Merritt, Teachers College Columbia University Participants:
- Critical Examination of the Role of STEM in Propagating and Maintaining Race and Gender Disparities in STEM. Deborah F. Carter, Claremont Graduate University; Juanita Razo Dueñas, Claremont Graduate University; Rocío Mendoza, Claremont Graduate University
- Synthesizing Community Cultural Wealth With STEM Communities of Practice for Students of Color. Aditya P. Adredeja, The University of Arizona; Jocelyn Rios, The University of Arizona

67.069-3. STEM Faculty. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Participants:
- Solving the Gender Gap in STEM: Exploring STEM Faculty’s Gender-Biased Behaviors in the Classroom. Selyna Beverly, University of Michigan - Ann Arbor
- STEM Faculty Perceptions of Successful Students: Uncovering the Invisible Barriers. Cindy A Lenthart, Oregon State University; Jana Bowman-Gearhart, Oregon State University
- STEM Faculty Retention: Examining Gender Differences in Faculty Perceptions of Organizational and Professional Factors. Yue Li, Miami University

67.069-4. Supporting Student Transfer in Higher Education. Division J - Postsecondary Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Chair: Hongwei Yu, The University of Texas at Austin Participants:
- Assessing Belonging and Support Among Transfer Students. Yasti Torres, University of Michigan; Caitlyn Corker, University of Michigan; Nicholas Paulson, University of Michigan; Emma Bausch, University of Michigan - Ann Arbor; Katherine Avila, University of Michigan; Claire Bocck, University of Michigan - Ann Arbor; Ronnie Rios, University of Michigan - Ann Arbor; Steven Lonn, University of Michigan
- Reconceptualizing Challenges in Advising Engineering Transfers: Perspectives of Academic Advisors and Transfer Students. Yi Leaf Zhang, University of Texas at Arlington; Trang Van Dinh, The University of Texas - Arlington
- Show Me the Way: Analyzing the Impact of Advising on Transferring Intended Community College Student Success. Catherine Hartman, The University of Texas at Austin; Mariisol Garza, The University of Texas at Austin; Colleen Bollwerk, Center for Community College Student Engagement; E. Michael Bohig, Center for Community College Student Engagement - University of Texas at Austin

67.069-5. Criticality, Diversity, and Cross-Cultural Methodological Possibilities of Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Chair: Elisabetta Biggi, University of Milano - Bicocca Participants:
- “Dance With Your Body”: Combating Inequality Through Embodiment in a Racially Diverse Youth Dance Organization. Betsy Maloney Leaf, University of Minnesota - Twin Cities; Bie H. Ngo, University of Minnesota
- Play-Building Experiences With Chinese Graduate Students: A Participatory Arts-Based Research Project. Yan Wang, Chapman University
- To Do This Discussion Differently: Exploring the Potential of Contemplative Arts-Based Data Analysis. Benjamin Lee Hicks, University of Toronto

67.069-6. Voices From the Margins. SIG-Biographical and Documentary Research; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Chair: Kevin S. Zayed, Denison University Participants:
- Biographies of Displacement and Reintegration. Raji Swaminathan, University of Wisconsin - Milwaukee
- Teachers of Diné Language and Culture: Building Enduring Systems of Support. Louise Lockard, Northern Arizona University; Velda M. Hale, Northern Arizona University, Dine' College
- The Language of Feelings: A Reading and Storytelling Group in a State Prison. Diane P. Ketelle, Mills College

67.069-7. Service-Learning: A Pedagogy of Partnerships for Justice. SIG-Service-Learning & Experiential Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Participants:
- Act Globally, Teach Locally: Developing an Eco-Justice Stance Among Preservice Teachers Through Place-Based Service-Learning. Greer Burroughs, The College of New Jersey; Marisa E Bellino, The College of New Jersey
- Intentional Pedagogy: Case Study of a Critical Service-Learning Course Partnership With the Juvenile Justice Center. Marliee Coles-Ritchie, Westminster College; Cathleen Power, University of Utah
- The Responsible Change Project: Building a Justice-Oriented Middle School Curriculum Through Critical Service-Learning. Heather Marie Coffey, University of North Carolina - Charlotte
- “It’s Like Professional Food”: Sustaining Urban Teachers Through Service-Learning. Elisabeth Fornaro, Temple University

67.069-8. (Re)Creating Possibilities With Curriculum Within Constrained Times, Spaces, and Materials. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Participants:
- “Becoming Curricula” in a Landscape of Reluctance: Crossing Borders in a Southern State Public Pre-K. Timothy A. Kinard, Texas State University; Mary Esther Huerta, Texas State University - San Marcos; Jesse Straus Gainer, Texas State University - San Marcos
- Developing Consensus About Values and Values Education in Preschool. Ingrid Görgardottir, University of Iceland; Johanna Einarsdottir, University of Iceland
- Legally Scripted Fictions: Representations of Fathers and Fatherhood in Picture Books About Refugee Children. Ekaterina Strekalova-Hughes, University of Missouri - Kansas City; Nora Peterman, University of Missouri - Kansas City
- When Hip-Hop Hopped in My Kindergarten–First Grade Classroom: Examining the Hidden Abilities of K–1 Students Through Hip-Hop Play. Anthony Broughton, Clifton University

67.069-9. Troubling, Resisting, and Rethinking Static Narratives of Gender. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Sheraton Centre Toronto Hotel, Lower Concourse, Grand Centre; 4:10-5:40pm Chair: Melissa Beth Sherfinski, West Virginia University
Participants:
How Local Culture Shapes Early Childhood Classroom Play: Playing the Festival Queen. Melissa Beth Sherfinski, West Virginia University; Audra Slocum, West Virginia University; Mariam Jalaljafari, West Virginia University; Jing Zhang, West Virginia University
Pretty Is Not the Point: The Aesthetics of Resistance in Early Childhood. Heather J. Pinado-Burns, Teachers College, Columbia University; Dana Frantz Bentley, Buckingham Browne and Nichols School
Queen Versus Fear: Early Childhood Teachers’ Perspectives on Gender. Jessica Sarah Powell, Southern Connecticut State University; Laura Bower-Phipps, Southern Connecticut State University

67.070. Sheraton Roundtable 14: Roundtable Session

67.070-1. Division C Section 1e Roundtable 4. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Participants:
Assessing Mechanistic Reasoning. Paul Jason Weinberg, Oakland University
Elementary Students’ Understanding of Computer Science Terminology. Jessica Vendenberg, North Carolina State University; Danielle Cadieux Boulden, North Carolina State University; James H Creager, North Carolina State University; Amanda Bradbury, North Carolina State University
The Invisible Work of Variables Across Math and Computer Science. Nicole Bulalacaa, University of California - Berkeley
Remixing Lessons With Equity and Inquiry: Online Professional Development for Computer Science Teachers. Joanna Goode, University of Oregon; Kirsten Peterson, Education Development Center, Inc.; Joyce Malyn-Smith, Education Development Center, Inc.
The State of K–8 Computer Science in an Urban, Decentralized District According to Its Teachers. Erica Wheeler, Chicago Public Schools; David Winthrop, University of Maryland - College Park; Andrew Rasmussen; Merijke Coenraad, University of Maryland - College Park; Melissa Cobian; Jen Hellige, University of Chicago; Diana Franklin, University of Chicago
Impact of Open-Ended Assignments on Student Motivation in Introductory Computer Science (CS1). Sadia Sharmin, University of Toronto; Daniel Zingaro, University of Toronto; Clare M. Brett, University of Toronto

67.070-2. Roundtable: Research on Instructional Strategies for Science Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Doug Lombardi, Temple University
Participants:
Instruction for Learning: An Exploratory Study of Science Teachers’ Decision Making When Creating Assignments. Jeanette Joyce, Marzano Research Laboratory.
Problems of Science Education Reform: Cross-Disciplinary Analysis of the SE Lesson Format. David Kirshner, Louisiana State University; Hannah Cooling; Leiflyn Gamborg, Louisiana State University
The Effects of Different Forms of Adaptive Feedback on Diverse Students’ Science Learning. Kihyun “Kelly” Ryoo, University of North Carolina - Chapel Hill; Matthew Hutchinson, University of North Carolina, Chapel Hill; Maureen Desmond, University of North Carolina - Chapel Hill; Emily Trottshusian, University of North Carolina - Chapel Hill
Trigger High-Level Responses From Students: Reflective Prompts in STEM Cooperative Learning. Xinzi Dai, East China Normal University; Xining Pei, East China Normal University; Junfeng Zhu; Nan Zhao, East China Normal University; Xinhong Qiao, East China Normal University; Lu Huang, East China Normal University; Ying Li, East China Normal University; Danxuan Qiao, East China Normal University; Mulin Chen, East China Normal University

67.070-3. Roundtable: Research on Science Learning and Higher Education. Division C - Learning and Instruction; Roundtable Session

Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chairs: James Haley, Boston College; David Miele
Participants:
A Longitudinal Study on High School Students’ STEM College Major Attractions: Results From the Third Year. Adem Ekmenkeci, Rice University; Alpaslan Sahin, Harmony Public Schools
Changes in Acceptance of Evolution and Associated Factors During a Year of Introductory Biology. Ryan Dunk, Syracuse University; Jason Wiles, Syracuse University
College-Going Hispanic Students’ Math and Science Expectancy-Value Latent Classes and Majoring in STEM. David McKinney, Johns Hopkins University; Dhathri Chandaru, Johns Hopkins University – Baltimore
Effects of College Science Grading Policies on Students’ Mind-Sets and Motivation. James Haley, Boston College; Shennia A. Perez, Boston College; Sidney May, Boston College; David B. Miele, Boston College

67.070-4. The Affordances of Technology in Building and Supporting Literacy. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Participants:
Comparing the Evocation of Mental Imagery and Importance in Traditional Print and 3-D Multimedia Informational Texts: A Dual Coding Approach. Karen A. Krasny, York University
Fostering Makers Middle School Students’ Multimodal Analysis of Text Through Video Game Play and Writing. Carolyn Stuft, Berry College; Sam Von Giller, Texas A&M University - College Station
Literacy and LEGO: Developing Academic Vocabulary With LEGO Robotics. Melissa J. Bedford, University of Nevada - Reno; Hannah Carter, Boise State University
Misconception Analysis Borrowing From Literacy to Solve Math Word Problems With Technology. Johanna Christine Groene, University of Wisconsin - Milwaukee
Students Engaging in Text-Based Argumentation With Online Resources. Carita Kilb, University of Oslo; Ivar Braten, University of Oslo; Nina Kullberg, University of Jyväskylä; Paavo H.T. Leppänen, University of Jyväskylä

67.070-5. The Motivation of Doctoral Students. Division C - Learning and Instruction; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Alison C. Koenka, The Ohio State University
Participants:
“Iron Sharpening Iron”: Student Motivation Inside and Outside an Ed.D. Cohort. Edmund T. Hamann, University of Nebraska - Lincoln; Eileen Boswell, University of Nebraska - Lincoln
Understanding the Motivation of Female Ph.D. Students in STEM-Related Fields. Lauren Witherpoon, University of Oregon

67.070-6. Diversifying the Academy: Perspectives of Organizational Transformation. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Taharee A. Jackson, University of Maryland - College Park
Participants:
How Faculty Search Chairs Recruit for Diversity and Equity: A Campus Climate Perspective. Leah Hakakia, University of Maine at Orono; Sarah Jeanne Dyer, University of Maine
The Inherent Limitations in Appreciative Inquiry: Democratic Evidence That Demands Polyvocality. Dan W Royer, Ball State University; Amanda O. Lutz, Ball State University
The Merit/Access Binary: How University Recruitment Practices May Serve to Maintain Inequality. Malerie Beth Barnes, University of Colorado - Boulder

67.070-7. Engaging With Communities: Partnerships and Impact. Division J - Postsecondary Education; Roundtable Session
Sheraton Centre Toronto Hotel, Lower Concourse, Osgoode Ballroom; 4:10-5:40pm
Chair: Abram Park, Teachers College, Columbia University
Participants:
A Model for Merging Science and Media: “A New Area Between These Worlds.” Stephen William MacGregor, Queen’s University - Kingston; Amanda Cooper, Queen’s University
Being Community Serviced: Campus-Community Partnerships in the
Monday, April 8, 6:35 pm

AERA Related Activities

70.010. World Education Research Association Executive Committee Meeting. AERA Related Activities; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine Level, York; 6:15-8:15pm
Chair: Ingrid Gogolin, Universität Hamburg

Monday, April 8, 6:35 pm

Governance Meetings and Events

71.001. AERA Committee on Scholars of Color in Education Mentoring Roundtable. AERA Governance; Invited Speaker Session Metro Toronto Convention Centre, 700 Level, Room 718B; 6:35-8:05pm
Chair: James Earl Davis, Temple University

Monday, April 8, 6:35 pm

SIG Sessions

71.011. Action Research SIG Business Meeting. SIG-Action Research; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Carelton; 6:35-8:05pm
Chairs: Carrie Klein, George Mason University; Karley Riffe, Auburn University; Stephen Santa-Ramirez, Mary Lou Fulton Teachers College Arizona State University

71.012. Arts-Based Educational Research SIG Business Meeting. SIG-Arts-Based Educational Research; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Birchwood Ballroom; 6:35-8:35pm

71.013. The Biographical and Documentary Research SIG Business Meeting Presents: The (Im)Possibilities of Biography: Persisting Methodological Issues in Representing Women’s Lives. SIG-Biographical and Documentary Research; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Chestnut East; 6:35-8:05pm
Chair: Pamela J. Konkol, Concordia University - Chicago
Participants:
- A Larger Life Than I Expected: Seeking Ella Flagg Young. Jackie M. Blount, The Ohio State University
- A Prickly and Provisional Biography. Janet L. Miller, Teachers College, Columbia University
- Archival Hauntings: Theoretical Entanglements With an Ancestor. Lucy E. Bailey, Oklahoma State University
- Bumping Into My Late Mother’s Remembrance From Korea in the United States. Jeong-Eun Rhee, Long Island University - C.W. Post Campus

71.014. Brain, Neuroscience and Education SIG: Integrating Child-Centered Education Research and Developmental Population Neuroscience. SIG-Brain, Neurosciences and Education; Business Meeting Sheraton Centre Toronto Hotel, Mezzanine, Chestnut West; 6:35-8:35pm
Participant:
- Integrating Child-Centered Education Research and Developmental Population Neuroscience. Terry L. Jernigan, University of California - San Diego

Monday, April 8, 8:05pm

AERA Related Activities

69.010. AERA-WERA Ice-Cream and Conversation, AERA Graduate Student Council and WERA International Doctoral and Early Career Scholar Network (DEC) (Invitation Only). AERA Related Activities; Reception Metro Toronto Convention Centre, 500 Level, Room S01A; 5:00-6:30pm
Metro Toronto Convention Centre, 200 Level, Room 202D; 6:35-8:05pm
Chair: Sylvia Maureen Henry, University of the West Indies

71.017. Catholic SIG Business Meeting. SIG-Catholic Education; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, Pine West; 6:35-8:35pm
Participant: Anthony Dominick Miserandino, Fordham University

71.018. Classroom Assessment SIG: Business Meeting. SIG-Classroom Assessment; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 6:35-8:05pm

71.019. Classroom Observation SIG Business Meeting. SIG-Classroom Observation; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 202A; 6:35-8:05pm

71.020. Cognition and Assessment Business Meeting. SIG-Cognition and Assessment; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 6:35-8:05pm

71.021. Cooperative Learning and Conflict Resolution Joint Business Meeting. SIG-Cooperative Learning; Theory, Research and Practice; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine Level, Cedar; 6:35-8:05pm

Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall C; 6:35-8:05pm
Participants: Antonia Darder, Loyola Marymount University; Peter L. McLaren, Chapman University; William (Bill) H. Schubert, University of Illinois at Chicago; Shirley R. Steinberg, University of Calgary; Bettina L. Love, University of Georgia; David O. Stoval, University of Illinois at Chicago; Kristan Venegas, University of La Verne; Jose M. Rios, University of Washington - Tacoma; Venna Pulwad, University of West Georgia; Joseph E. Flynn, Northern Illinois University; Shelley B Harris, Texas A&M - San Antonio; Christine M. Greenhow, Michigan State University
Officers: Brian D. Schultz, Miami University; Andrew T. Kemp, Augusta University; Hannah Spector, Pennsylvania State University - Harrisburg; Melanie M. Acosta, Florida Atlantic University; Claudia Êppert, University of Alberta

71.023. Data-Driven Decision Making Business Meeting. SIG-Data-Driven Decision Making in Education; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Algonquin; 6:35-8:05pm

71.024. AERA Design and Technology Business Meeting. SIG-Design and Technology; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203B; 6:35-8:05pm

71.025. Dewey Studies SIG Business Meeting. SIG-Dewey Studies; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201E; 6:35-8:05pm
Chair: Patrick M. Jenlink, Stephen F. Austin State University
Officers: Bob Coulter, Missouri Botanical Garden; Susan Jean Mayer, Critical Exploration Press

71.026. Disability Studies in Education SIG Business Meeting. SIG-Disability Studies in Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201D; 6:35-8:05pm

71.027. Districts in Research and Reform SIG Business Meeting. SIG-Districts in Research & Reform; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 6:35-8:05pm

71.028. Environmental Education SIG Primary. SIG-Environmental Education; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7 & 8; 6:35-8:05pm

71.029. Hip-Hop Theories, Praxis and Pedagogies Business Meeting. SIG-Hip Hop Theories, Praxis & Pedagogies; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 713A; 6:35-8:35pm
Participants: Daren Graves, Simmons College; Lauren Leigh Kelly, Rutgers University Graduate School of Education

71.030. Learning Environment SIG Business Meeting. SIG-Learning Environments; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 202C; 6:35-8:05pm

71.031. Learning Sciences Business Meeting. SIG-Learning Sciences; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203A; 6:35-8:05pm
Officer: Jennifer M. Lewis, Wayne State University

71.032. Lives of Teachers SIG Business Meeting With Huberman Award. SIG-Lives of Teachers; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206B; 6:35-8:05pm
Chair: Ruth C. Solitnick, Bridgewater State University

71.034. Measurement and Assessment in Higher Education SIG Business Meeting. SIG-Measurement and Assessment in Higher Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201A; 6:35-8:35pm
Chair: Kathleen Mary Cowin, Washington State University - Tri-Cities

71.036. Middle Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Manitoba; 6:35-8:05pm

71.037. Multicultural/Multiethnic Education SIG Business Meeting. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 202B; 6:35-8:05pm
Chair: Steven R. Terrell, Nova Southeastern University
Officers: Min Liu, The University of Texas at Austin; Ana-Paula Correia, The Ohio State University

71.039. Disrupting the Status Quo of Education to Teach Peace. SIG-Peace Education; Business Meeting
Metro Toronto Convention Centre, 600 Level, Room 601A; 6:35-8:05pm
71.040. Politics of Education Association Business Meeting. SIG-Politics of Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205C; 6:35-8:35pm

71.041. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting, SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 205A; 6:35-8:35pm
Participants: Rory Philip Tannebaum, Merrimack College; Lori Rakes, Florida Southern College; Laurie Brantley-Dias, Kennesaw State University
Participants:
Development of a Multidimensional Reflection Rubric. Laurie Brantley-Dias, Kennesaw State University; Michael Dias, Kennesaw State University
Exploring How Educators Promote Meaningful Reflection Among Traditional Undergraduate Students: A Multicase Study. Rory Philip Tannebaum, Merrimack College
Learning to Reflect: Preservice Teachers' Experiences Leading to Reflection-on-Action. Lori Rakes, Florida Southern College; Victoria Giordano, Florida Southern College; Diane LaFrance, Florida Southern College; Rebecca Lovering Powell, Florida Southern College; Jason LaFrance, Florida Southern College; Julie Hasson, Florida Southern College; Karen Apontes, Florida Southern College; Brooke Veal, Florida Southern College
Officer: Regina M. Murphy, DCU Institute of Education

71.042. Professional Licensure and Certification Business Meeting. SIG-Professional Licensure and Certification; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206C; 6:35-8:05pm
Chairs: Kimberly A. Swygert, National Board of Medical Examiners; Michael R Peabody, American Board of Family Medicine

71.043. Professors of Educational Research Business Meeting. SIG-Professors of Educational Research; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 203C; 6:35-8:05pm

71.044. Rasch SIG Business Meeting. SIG-Rasch Measurement; Business Meeting
Fairmont Royal York Hotel, Convention Level, Salon A; 6:35-8:05pm

71.045. Religion and Education SIG Business Meeting. SIG-Religion and Education; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 712; 6:35-8:05pm
Chair: Zehavit Gross, Bar-Ilan University

71.046. AERA Research Focus on Education and Sport Business Meeting. SIG-Research Focus on Education and Sport; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 201C; 6:35-8:05pm

71.047. Research in Reading and Literacy SIG Business Meeting. SIG-Research in Reading and Literacy; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206D; 6:35-8:35pm
Participants: Carl Bereiter, University of Toronto; Marlene Scardamalia, University of Toronto
Officers: Francine C. Falk-Ross, Pace University; Wayne H Slater, University of Maryland; Rosalind Horowitz, The University of Texas–San Antonio; Kim Skinner, Louisiana State University; Christopher Michael Hansen, University of Tennessee Chattanooga

71.048. Research on Evaluation SIG Business Meeting. SIG-Research on Evaluation; Business Meeting
Fairmont Royal York Hotel, Convention Level, Salon B; 6:35-8:35pm

71.049. Research Use SIG Business Meeting. SIG-Research Use; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, New Burnswick; 6:35-8:05pm

71.050. School Effectiveness and School Improvement Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
Metro Toronto Convention Centre, 200 Level, Room 206A; 6:35-8:05pm
Chair: Kerri Tobin, Louisiana State University

71.051. School Turnaround and Reform Distinguished Speaker Talk and Business Meeting: Reflecting on Research and Promise of School Turnaround and Reform. SIG-School Turnaround and Reform; Business Meeting
Metro Toronto Convention Centre, 700 Level, Room 705; 6:35-8:35pm
Speaker: Kerstin A. Carlson Le Floch, American Institutes for Research
Participants: Henry Tran, University of South Carolina, Columbia; Eric Ambrozo, Arizona State University
Participants:
Reflecting on Research and Promise of School Turnaround and Reform. Kerstin A. Carlson Le Floch, American Institutes for Research
STaR SIG Awards. Coby Meyers, University of Virginia; Irina S. Okhremtchouk, San Francisco State University
STaR SIG Membership Meeting. Coby Meyers, University of Virginia; Irina S. Okhremtchouk, San Francisco State University
Discussant: Coby Meyers, University of Virginia

71.052. Service-Learning and Experiential Education SIG Business Meeting. SIG-Service-Learning & Experiential Education; Business Meeting
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall A; 6:35-8:05pm

71.053. Spirituality and Education SIG Business Meeting and Invited Panel. SIG-Spirituality & Education; Business Meeting
Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom South; 6:35-8:35pm
Participant: John Miller, University of Toronto

71.054. Survey Research in Education Business Meeting. SIG-Survey Research in Education; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Quebec; 6:35-8:35pm

71.055. Talent Development of Students Placed at Risk SIG Business Meeting. SIG-Talent Development of Students Placed at Risk; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 6:35-8:05pm
Chair: Felice J. Levine, American Educational Research Association

71.056. Teaching History in Changing Times. SIG-Teaching History; Business Meeting
Sheraton Centre Toronto Hotel, Mezzanine, York; 6:35-8:35pm

71.057. Test Validity Research and Evaluation SIG Business Meeting. SIG-Test Validity Research and Evaluation; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Saskatchewan; 6:35-8:05pm
Officer: Matthew Newman Gaertner, WestEd

71.058. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting
Fairmont Royal York Hotel, Mezzanine Level, Territories; 6:35-8:05pm
Chair: Briana L. Chang, The College Board

71.059. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
Sheraton Centre Toronto Hotel, Lower Concourse, Sheraton Hall B; 6:35-8:05pm
Chair: Tanya S. Wright, Michigan State University

Monday, April 8, 8:30 pm

AERA Related Activities

72.010. AERA International Dessert Reception: Invitation Only. AERA Related Activities; Reception
Fairmont Royal York Hotel, Mezzanine Level, Library; 8:30-10:00pm
Tuesday, April 9, 7:00 am

**AERA Related Activities**

**73.010. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting.** AERA Related Activities; Governance Session

InterContinental Toronto Centre, Upper Lobby, Halton; 7:00-10:00am

Chair: Felice J. Levine, American Educational Research Association

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Tuesday, April 9, 7:15 am

**Governance Meetings and Events**

**74.001. AERA Orientation for New Council Members: Closed Meeting.** AERA Governance; Governance Session

InterContinental Toronto Centre, Upper Lobby, Oakville; 7:15-8:45am

Chair: Carol D. Lee, Northwestern University

Participants: Joseph E. Kahne, University of California - Riverside; Carol D. Lee, Northwestern University; Na’illah Suad Nasir, Spencer Foundation; Megan Bang, The Spencer Foundation; Judith V. Torney-Porta, University of Maryland - College Park; Sarah W. Freedman, University of California - Berkeley; Benjamin T. Bowyer, Mills College

Discussant: Diana E. Hess, University of Wisconsin - Madison

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Tuesday, April 9, 8:00 am

**Presidential Sessions**

**75.010. Interdisciplinary Contributions to Civic Debate and Civic Reasoning: Post-Truth Complexities.** AERA Presidential Session Cosponsored with Division G - Social Context of Education; Invited Speaker Session

Metro Toronto Convention Centre, 200 Level, Room 104B; 8:00-10:00am

Chair: Carol D. Lee, Northwestern University

Participants: Joseph E. Kahne, University of California - Riverside; Carol D. Lee, Northwestern University; Na’ilah Suad Nasir, Spencer Foundation; Megan Bang, The Spencer Foundation; Judith V. Torney-Porta, University of Maryland - College Park; Sarah W. Freedman, University of California - Berkeley; Benjamin T. Bowyer, Mills College

Discussant: Diana E. Hess, University of Wisconsin - Madison

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**Committee Sessions**

**75.011. The Intended and Side Effects of Accountability Reforms in Education: International Perspectives.** International Relations Committee; Symposium

Metro Toronto Convention Centre, 200 Level, Room 201B; 8:00-10:00am

Chair: Antoni Verger, Universitat Autònoma de Barcelona


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**75.012. WOKE Educational Leaders in the Era of Alternative Facts.** Committee on Scholars of Color in Education; Symposium

Metro Toronto Convention Centre, 200 Level, Room 203C; 8:00-10:00am

Chair: Ebony Terrell Shockey, University of Maryland - College Park

Participants: Technology Integration in Majority-Minority K–12 Environments. Meri Robinson Designing Programs to Improve Capacity: The Impact of Peer Assistance and Review on Teacher Practice. David Curry Priming the STEM Pipeline: A Socially Relevant Approach to Data Analytics for Middle-Grade Students. Stephanie Timmons-Brown, University of Maryland Ensuring a Diverse and Learner-Ready Teacher Workforce. Soroa Warner, WestEd

Becoming a Diverse Leader of Race Equity and Diversity Dialogues. Heidi P. Oliver Ogilvie, University of the District of Columbia Leading the Next Generation of Teachers of Color: Perspectives From a Historically Black College/University Department Chair. Anika Spratley Burton, University of the District of Columbia

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**Division Sessions**

**75.013. Research Methodology in a “Post-Truth” Era: Narratives Exploring Equity and Inclusion in Educational Research.** Division D - Measurement and Research Methodology; Invited Speaker Session

Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 8:00-10:00am

Participants: Kukaki Bhattacharya, Kansas State University; Michelle F. Blair, National Assessment Governing Board; Angela Calábrez-Barton, Michigan State University; Emily Greytak, GLSEN; Allison Mattheis, California State University - Los Angeles; Jose Corado, California State University - Los Angeles; Joseph A. Rios, University of Minnesota; Kanden Strunk, Auburn University

Discussant: Stephanie Anne Shellen, The University of Alabama

Commentators: Lea K. Cain, University of South Florida; Emi Iwatani, SRI International, Lynn Letukas, SAS Institute Inc.; Prathiba Natesan, University of North Texas; Gloria Alicia Segovia, Museum of Science and Industry - Chicago; Mireya Carmen-Martinez Smith, University of Minnesota - Twin Cities

**75.014. Making Sense of Accountability Policies: Value-Added Models and Teacher Evaluation.** Division H - Research, Evaluation and Assessment in Schools; Paper Session

Fairmont Royal York Hotel, Convention Level, Saloon A; 8:00-9:30am

Chair: Julian Vasquez Heilig, California State University - Sacramento

Participants: Exploration of Different School Value-Added Models in a Highly Heterogeneous Educational Context. Jessica Levy, University of Luxembourg; Martin Brunner, University of Potsdam; Ulrich Keller, University of Luxembourg; Antoine Fischbach, University of Luxembourg

Michigan Teachers’ and Administrators’ Perceptions of the Teacher Evaluation Process as Related to Student Learning. Abby Cameron-Standerford, Northern Michigan University; Bethney Bergh, Northern Michigan University; Derek L. Anderson, Northern Michigan University


Discussant: Daniel Lozen, University of California - Los Angeles

**75.015. Nudging, Home Visits, and Collaborative Approaches to Family Engagement.** Division H - Research, Evaluation and Assessment in Schools; Paper Session

Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 8:00-9:30am

Chair: Beverly J. Irby, Texas A&M University - College Station

Participants: Implementing a Continuous Improvement Approach to Family Engagement During the High School Transition. Martha Abele Mac Iver, CSOS; Steven B. Sheldon, Johns Hopkins University; Eric P Rice, Johns Hopkins University

Research and Practice: Developmental Evaluation of a Collaborative Inquiry to Support Parent Engagement in Mathematics. Michelle J. Searle, Queens University Kingston Ontario; Lorraine Godden, Queen’s University - Kingston; Tyler Ashford, Queens University, Kingston; Sandy Youmans, Queen’s University; Barbara Bivar Telles Mendes, Queen’s University - Kingston; Lynda E. Colgan, Queen’s University

The Impact of Nudge Letters on Improving Attendance in an Urban District. Kellie Wills, University of Washington; Martha Abele Mac Iver, CSOS; Anna Cruz, Seattle Public Schools; Douglas J. Mac Iver, Johns Hopkins University

Testing the Effects of Home Visits on Student Outcomes: Evidence
From Across Three Urban Districts. Sol Bee Jung, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University

75.016. Symposium on Recent Developments in Medical Certification Score Reporting. Division I - Education in the Professions; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201F; 8:00-9:30am
Chair: Robert Thomas Furtér, American Board of Pediatrics
Participants:
- Redesigning the Score Reports for the American Board of Psychiatry and Neurology’s Certification Examinations. Doretha H. Jua, American Board of Psychiatry and Neurology, Inc.
- Redesigning Feedback Reports for Program Directors. Kelli Samonte, American Board of Internal Medicine; Bradley G. Brossman, American Board of Internal Medicine
- Adapting the Zone of Proximal Development for Reporting Exam Results. Thomas R. O’Neill, American Board of Family Medicine; Michael R Peabody, American Board of Family Medicine
- Providing Preliminary Decisions Using Raw Scores in an Item Response Theory Scored Exam. Whitney Smiley, American Board of Internal Medicine; Jerome C. Clauser, American Board of Internal Medicine
- Score Reporting Considerations in Longitudinal Assessment Programs. Robert Thomas Furtér, American Board of Pediatrics
Discussant: Andrew Callahan Dwyer, American Board of Pediatrics

75.017. Scaling Success: Lessons From the City University of New York Accelerated Study in Associate Programs Expansion. Division J - Postsecondary Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 8:00-9:30am
Chair: Melinda Mechur Karp, Columbia University
Participants:
- CUNY ASAP: An Evidence-Based Model for Student Success. Diana Strumhos, City College of New York - CUNY
- Scaling ASAP at Bronx Community College. Francisco J Legasa, Bronx Community College - CUNY
- Lessons on Scaling Comprehensive Community College Reform. Maria S Cormier, Teachers College, Columbia University
Discussant: Thomas Brock, c/o Community College Research Center

75.018. The 2020 Election and Beyond: Building a Collaborative “Politics of Higher Education” Research/Advocacy Agenda. Division J - Postsecondary Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202B; 8:00-9:30am
Chairs: Demetri L. Morgan, Loyola University Chicago; Charles Harold Frederick Davis, University of Southern California
Participants:
- Student Activism, Resource Mobilization, and New Tactical Repertoires in the “Digital Age.” Charles Harold Frederick Davis, University of Southern California
- Student and Administrative Responses to Student Collective Action on Campus. Dominique Baker, Southern Methodist University
- “We Are Right, They Are Wrong. They Are Winning, We Are Losing”: Understanding American Conservatism and Its Role in Higher Education. Garrett G. Gown, Iowa State University
- Politics and Political Discourses in the Classroom: From Rehearsal to Performance. Amy Michelle Wilkinson, Loyola University Chicago
- Protest Politics and Organized Resistance in Intercollegiate Athletics. Tomika L. Ferguson, Center for Postsecondary Research
Discussant: Demetri L. Morgan, Loyola University Chicago

75.019. Advancing the Knowledge Base to Improve Teaching: Generating a Design Framework for Video-Based Activity Systems. Division K - Teaching and Teacher Education; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 8:00-9:30am
Chairs: Miray Tekkumru-Kisa, Florida State University; Elizabeth A. van Es, University of California - Irvine; Nanette M. Seago, WestEd
Participants:
1. Developing Responsive and Relational Mathematics Pedagogies: A Model That Situates Professional Learning in Video and Community. Cathery Yeh, Chapman University; Rossella Santagata, University of California - Irvine; Jody Guarino, Orange County Department of Education
2. Critical Features of Video-Based Instruction to Develop Preservice Teachers’ Noticing of Asset-Based Practices in Mathematics. Amy M. Roth McDuffie, Washington State University; Corey Drake, Michigan State University; Erin Turner, The University of Arizona; Mary Q. Poole, Research Foundation, CUNY; Tonya Bartell, Michigan State University; Julia Maria Aguirre, University of Washington - Tacoma

3. Developing a Video-Based Learning Environment for Preservice Teachers’ Design Competencies Concerning Mathematical Argumentation. Elias Codreanu, Technical University of Munich; Sina Huber, Technical University of Munich; Tina Seidel, Technische Universität München

4. Planning, Teaching, Reflecting: Using a Digital Video Tool to Prepare Preservice Teachers for Purposeful Classroom Discourse. Suii Klass, Friedrich-Schiller-Universität Jena; Alexander Groschner, Friedrich-Schiller-Universität Jena

5. Exploring a Video-Embedded Pedagogy for Preparing Novice Science Teachers for Equity. Hosun Kang, University of California - Irvine; Jiwon Lee, University of California - Irvine


7. Design Challenges of On-the-Job Video-Based Teacher Learning, at Wide Scale. Adam Leftfstein, Ben-Gurion University of the Negev; Aliza Segal, Ben-Gurion University of the Negev; Dana Yedder-Weiss, Ben-Gurion University of the Negev; Christa S.C.ASTERhan, Hebrew University

8. Using Video to Support Math Teachers to Learn to Notice Students’ Strengths. Lisa M. Jilk, Self-employed

9. Using Teacher Self-Captured Video in Professional Development. Miriam G. Shern, Northwestern University; Tracy Dobie, University of Utah; Christopher Leatherwood, Northwestern University School of Education and Social Policy Human Development and Social Policy; Mari Althuser, Northwestern University School of Education and Social Policy Learning Sciences

10. Showcasing an Unexamined Affordance of Video Clubs: How Noticing Positions Teachers for Culturally Sustaining Pedagogy. Melissa J. Luna, West Virginia University; Malaya Bernstein, West Virginia University; Janet Dawn Kim Walkoe, University of Maryland

11. Supporting Multiple Teacher Learning Goals in Structured and Responsive Ways: Challenges for Leaders of Video-Based Analysis of Practice. Kathleen J. Roth, California State Polytechnic University - Pomona; Connie Hindsten, BSCS Science Learning; Betty Stenmett, BSCS Science Learning; Jody Bintz, BSCS Science Learning

12. Studying the Elements of a Video-Based Professional Development Design. Tara Barnhart, Chapman University; Elizabeth A. van Es, University of California - Irvine
Discussants: Elham Kazemi, University of Washington; Paul A. Cobb, Vanderbilt University

75.020. Charting the Landscape of Ethnoracial Teacher Diversity: Examining Research Across the Continuum. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 703; 8:00-10:00am
Chairs: Conra D. Gist, University of Houston; Travis Bristol, University of California - Berkeley
Participants:
- Recruitment and Teachers of Color. Margarita Bianco, University of Colorado - Denver; Ramon Goings, Loyola University Maryland
- Human Resources and Induction for Teachers of Color. Francisco A. Rios, Western Washington University; Desiree Cueto
- Intersectionalities and Teachers of Color. Edward Brockenbrough, University of Pennsylvania; Jason Irizzary
- Mentorship Supports for Teachers of Color. Belinda Bustos Flores, The University of Texas - San Antonio; Socorro Herrera, Kansas State University; Lorena Claeys, The University of Texas - San Antonio
- Program Design and Teachers of Color. Thomas M. Philip, University of California - Berkeley
- Pedagogical Practices of Teachers of Color. Dorinda Carter Andrews, Michigan State University

75.021. Developing Socially Just and Culturally Relevant Pedagogies During Field Experiences. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 706; 8:00-10:00am
Chair: Rebecca Loving Powell, Florida Southern College
Participants:
- “Build on Students’ Experiences”: Examining How Teacher Candidates’ Fieldwork Help Them Connect Theory and Practice. Tabora A. Johnson, Medger Evers College - CUNY; Salkia A. Lawrence, City University of New York.
University of New York-Medgar Evers College; Zoland Smith, Medgar Evers College, CUNY; Keshia James, Medgar Evers College, CUNY; Keturah Brooks, Medgar Evers College, CUNY; Sherene Hodjison, Medgar Evers College, CUNY; Woody-Aaron Dutton, Medgar Evers College, CUNY; Joanna Adams, Medgar Evers College, CUNY

Gathering Evidence of Effective Design: Powerfull Preprofessional Development for Promoting Teacher Candidates’ Racial Literacy.

Chandelle Wilson, Bryn Mawr College

Promoting Culturally Sustaining Pedagogy Through a “Grow Your Own Teachers” Partnership and Field Experience Component. Morgan Faison, University of Georgia

Student Teaching in Contexts of Confinement: An Innovative and Transformative Practice in Secondary Teacher Education. Cesar Pena-Sandoval, Pontifica Universidad Catolica de Valparaiso

Discussant: Kristin Cipollone, Ball State University

75.022. Examining Teacher Leadership Initiatives From Programs to Policies. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 710; 8:00-9:30am

Chair: Karla Scornavacca, University of Colorado - Boulder

Participants:

Typology of U.S. Teacher Leadership Programs. Jill Harrison Berg, Educational Consultant; Peter Horn, Horn Ed Consulting; Jonathan A. Supovitz, University of Pennsylvania; Jason M. Margolis, Duquesne University

Sharing Learning, Sharing Leadership: Strategies for Engaging South Carolina Educators as Co-Investigators of Improvement Efforts. Jonathan Eckert, Wheaton College; Alesha Daughtrey, Center for Teaching Quality

The Potential of Teacher Leadership: An Analysis of Policy Discourse in Iowa. Matthew Sten, The University of Iowa


Discussant: Morgan L. Donaldson, University of Connecticut - Storrs

75.023. Focusing on the Cultural Assets of Students: Reimagining Teacher Work With English Language Learners. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 712; 8:00-9:30am

Chair: Kevin C. Roxas, Western Washington University

Participants:

Co-Teaching, Pushing in, or Pulling Out: Comparing Instructional Approaches to Support English Language Learners. Fernando Naiditch, Montclair State University

Fostering Biliteracy Development: Using Affirmative Mentor Texts in Multilingual Classrooms. Brenda Ayala Lewis, University of Texas - Austin

“I Had No Experience”: Rural Elementary Teachers Expand Their Practices for Teaching Emergent English Learners. Amanda Wall, Georgia Southern University; Alissa Leckie, Georgia Southern University

Mainstream Bilingual Teachers and the Impact of Prior Linguistic and Cultural Experiences in Teaching English Language Learners. Alycea Jo, Jacksonville University; Ester J. de Jong, University of Florida; Masashi Otani, University of Florida; Yong-Jik Lee, University of Florida

Discussant: Eleni Oikonomidou, University of Nevada - Reno

75.024. Righting Imbalances in Teacher Education: Centering Community Knowledge and Perspectives. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 705; 8:00-10:00am

Chair: Lilach Marom, The University of British Columbia

Participants:

Community-Engaged Teacher Education: Deep Listening With Communities to Shift Teacher Knowledge. Jo Lamper, La Trobe University; Lynn Bosetti, La Trobe University; Joanna Barbousas, La Trobe University

Hope, Collaboration, and Growth: Faculty Participation in a Community of Practice to Re-Vision Educator Preparation. Allison M. Borden, University of New Mexico; Viola E. Flores, The University of New Mexico

Moving Forward and Blurring Lines: Studying the Practices and Pedagogies of Community-Engaged Teacher Educators. Pooja Dharamshi, Simon Fraser University; Clare Konnik, University of Toronto/OISE; Lydia Menna, University of Alberta

Social Justice Faculty Learning Communities: Examining Critical Cases. Alison G Dover, California State University - Fullerton; Benika Kressler, California State University - Fullerton; Maritza Lozano, California State University - Fullerton

Discussant: Clive Black, OISE/University of Toronto

75.025. Examining the Education of Immigrant, Undocumented, and Newcomer Students: Considering Contextual and Structural Inequalities. Division L - Educational Policies and Politics; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 202D; 8:00-9:30am

Participants:

Ally Competency and Self-Efficacy for Working With Undocumented Students. Jesus Cisneros, University of Texas at El Paso; Anna Laura Lopez, New Mexico State University

Newcomer English Learners and Academic Help-Seeking Networks. Douglas S. Reed, Georgetown University; Edoni Tesfa, Harvard University

Schools as Sanctuaries? Examining Variation in the Impact of Immigration Enforcement Actions on Educational Outcomes for Hispanic Students. Jacob Kirksey, University of California - Santa Barbara; Carolyn Sattin-Bajaj, Seton Hall University; Michael A. Gottfried, University of California - Santa Barbara; Jennifer Freeman

Opportunities and Barriers to Collaborative Policy Making Between School Districts and Latina Mothers of Emergent Bilinguals. Diana A. Porras, University of California - Los Angeles

Policy That Cares: Bridging the Gap Between Education Policy and Care Theory in Texas. Olivia A Johnson, The University of Texas at Austin

75.026. Intended Curriculum, Enacted Curriculum, and Student Learning. Division L - Educational Policies and Politics; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 203A; 8:00-9:30am

Participants:

Alignment in U.S. History State Standards. Martin L Gamboa, University of Southern California

Curriculum Interpretation and Opportunity to Learn in the Cognitive Domain: The Case of Mathematics Textbooks. Linor Lea Hadar, Beit Berl College; Tamara Lefcourt Ruby, Bar-Ilan University

Effects of States’ Adoption of College- and Career-Ready Standards on Student Achievement. Mengli Song, American Institutes for Research; Rui Yang, American Institutes for Research; Michael S. Garet, American Institutes for Research

Accessing Instructional Support in the Common Core Era. Michaela Krug O’Neill, Brown University; Cadence Willie, Brown University; Susan Moffitt, Brown University; David K. Cohen, University of Michigan

Discussant: Morgan S. Polikoff, University of Southern California

SIG Sessions

75.027. “Post-Truth” Discourses in Rural Educational Contexts: English Learner Students, Families, and Teachers. SIG-Bilingual Education Research; Symposium

Metro Toronto Convention Centre, 200 Level, Room 201E; 8:00-9:30am

Chair: Maria R. Coady, University of Florida

Participants:


Teacher Beliefs and the Context of Reception: Rural, Immigrant English Learner Students and Families. Maria R. Coady, University of Florida; Lottie L. Baker, The George Washington University

Rural L-TELs’ Funds of Knowledge, Teacher Attitudes, and School Success in Today’s Political Climate. Holly H. Hansen-Thomas, Texas Woman’s University; Elizabeth Hughes, Texas Woman’s University

Teacher Efficacy and Engagement: Child and Community Context Study. Claudia Peralta, Boise State University

Humanizing Power of Counterstories in the Post-Truth Era: Teachers’ Understandings of Rural English Learners. Paula Golombeck, University of Florida; Aleksandra Olszewska, University of Florida

Discussant: Maria E. Franquiz, University of Utah

75.028. An Interactive Workshop to Develop an Agenda for Data-Driven Decision Making. SIG-Data-Driven Decision Making in
Education; Workshop
Fairmont Royal York Hotel, Mezzanine Level, Tutor 7; 8:00-10:00am
Chair: Ellen B. Mandinach, WestEd
Participants: Edith Gummer, Arizona State University; Kim Schildkamp, Universiteit Twente; Diana Nunnally, Using Data Solutions LLC; W. James Popham, University of California - Los Angeles

75.029. Democratic Citizenship Education: Policies, Frameworks, and Multiple Platforms. SIG-Democratic Citizenship in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 8:00-9:30am
Chair: Carole R. Collins Ayanaia, Eastern Illinois University
Participants:
Teaching for Democracy in Multicultural Settings: A Study of Beginning Teachers and Citizenship Education. Rob Martinelle, Boston University; Christopher C. Martell, Boston University; Jennifer P. Chabners, Boston University
Exploring the Relationships Among Civic Engagement, Academic Vocabulary, and Science Content Knowledge in Early Adolescents. Ma. Glenda Lopez Wu, University of Houston; Jackie Relyea, Harvard University; Jie Zhang, University of Houston; Sissy S. Wong, University of Houston; Jennifer Donze, University of Houston
Exploring the Link Between Institutional Voting Rates and Diversity Experiences. Inger Bergom, Tufts University; Hyun Kyoung Ro, Bowling Green State University; Jillian L. Kinzie, Indiana University; John Zilvinskis, Binghamton University - SUNY
A National Survey of U.S. K-12 Teachers’ Digital Citizenship Practices and Technology-Related Concerns. Vanessa M. Vega, Rockman et al; Michael Robb, Common Sense Media
Youth Civic Development in an Era of Outrage: Implications for Civic Education. Ellen Muldaugh, San José State University
Mapping the Tensions in Typologies of Global Citizenship Education: From Description to Critique. Karen Pashby, Manchester Metropolitan University; Marta da Costa, Manchester Metropolitan University; Sharon Stein, The University of British Columbia; Vanessa de Oliveira Andreotti, The University of British Columbia

75.030. Designing for Complex Reasoning in STEM. SIG-Design and Technology; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205A; 8:00-9:30am
Participants:
An Eye-Tracking-Based Investigation of Multimedia Learning Materials for Science Education. Tugba Altan, Kahrnamamarsut SufiCA Imam University; Kursat Caygili, Middle East Technical University
Designing a Computational Modeling Unit for Middle-Grades Science Classrooms: Grounding Decisions in Practice. Jennifer K Houchins, North Carolina State University; Danielle Cadieux Bouken, North Carolina State University; Bitaa Akram, North Carolina State University; Eric N. Wieb, North Carolina State University; Veronica Catlett; Yihuan Dong; Nick Lytle; Alex Milliken; Tiffany Barnes; James Lester; North Carolina State University; Bradford Mott, North Carolina State University; Kristy E Boyer
Designing and Implementing Sensor-Based Science Units That Incorporate Computational Thinking. Alexandra Gendreau Chakarov, University of Colorado - Boulder; Quentin Biddy, University of Colorado - Boulder; Mimi M. Recker, Utah State University; Jennifer K. Jacobs, University of Colorado - Boulder; Tamara Semmer, University of Colorado; Stephanie Hervey, Katie Van Horne, University of Colorado - Boulder; William R. Penuel, University of Colorado - Boulder
Frameing and Reframing: On Not Requiring Multiple Initial Design Ideas From Students. Elizabeth Boling, Indiana University
Preserve Teachers’ Experiences in Robotics Design and Programming: A Case Study. Sevda Kaçak, Istanbul University; Burak Doğan, Istanbul University
Using Activity Theory to Understand How Technology Mediates the Relationship Between Subject-Matter Experts and Teachers During Design of Project-Based Learning Modules. Andrew Tanik, University of Memphis; Arthur C. Graesser, The University of Memphis; Pooja Garg, University of Memphis
Discussant: Emilda Jannet Romero-Flall, University of Tampa

75.031. Environmental Education in a Sustainable World. SIG-Environmental Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Alberta; 8:00-9:30am
Chairs: Catherine Hart, University of Regina; Shiyian Jiang, Carnegie Mellon University; Kathleen Aikens, University of Saskatchewan; Vanessa Ann Klein, University of Maine at Orono; Amy N. Cutler-Mackenzie, Southern Cross University; Teresa Katrina lloro-Bidart, California State Polytechnic University - Pomona
Participants:
Gender Differences in Pro-Environmental Behaviors Years After Participation in Secondary School Environmental Studies Programs. Mary Katherine Breung, Brock University; Constance L. Russell, Lakehead University
Higher Education Sustainability Professionals as a Signaling Mechanism: A Social Network Analysis. Jessica Ostrow Michel, Teachers College, Columbia University; Erika Kessler, Teachers College, Columbia University
Horifying or Hopeful? Challenging Dystopia as Despair in Environmental Education. Véluca Douglas, University of Toronto
Naturalized Places, Indigenous Epistemology, and Learning to Value. Janet McVittie, University of Saskatchewan; Marcelo Gules Borges, University of Saskatchewan
The Relationship Between the Next Generation Science Standards and Classroom Practice in Climate Change Instruction. Heather F. Clark, University of California - Los Angeles; Jarod N. Kawasaki, University of California - Los Angeles; William A. Sandalow, University of California - Los Angeles
Discussants: Kathleen Aikens, University of Saskatchewan; Amy N. Cutler-Mackenzie, Southern Cross University; Christy McCormell Moreye, University of Northern Colorado; Nitas Iftekhar, Beijing Normal University; Jie Li, University of Florida

75.032. Resources in Graduate Education: Human and Monetary Sources. SIG-Graduate and Postdoctoral Education across the Disciplines; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 8:00-10:00am
Participants:
Building Evaluation Capacity and Infrastructure Throughout a National Network of Future STEM Faculty Training Programs. Melanie Bauer, Yale University; Mark Grahame, Yale University; Ann E. Austin, Michigan State University; Lucas Benjamin Hill, The University of Wisconsin - Madison; Kelly Speltz, Yale University
Case Study and New Model for Supporting At-Risk-for-Completion Candidates to Dissertation Completion. Janet Lee Hanson, Azusa Pacific University; Ursula Estrada-Revels, Riverside County of Education; William Loose, Azusa Pacific University
Empowering Through Knowledge of Grant Funding Opportunities and Priorities for the Study of Education. Manuel S. Gonzalez Canche, University of Pennsylvania; Chengyu Huang, University of Pennsylvania; Pedro R. Portes, University of Georgia
Gender, Age, and Career Engagement: An Examination of Graduate Students at a Historically Black College/University. Andrea L. Tyler, Tennessee State University; Rheeanna Kaley, Tennessee State University

75.033. STEM Graduation Education: Challenges and Rewards. SIG-Graduate and Postdoctoral Education across the Disciplines; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 713A; 8:00-10:00am
Participants:
The Role of Graduate Student Funding and Engineering Students’ Experiences. Thomas M Bluestein, Radford University; Mayra S Artilles, Virginia Polytechnic Institute and State University; Dustin Grote, Virginia Polytechnic Institute and State University; Catherine Amelink, Virginia Polytechnic Institute and State University
Relationships With Faculty and Self: Examining the Factors That Contribute to STEM Graduation Degree Intentions. Kari George, University of California - Los Angeles; Annie M. Wofford, University of California - Los Angeles
Advising, Gender, and Career Decision Making of STEM Doctoral Students at an Elite Research University. Lisa Utzinger Shen, Harvard University

75.034. Leadership From an International Lens. SIG-International Studies; Paper Session
Metro Toronto Convention Centre, 800 Level, Room 803A; 8:00-10:00am
Chair: Yoonjeon Kim, University of California - Berkeley
Participants:
Lebanese Principals and Their Socio-Emotional Competencies Within
Challenging School Contexts. Julia Mahfuz, University of Idaho; Stephen Kotok, St. John's University; Enja Osman, American University of Beirut; Nizar Shahir El Mehtar, Lebanese University; Hagazan University

Shaping Culturally Inclusive Leadership in Irish Schools to Support the Progress of Young People From Black and Minority Ethnic Communities. Stephen D. Hancock, University of North Carolina - Charlotte; Victoria Showunni, UCL Institute of Education, London

A Postcolonial Analysis of Researchers' Positionality, Subjectivity, and Reflexivity in International Educational Leadership Research. Brandon Clark, Iowa State University

Challenges of Being a Chinese Principal: Practitioner Perspectives. Linda R. Vogel, University of Northern Colorado; Dongfang Liu, Southwest University

The Role of an Integrated Model of School Transformational and Instructional Leadership in Support of Teacher Efficacy and Student Outcomes. Yan Liu, Central Connecticut State University; Ling Li, Southwest University

75.035. Examining Middle School Organization, Teaching Practices, and Teacher Education in the 21st Century. SIG-Middle-Level Education Research; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 8:00-10:00am

Chair: Kathleen Marie Brinegar, Northern Vermont University

Participants:
- Effect of Coaching a Scholar on Middle School Students’ Measures of Academic Progress Achievement. michele doyle-wetzlberger, Howard County Public School System
- Identifying Professional Dispositions of Middle-Level Teacher Educators: A Self-Study. Karynne L. M. Klene, Young Harris College; Kristina Nicole Falbe, Illinois State University; Joanne L. Previts, Eastern Illinois University
- Middle School Student Experiences Making Decisions in How They Learn. Jessica DeMink-Carthew, The University of Vermont; Steven Netcoh, University of Vermont
- Perceptions and Implementation of the Middle School Model: Lessons Learned. James Ryan Alverson, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Appalachian State University; Michael DiCicco, Northern Kentucky University
- What Does a Good Teaching Team Look Like in a Middle School: Revisited. Katherine Mary Main, Griffith University

Discussant: Micki M. Caskey, Portland State University

75.036. Learning Mathematics, Reading, and Foreign Languages. SIG-Online Teaching and Learning; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 603; 8:00-9:30am

Chair: Rafael A. Espinoza Pizarro, Universidad Nacional de Costa Rica (UNA)

Participants:
- Competency-Based Learning: Developing a Competency-Based Geometry Methods Course. Jooshi Lee, The University of Texas - Arlington; Mohan Dev Pant, The University of Texas - Arlington; Sham’ah Md-Yunus, Eastern Illinois University
- Learning an Asian Language Online in the Context of Communities of Online Learning. Michael Christophor Barbour, Touro University - California; Constanza Tolosa, University of Auckland; Martin East, Auckland University; Hazel Owen, Etoh Consulting NZ Ltd.
- Learning to Teach Mathematics: Face-to-Face, Hybrid, and Online. Xi Xiaofang Zeng, Texas Tech University; Raymond Flores, Texas Tech University; Jian Wong, Texas Tech University

Discussant: Dorea D. Bonneau, University of North Carolina - Pembroke

75.037. The Mediating Role of Teaching and Leadership in Shaping Pro-Black Educational Contexts. SIG-Research Focus on Black Education; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 601B; 8:00-9:30am

Chair: Maise L. Gholson, University of Michigan - Ann Arbor

Participants:
- An Exploration of Black Women Teachers Providing a Quality Education Across Multiple Generations. Cleveland Hayes, Indiana University Indianapolis; Brenda Gayle Juarez, University of Massachusetts - Amherst
- Care Theory, Critical Race Theory, and Culturally Relevant Pedagogy: Exploring Mathematics Success Among Black Boys. Jason G. Hunter, DeKalb County School System; David W. Stinson, Georgia State University
- Exploring African American Math Teachers’ Impact on African American Student Achievement Using a Mediation Approach. Christina Hamilton, Huston-Tillotson University; Bisola Neil, University of Delaware

"Release the Kraken!" An Auto-Ethnography of a Black Woman Charter School Leader. Ruygayah Perkins-Williams, University of Illinois at Urbana-Champaign

The Gatekeepers: Educational Leaders and Their Impact on Black Boys’ Math and Science Identities. Kinni L. Wilson, California State University - Los Angeles

75.038. Connecting With and Learning From Community Through Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203B; 8:00-9:30am

Chair: Jade Kim, University of Toronto

Participants:
- Dialogue as a Critical Pedagogy for Contested Topics: The Case of Guest Speakers on LGBTQI Q Issues. Leslie M Gauna, University of Houston - Clear Lake; Christine Beaudry, Nevada State College; Jane McIntosh Cooper, University of Houston
- Learning From Place: Developing a Relationship With the Land and Our Partners. Kevin O’Connor, Mount Royal University
- Taking Community Engagement Seriously Through Maker Pedagogy: A Collaborative Self-Study. Andrea J Sator, Simon Fraser University; Shawn M. Bullock, University of Cambridge; Allan MacKinnon
- Tensions in the Implementation of a School Board–University Research Program. Arlene Grierson, Brock University; Tiffany L. Gallagher, Brock University

Discussant: Julian D. Kitchen, Brock University

Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 8:00-9:30am

Chair: Karen L. Nylund-Gibson, University of California - Santa Barbara

Participants:
- Is Item Imputation Always Better? An Investigation of Wave-Missing Data in Growth Models. Juan Diego Vera, University of California - Los Angeles; Craig K. Enders, University of California - Los Angeles
- Modeling Population Heterogeneity in Time to Criterion Growth Models. Tessa Johnson, University of Maryland - College Park; Gregory R. Hancock, University of Maryland
- Demonstrating the Use of Sigmoidal Structured Latent Curve Models in Mplus. Kevin Wells, Baylor University
- Comparing the Decompose-First Strategies in the 2-1-1 Multilevel Mediation With a Moderator. So Young Kim, Korea University; Sehee Hong, Korea University
- Bayesian Model Selection Methods for Testing Measurement Invariance. Xinya Liang, University of Arkansas; Yong Luo, National Center for Assessment, Saudi Arabia

Discussant: Grant B. Morgan, Baylor University

75.040. Supervision and Instructional Leadership in the 21st Century. SIG-Supervision and Instructional Leadership; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 8:00-9:30am

Participants:
- Clinical Supervision: An Integrative Process for Promoting Culturally Responsive Teaching. Stephen P. Gordon, Texas State University-San Marcos
- The Role of Leadership Content Knowledge in the Provision of Effective Instructional Feedback. Jo Beth Jimerson, Texas Christian University; Sarah Quebec Fuentes, Texas Christian University
- Instructional Leadership for Building Capacity in Middle Schools. Michael Nelson, University of Calgary; Brenda L. Spencer, University of Calgary; Jim Brandon, University of Calgary; Amy Burns, University of Calgary
- Teacher Turnover, Teacher Absenteeism, and Ineffective Teachers: Creating Superheroes in School Leaders. Mary Keller-Boudreaux, The University of Memphis
- An Analysis of the Readiness and Confidence of High School Administrators to Provide Instructional Leadership in Digital School Environments. Andrew Shepherd, Florida Virtual School; Rosemary
Division and SIG Roundtables

75.041. MTCC Roundtable Session 33; Roundtable Session

75.041-1. Exploring Collaboration, Partnerships, and Practice Across School Contexts. Division A - Administration; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: Bradley J. Portflio, Seattle University.
Participants: Cross-District Professional Collaboration: Longitudinal Study of Regional Math Teacher Networks. Ti-Hwa Liu, National Taipei University of Education; Joelle Roddy, Memorial University of Newfoundland; Alan J. Daly, University of California - San Diego; Mica Pollock, University of California - San Diego.

75.041-2. Exploring the Complexities of Leadership Development and Practices. Division A - Administration; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: David Edward DeMatthews, The University of Texas at Austin.
Participants: Gauging the Role of the Central Office in Principal Supervision. Laura K. Rogers, Vanderbilt University. Looking Behind the Curtain: The Leadership of an Exemplary Early College High School Principal. Julia Casman-DuChene, The University of Texas - El Paso; David Edward DeMatthews, The University of Texas at Austin.
School Principal Organizational Citizenship Behavior (P_OCB): Validation of a New Construct. Nitzia Schwabsky, Gordon College of Education; Liora Nuto, Gordon College of Education; Anit Somech, University of Haifa.
The Effect of Teachers’ Personal Values on Their Perception of the Effective School Principal. Alexander Zibenberg; Rima’a Da’as, Al-Qaemi Academic College of Education.

75.041-3. Exploring the Role of Space and Place in School Improvement Efforts. Division A - Administration; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: Taharae A. Jackson, University of Maryland - College Park.
Participants: Sociocultural Interactions of Leaders and Students From Marginalized Communities in the Southeastern United States. Peter Moiy, University of South Carolina; Hans W. Klar, Clemson University; Rose M Yingali, University of South Carolina; Parker Morse Andreoli, Clemson University; Frederick Buxey; Jingtong Dou; Suzy Hardie, University of South Carolina; Kennesha L. Harrington, Clemson University; Cindy Reper.
Using Participatory Photography to Understand Student Concepts of Place and Space. Erin Atwood, Texas Christian University; Gabriel Stephen Huddleston, Texas Christian University.
Where Are Students in School Performance(s): Consequences of the Intersections of Policy Narratives of High School Reform. Samantha Paredes Scribner, Indiana University - Indianapolis; Maria Dueto, Indiana University - IUPUI; Shanna Marie Stuckey, Indiana University - Indianapolis.
Utilizing Morrison’s (Re)Memory to Engage Sustainable Leadership Practice. Courtney Camille Mauldin, Michigan State University.

75.041-4. Intersectionalities of Lived Experience: Social Context as Evident to Democratize Educational Research. Division G - Social Context of Education; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: Patricia Krueger-Henney, University of Massachusetts at Boston.
Discussant: Patricia Krueger-Henney, University of Massachusetts at Boston.

75.041-5. Recruiting, Preparing, and Retaining Teachers to Work in Diverse Communities and Contexts. Division K - Teaching and Teacher Education; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: Margarita Jimenez-Silva, University of California Davis.
Participants: Recruiting, Preparing, and Retaining High-Quality Diverse Teachers: A Literature Synthesis of Promising Practices Nationwide. Xiaoxia A. Newton, University of North Carolina Charlotte; Shanna Rose Thompson, University of Massachusetts - Lowell; Nadine Ekstrom; Banglal Ov; Phitsanouv Yrichikokkong Uy, University of Massachusetts - Lowell; Minjiew Kim, University of Massachusetts - Lowell. Theorizing Teacher Induction as a Racial Project. Kimberly Oaneck, University of Wisconsin - Madison.
“Should I Stay or Should I Go?” Eight Years After Teaching Certification. Irina S. Okhrentchou, San Francisco State University; Rebecca Rosa, University of California - Davis.

75.041-6. Decentering Whiteness: Developing the Self-Reflexivity and Critical Practices of White Teacher Education Candidates. Division K - Teaching and Teacher Education; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: Elena Izquierdo, The University of Texas - El Paso.
Participants: “A Lot of Wink-Wink”: Navigating Shared Whiteness in Antiracist Teacher Education. Rebecca Gadd, Boston University. Reimagining White Teacher Education: Cultural Competence as De-/reterritorialization. Melissa Winchell, Bridgewater State University.
White Teachers’ Self-Reflexivity on a District-Wide Racial Equity Training. Ariana Yang, University of Minnesota - Twin Cities; Diana Chandara, University of Minnesota - Twin Cities; Weijian Wang, University of Minnesota - Twin Cities; Shikata Thomas, University of Minnesota - Twin Cities - Twin Cities.

75.041-7. Youth-Led Participatory Action Research: A Research Approach to Bring About Productive Change in the Community. SIG-Action Research; Roundtable Session. Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am.
Chair: Victoria Dickman-Burnett, University of Cincinnati.
Participants: PowerView: Increasing Equality in a Youth Participatory Action Research Class. Arv Dwight Henry, Ben-Gurion University of the Negev; Assaf Meshulam, Ben-Gurion University of the Negev.

Chair: Keitha-Gail Martin-Kerr, Saint Paul College.
Participants: Examining Research Productivity of Faculty in Selected Leading Public Universities in Kenya. Fredrick Muia Nafukho, Texas A&M University - College Station; Caroline S. Wekulwo; Helen Muia, Texas.
75.041-9. Charter Schools: Defining and Measuring Success. SIG-Charters & School Choice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Julie F. Mead, University of Wisconsin - Madison
Participants:
- Estimating the Impact of Charter Schools on Postsecondary and Labor Market Success: Policy and Equity Implications of Differential Benefits. Walker Swain, University of Georgia - Athens; Richard Welsh, University of Georgia
- “M. Michael’s Cares More About the Look of Teaching, Than Actual Content”: Exploring Interpretations of “Success in School” at One “No-Excuses” Charter School. L. Trenton S. Marsh, University of Michigan - Ann Arbor
- Why Do Urban Massachusetts Charter Schools Overperform? Sherman Dorn, Arizona State University; Amanda U. Potterton, University of Kentucky
Discussant: Brian Robert Beabout, The University of New Orleans

75.041-10. Black Male STEM From Boys to Men: Black Male Students’ Educational Experiences in the Pre-K Through Ph.D. Pipeline. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
- Black Male Doctoral Students’ Perceptions of Black Women’s Marginalization in Engineering and Computing Programs. Ebony Onotula McGee, Vanderbilt Peabody College; Monica L. Ridgeway, Vanderbilt University; Devin Thomas White, Grant Bennett, Morehouse College; Amanda J Brockman, Vanderbilt University
- Campus Racial Climate, Fear, and Sexualization of Black Masculinities at a Predominantly White University. Quaylan Allen, Chapman University
- Pathologized Views of Black Males and Their Families: A Critical Race, Counterstorytelling View From Early Childhood Education. Idara R. Essien, San Diego State University

75.041-11. Considerations for Faculty Teaching Educational Research Courses. SIG-Professors of Educational Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Participants:
- Cultivating Teachers’ Professional Dispositions in the Post-Truth Era. Huey-Li Li, The University of Akron
- “How Do We Differ?” as a Teaching Hook to Inference. Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University
- Outcomes of Using Guided Project-Based Learning as a Pedagogical Strategy in a Graduate Statistics Course. Adam C. Elder, Southeastern Louisiana University
- Graduate Students’ Perception of a Mixed Methods Course: Response to an Exit Survey. Courtney McKim, University of Wyoming; David Hvidston, University of Wyoming

75.041-12. Deweyan Attention to Process. SIG-Dewey Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Patricia M Virella, Sarah Lawrence College
Participants:
- A Pragmatic Approach to Utopia. Barbara Morgan-Fleming, Texas Tech University
- From RAWL to Dewey: Autonomy as Growth in the Ends of Education. Nicolas Jordan Tanchuk, Teachers College, Columbia University

75.041-13. Enhancing Young Children's Learning Through Robots and Digital Technology. SIG-Early Education and Child Development; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Dana Miller-Cotto, University of Pittsburgh
Participants:
- Belonging in Preschool: Listening to Children's Perspectives. Johanna Einarsdottir, University of Iceland
- Walking With Children: Exploring and Researching With Young Children During Field Trips. Angela L. Eckhoff, Old Dominion University
- A Child's Intra-Active Hands-On Inquiry With/About Robotic Manipulatives. Sung Eun Jung, The University of Arizona; Kyung Hwa Lee, University of Georgia
- Moving Beyond Boundaries Between Anime and Inanimate: Children's Explorative Animistic Strategy in a Robotics Class. Eunji Cho, Eastfield College; Kyungwha Lee, University of Georgia - Athens

Metro Toronto Convention Centre, 800 Level, Hall F; 8:00-9:30am
Chair: Zachary A. Case, Rhodes College
Participants:
- Lessons From the Shadows: Teachers Living With Mental Health Issues and Their Experiences of Stigma in the Workplace. Jenny Kassen, The University of Western Ontario
- Policy, Practice, and Parenthood: A Study of Teacher Mothers. Julie Gorleowski, University at Buffalo - SUNY; Robyn Walsh, Virginia Commonwealth University; Mary Hermann, Virginia Commonwealth University
- The Impact of Curiosity on Teacher-Student Relationships. Roque do Carmo Amorim Neto, Davenport University; Nancy Simmons Golz, Merced College; Meaghan Polega, Davenport University; Douglas Stewart, Davenport University
- The “Miserable Conditions” of Teaching. Melanie D. Janzen, University of Manitoba; Anne Mary Phelan, The University of British Columbia

75.042. MTCC Roundtable Session 34; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Rubén Gaztambide-Fernández, OISE/University of Toronto
Participants:
- Enchantment in the Volunteer Abroad Encounter: How Antiblack Racism Is Used to Make “Good” Citizens. Leila Angod, Bielefeld University
- For Nobody: Engaging Black Feminist Articulations of Nobody as Citizen, Political Praxis, and Pedagogy. Durrell Maurice Callier, Miami University
- “Citizenship Means Nothing”: Refugees, the State, and the Right to Have Rights. Sally Bonet, Colgate University

Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Ming Fang He, Georgia Southern University
Participants:
- The Social Context of Schooling for Migrant Children in China. Min Yu, Wayne State University
- Teachers’ Experiences in Meeting the Educational Needs and Challenges of Somali Refugee Students. Wangari Gichuru, Central
75.042-3. Rethinking Democracy Within and Across. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Participants:
- Resisting the Instrumentalization of Regional Comprehensive Universities and Their Students by the Neoliberal Reformist Agenda. Cecilía M. Orphan, University of Denver; Katherine Robert, Colorado School of Mines
- Neoliberalism, Quality Assurance Policy, and the "Dis-Imagination" of Higher Education. Melanie Lawrence, University of Western Ontario
- More Than Misinformation: The Emotional Stakes of Debates Over Ontario’s Sex Education Curriculum. Lauren Jervis, York University

75.042-4. Developing Preservice Teachers’ Math Knowledge and Practices. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Brittany Nicole Anderson, University of Tennessee-Knoxville
Participants:
- Investigating a Design Framework to Support Preservice Teachers’ Perspectives Regarding Access, Equity, and Productive Struggle. Keri Duncan Valentine, West Virginia University; Johanna Bolyard, West Virginia University; Sean Freeland, West Virginia University
- On the Implementation of Mathematical Tasks That Promote Mathematical Discussion: Preservice Teachers’ Experiences. Flavio Gámez, Universidad de Chile; Ricardo Salinas, Universidad de Chile; Salomé Martínez, Universidad de Chile; Helena Loreto Montenegro, Pontificia Universidad Católica de Chile; Darinka Radovic, Universidad de Chile; Verónica Acedo
- Preservice Educators’ Perceptions on Manipulatives: The Role of Mathematics Teaching Self-Efficacy. Carlos Joe Anguiano, Washington State University; Kira Joy Carbonneau, Washington State University - Pullman
- Understanding Prospective Teachers’ Intervention in Small Groups in Math Classrooms. Byungae Pak, Michigan State University

75.042-5. Developing Reflective Practices During Field Experiences for Preservice Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Jesse Moon Longhurst, Southern Oregon University
Participants:
- Critical Dialogue and Self Reflection: Adult Learners and Clinical Experiences in a Transition to Teaching Program. Alycia M. Elfreich, Indiana University - Indianapolis; Erik James Shaver, Ball State University
- Innovating to Improve Teacher Preparation. Christian Grygas Google, George Mason University; Sarah Nagro, George Mason University; Kelley Sarah Regan, George Mason University; Kristen M. O’Brien, George Mason University
- Interacting Reflective Responses to Self and Peer Classroom Video Help Make Sense of Teacher Learning. Robert Danielowich, Adelphi University
- Using Video Evidence to Guide Teacher Candidates’ Reflection Activities During Student Teaching. Sarah Nagro, George Mason University

75.042-6. Teacher Self-Efficacy and Professional Development Needs. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Hefter Bembenuity, Queens College - CUNY
Participants:
- Exploring Hong Kong Primary and Secondary School Teachers’ Teaching Efficacy. Sally Wai-Yan Wan, The Chinese University of Hong Kong; Ross Chi-Wui Ng, The Chinese University of Hong Kong
- Exploring Principal Interns’ Perceptions of the Impact of Instructional Coaching on Teacher Self-Efficacy. Irina Laura Almager, Texas Tech University; Fernando Vallecillo, Texas Tech University; Chau Hong Phuc Nguyen, Texas Tech University; Mehmet Akif Cihan, Texas Tech University; Selendia Kay Cumby, Texas Tech University
- Professional Development Needs, Incentives, and Barriers: U.S. New and Veteran Teachers’ Perspectives on the Teaching and Learning International Survey. Shaoan Zhang, University of Nevada - Las Vegas; Qinming Shi, University of Nevada, Las Vegas; Emily Lin, University of Nevada - Las Vegas

75.042-7. Educational Assessments and Equity in U.S. Schools. Division L - Educational Policies and Politics; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Participants:
- Analysis of School-Level Equity Gaps in Advanced Placement Enrollment, Assessment, and Success. Sarah C. McKenzie, University of Arkansas at Fayetteville; Roy McKenzie, University of Chicago; Gary W. Ritter, Saint Louis University
- Effects of High School Exit Exams on Math Course-Taking Patterns. Seong Bum Han, University at Buffalo - SUNY; Weisuie University at Buffalo - SUNY; Lois Weis, University at Buffalo - SUNY; Rachel Fix Dominguez, University at Buffalo - SUNY; Kriti Singh, University at Buffalo - SUNY
- The Impact of High School Graduation Exams on Graduation Rates in Nevada. Kenneth Retzel, Gunn Center for Policy Priorities
- Examination of Long-Term English Learners. Nami Shin, University of California - Los Angeles
- Results-Driven Accountability: The Continuing Search for Scalable Equity in Special Education. Barbara Hickman, University of Wyoming
Discussant: Jennifer Young Wallace, Jackson State University

75.042-8. (Re)Positioning Privilege, Power, and Praxis in the Interrogation of Whiteness. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Participants:
- Contested White Students at an Institution of Higher Education: The Construction of Shame and Responsibility. Orkideh Mohajeri, West Chester University of Pennsylvania
- R.E.S.P.E.C.T.: Researchers Engaging in Symbiotic Partnerships to Engage (White) Classroom Teachers. Jacob Bennett, Vanderbilt University
- Technology and Whiteness: Separate and Still Unequal in Early Childhood Education. Miriam B. Tager, Westfield State University; Shannon Gleason, Westfield State University

75.042-9. Gifted Education: Practices and Policies. SIG-Research on Giftedness, Creativity and Talent; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Jennifer L. Jolly, University of Alabama
Participants:
- A Method and R Package for Calculating the Conditional Distribution of Ability for Identified Students. Matthew McBee, East Tennessee State University; Scott Joseph Peters, University of Wisconsin - Whitewater; Natasha Lynn Godkin, East Tennessee State University
- Gifted Underrepresentation in Florida. Jaret Hodges, Duke University
- Monash University
- How High-Ability Students View Beliefs About Educational Acceleration: A Structured Conceptualization. Lynn Dare, University of Western Ontario; Elizabeth Nowicki, University of Western Ontario
- Replicating Findings That Support Teacher Self-Report of Fidelity to a Gifted Language Arts Curriculum Model. Melanie Caughey, University of Louisiana at Lafayette; Carolyn M. Callahan, University of Virginia; Amy Price Azano, Virginia Polytechnic Institute and State University
- Spatial Reasoning: The Third Pillar of Human Intelligence and Key to Proportional Gifted and Talented Identification? Joni M. Lakin, Auburn University; Jonathan War
- The Relationship Between Leadership Practices and Teachers’ Fidelity of Implementation of a Curricular Intervention. Lisa Hall Foster, Liberty University
- Twice-Exceptionality in Early Childhood Academically Talented Children Using the Early Childhood Longitudinal Study—Birth Cohort. Hope Elisabeth Wilson, University of North Florida; Angela R. Mann, University of North Florida
75.042-11. Helping Teachers Move Toward More Meaningful Mathematics Instruction. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 8:00-9:30am
Chair: Mark Hoover, University of Michigan
Participants:
- Elementary Mathematics Lesson Study: Cognitive Demands and Learning Opportunities for Teachers and Students. Aki Murata, University of Florida; Motoko Akiba, Florida State University; Judith Fabrega, University of Florida; Cassie Howard, Florida State University

75.043-1. Advanced Studies of National Databases Poster Session. SIG-Advanced Studies of National Databases; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
1. Chinese Students’ Affective Factors in Mathematics Literacy: A Hierarchical Linear Model Approach. Han Zhang, University of Wisconsin - Parkside; Jian Li, Kent State University
2. Do Nondegree Work Credentials Pay Off? K. Shinde, University of Wisconsin - River Falls; Amy Frederick, University of Wisconsin - River Falls
3. Factors Influencing Visually Impaired Users’ Intention to Adopt Mobile Applications Based on the Unified Theory of Acceptance and Use of Technology Model. Hyunchang Moon, Texas Tech University; Jongpil Cheon, Texas Tech University; Jachoom Lee, Texas Tech University; Devender Banda, Texas Tech University; Nora Griffin-Shirley; Paul Ajuwon

75.043-2. Current Issues in Special Education. SIG-Special Education
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
5. A Comparison of General and Special Education Response to Intervention Models. Luke S. Duedenberg, San Diego State University; Kinyi Liu, California State University - Stanislaus; Jenelle M. Braun-Munegun, Pacific University
7. Co-Teaching and On-Task Behaviors of Students With Individual Education Programs. Satomi K. Shinde, University of Wisconsin - River Falls; Amy Frederick, University of Wisconsin - River Falls
8. Educational Attainment by Deaf Students and Student Veterans With Hearing Loss. Jeffrey Levi Palmer, The University of Texas at Austin; Stephanie W. Cawthorn, The University of Texas at Austin; Carrie Lou Garberaglio, The University of Texas; Adam Chaim Sales, The University of Texas at Austin
9. Shifts in Perspectives of New York City Teaching Fellows: Exploring Reformed and Traditional Math Beliefs and Practices. Sean Gruber, University of Maryland - College Park
10. Shifts in Perspectives of New York City Teaching Fellows: Exploring Reformed and Traditional Math Beliefs and Practices. Sean Gruber, University of Maryland - College Park
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12. The Harsh Reality of College Choice: Comparing College Completion Outcomes for Chicago Public Schools Graduates. Kallie Ann Clark, University of Chicago Consortium on School Research; Jenny K. Nagaoka, University of Chicago; Alex Seeksin, University of Chicago

75.043-3. Division J Section 2a Poster Session. Division J - Postsecondary Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
11. "I Have Never Had a PBL Like This" : Teacher Identity and Co-Designing Empowering Problem-Based Learning Experiences. Andrea Sarah Gamoll, Indiana University - Bloomington; Cindy E. Hineno-Silver, Indiana University; Selma Sabanovic, Indiana University; Pet-Jung Li, Indiana University - Bloomington
13. Cognitive Regulation Outdoes Behavior Regulation in Predicting Both Learning and State Standardized Test Scores Over Time. Anaahid S. Modrek, University of California - San Diego; Gerardo Ramirez, University of California - Los Angeles
14. Constructing One’s Reality: Perceived Control and Counterfactual Thinking in a Post-Truth Era. Michael McCready, University of Nevada - Las Vegas; Catherine Bacos, University of Nevada - Las Vegas; PG Schrader, University of Nevada - Las Vegas; Daniele Head, University of Nevada - Las Vegas; Joseph Fiorentini, Clark County School District; Mark Carroll, University of Nevada - Las Vegas
15. Dual-Language Education: Academic Performance and Executive Functions Among Rural, Low-Income Children. Alena G Espósito,
Clark University
20. Epistemic Competence in the Post-Truth Era: Does Evidence Evaluation Transfer? Victor Deekens, United States Military Academy; Jeff A. Greene, University of North Carolina - Chapel Hill; Clark A. Chinn, Rutgers University; Sneha Jain, Rutgers University
21. Fighting Fire With Fire: Using Personal Anecdotes to Combat Socioscientific Misconceptions. Reese Butterfus, University of Minnesota - Twin Cities; Jasmine Kim, University of Minnesota - Twin Cities; Katherine Hock; Susan R. Goldman, University of Illinois at Chicago; Panayiota Kendeou, University of Minnesota
22. Inventing With Contrasting Cases Versus Traditional Lesson Practice and in an Online Statistics Course. David Sears, Purdue University; John A. Gipson, Purdue University; Yukiho Maeda, Purdue University
23. Model General and Specific Factors of Reading Motivation: Compare Bifactor and Diagnostic Cognitive Model. Wenhao Wang, The University of Kansas; Marcia H. Davis, Johns Hopkins University
24. Should Students Generate Drawings or Study Provided Illustrations? Qian Zhang, University of Georgia; Logan Fiorella, University of Georgia
25. The Effect of Epistemic Cognition Interventions on Academic Achievement: A Meta-Analysis. Brian Cartiff, University of North Carolina - Chapel Hill; Rebekah F. Duke, University of North Carolina - Chapel Hill; Jeff A. Greene, University of North Carolina - Chapel Hill
75.043-6. Experimental Studies of Literacy Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Chair: Kathleen A. Hinchman, Syracuse University
Posters:
29. From Reading Strategy Instruction to Student Reading Achievement: The Mediating Role of Student Motivational Factors. Jing Huang, The University of Hong Kong; Gaowei Chen, The University of Hong Kong
30. Generalizability of the Direct and Inferential Mediation Model of Reading Comprehension Across Language and Domains. Hendrik Häring, University of Duisburg-Essen; Sascha Bernholz, IPN – Leibniz Institute for Science and Mathematics Education; Jan Retelsdorf, University of Hamburg
31. Read Two Impress: Building Literacy Proficiency and Family Engagement in an Urban School. Kindel Turner Nash, University of Maryland - Baltimore County; Joshua Lyons Michael, University of Maryland - Baltimore County
32. The Development of Student Writing Feedback Attitudes in Grades 3–7: A Latent Growth Analysis. Erz. Ékholm, Virginia Commonwealth University; Sharon Zumborn, Virginia Commonwealth University; Michael Broda, Virginia Commonwealth University; Tyler Cabell Luther, Virginia Commonwealth University
75.043-7. Human Development Division C - Counseling and Human Development; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
33. Alignment of Educational and Occupational Expectations and Effect on Educational Attainment. Dongwei Wang, University of Massachusetts - Amherst
34. Attitudes Toward People With Disabilities: Contact and Empathy as Factors Influencing Nondisabled Elementary Children. Lily L. Dyson, University of Virginia
35. Combating Turnover in Early Care and Education Programs: The Role for Instructional Leadership. Diana S. Schaack, University of California - Berkeley; Vi-Nhuam Le, NORC at the University of Chicago; Jennifer Stedron
36. Contextualizing Resilience in the Transition to College. Emily Kranz; Anne Browning, University of Washington
37. Do Chinese Teachers Perform Emotional Labor Equally? Multigroup Comparisons Across Genders, Grade Levels, and Regions. Shenghua Huang, The Chinese University of Hong Kong; Hongbiao Yin, Chinese University of Hong Kong
38. Gender Roles of Current High School Students. Namok Choi, University of Louisville; Joseph M. Piotrowski, University of Louisville; Hongyuan Woo, University of Louisville
39. Psychological Capital and Well-Being: The Mediating Role of Emotion Regulation. Ling Hui Chu, University of Washington - Seattle; Dongsheng Dong, University of Washington - Seattle; Pei-Yi Lin, National Chengchi University; Cheng-Hui Huang, National Chengchi University
40. The Effects of Poverty on Children’s Developmental Outcomes: Absolute Versus Relative Poverty. Lyons Zhang, University of Texas; Kyunghee Lee, Michigan State University
41. Validating Career Adapt-Abilities Scale–Hong Kong Form via Multidimensional Item Response Theory: A Big Data Example. Chen-Wei Liu, Chinese University of Hong Kong; Jiahao Yang; Akin Seung-Ming Leung, The Chinese University of Hong Kong
75.043-8. Humanities, Social Sciences, and Fine Arts Post-Truths. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
42. An Analysis of Chinese/Taiwanese International Students’ Acculturative Stress Factors at a Minority-Serving University. Menglong Cong, University of Denver
43. A Pedagogy of Tension and a Pedagogy of Facts: Two Competing Visions of the Teaching of War to the Children of Soldiers. Brian C. Gibbs, University of North Carolina - Chapel Hill
45. Potosí: The Struggle for Silver: A Card Game to Support Learning About Colonialism. Chris Georgen, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; Saraj Uttamchandani, Indiana University - Bloomington; Kalani L. Craig, Indiana University - Bloomington; Kris Lane
46. Repositioning the Camera: The Language of Action and Reaction. Jessie Marie Nixon, University of Wisconsin - Madison
47. Students’ Conceptions as an Input for Text Education: Insights From a Mixed-Methods Study. Nora Cechovsky, Vienna University of Economics and Business
48. The Meaning of Nonformal and Informal Learning Opportunities of Adolescents’ Financial Literacy. Michelle Rudloff, University of Tübingen
49. Utilizing Consensual Assessment to Compare Creativity in Drama Spaces. Anthony Phonethisavads, Indiana University - Bloomington; Kylie A. Pepper, Indiana University - Bloomington; Sophia Bender, Indiana University - Bloomington
51. Reasoning Backward and Forward About History: An Analysis of Students’ Development of Path-Dependent and Historically Imaginative Models of Nation-States. Allena G. Berry, Northwestern University
52. The Economy and Me? An Explorative Qualitative Study on Students’ Beliefs About the Economy. Julia Szonicszit, Vienna University of Economics and Business
75.043-9. Learning and Motivational Dynamics in Social and Cultural Contexts Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 8:00-9:30am
Posters:
53. Adults’ Individual Characteristics and Implicit Attitudes Predict Support for Gender Equity Policy and Practice. Sara A. Abercrombie, Northern Arizona University; Lisa Lyn Persinger, Northern Arizona University; Joey Persinger, Northern Arizona University
54. A Latent Profile Analysis of Social-Emotional Skills From PISA. Virginia Man Chung Tze, University of Manitoba; Johnson Ching Hong Li, University of Manitoba
55. A Path Analytical Model of Chinese Undergraduate English Majors’ Willingness to Communicate in English. Maipeng Wei, Florida State University; Jeanine E. Turner, Florida State University
56. Connecting Teachers With Practitioner Research: Impact and Challenges for Classroom Teachers. May Hung Cheng, The Education University of Hong Kong; Dora Dong Yu Li, The Education University of Hong Kong
58. Effects of Emotion Regulation on Team Coordination in an Academic Programming Competition: A Multimodal Analysis. Maedeh Assadat Kazemitabar, McGill University; Susanne P. Lajoie, McGill University
Tuesday, April 9, 9:00 am

76.001. AERA Open Business Meeting. AERA Governance; Governance Session

Tuesday, April 9, 10:25 am

77.010. Leveraging Research-Policy-Practice Networks for Knowledge Co-Construction, Mobilization and Adaptation in a Post-Truth Era. AERA Presidential Session; Invited Speaker Session

Tuesday, April 9, 9:00-10:00 am

The AERA Open Business Meeting provides a time for Association members to discuss important issues regarding education research and the work of AERA. This year, AERA is pleased to announce that Eldred will lead a closing ceremony. Attendance is encouraged.

Chair: Amy Stuart Wells, Teachers College, Columbia University

Metro Toronto Convention Centre, 100 Level, Room 103 A&B; 9:00-10:00am

76.010. Lesson Study SIG - Toronto 4th Grade Mathematics Class Off-Site Visit. SIG-Lesson Study; Off-Site Visit

Please contact Dr. Sherry Hix Sherry.Hix@ung.edu for more information, Toronto 4th Grade Mathematics Class; 9:00am to 12:00p.m

Chair: Jennifer M. Lewis, Wayne State University

Metro Toronto Convention Centre, 100 Level, Room 104A; 10:25-11:55am

Chair: Carol Campbell, University of Toronto - OISE

Participants: Ruth G. Kane, University of Ottawa; Donna Kotsepoulos, Huron University College; Katrina E. Pollock, University of Western Ontario; Don Buchanan, Hamilton Wentworth District School Board; Erica H. van Roosmalen, Ontario Ministry of Education; Jade Huguenin, Ontario Federation of Indigenous Friendship Centres

77.011. Digital Equity and Computer Science for All: Research Addressing the Normative, Political, Technical, and Pedagogical Dimensions of School Reform. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104A; 10:25-11:55am

Chair: Joanna Goode, University of Oregon

Participants: Zoe Corwin, University of Southern California; Janice Cony, National Science Foundation; Frieda McAlear, Kapor Center for Social Impact; Jean J. Ryo, University of California - Los Angeles; Abril Vela, Chicago Public Schools; Brenda Wilkerson, Anita Borg Institute

77.012. International Perspectives on Teacher Effectiveness and Quality. International Relations Committee; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201D; 10:25-11:55am

Chair: Sarah A. Robert, University at Buffalo - SUNY

Participants: Does “Teacher Effectiveness” Matter? Evidence From TIMSS, 2003–2015, Nathan A Burroughs, Public Policy Associates; Israel Toulou, Michigan State University; Youngjoo Lee, Michigan State University; Siven Guo, Michigan State University; Jacqueline Gardner, Michigan State University; Kim Evert, University of Virginia

Homophobia in Catholic Schools of Canada and Australia: A Comparison of Teachers’ Rights and Experiences. Tonya D. Callaghan, University of Calgary; Lisa Van Leent, Queensland University of Technology

The Role of Teacher Quality in Shaping the Relationship Between School Autonomy and Educational Equity. Jeon-Yi Lee, Hanyang University; Joo-Ho Park, Hanyang University; Hyojune Song, Hanyang University
University
Transnational Teacher Education From Nepantla: A Critical Analysis of a Study Abroad Project in Oaxaca, Mexico. Stephanie Lynn Abraham, Rowan University

Americas Education Research Network Sessions

77.013. The Threat to Public Education From the Political Right in the Americas: Trump, Bolsonaro, Pineda, and Macri. Americas Education Research Network; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104D; 10:25-11:55am
Chair: Carol Anne M Spreen, New York University
Participants: Donald Trump and the Cultural Impact of His Policies on Education in the United States. Gary L. Anderson, New York University; Kathryn G. Herr, Montclair State University
The Articulations Between Neoliberal and Conservative Demands in Educational Policies in Brazil. Elizabeth F. Macedo, Universidade do Estado do Rio de Janeiro; Alice Ribeiro Casimiro Lopes, State University of Rio de Janeiro
Challenging Provisions in the School Inclusion Law in Chile. Carmen Montecinos, Universidad Catolica de Valparaıso; Gonzalo Muñoz, Universidad Diego Portales
Emergent Educational Policies in Argentina: A Right-Wing Populism? Myriam Southwell, Universidad Nacional de La Plata
Discussant: Alicia de Alba, Universidad Autónoma del Mexico, Mexico

WERA Sessions

77.014. A Critical Lens on Evaluation Frameworks and Their Policy Implications – Issues for Research Worldwide (WERA@10). World Education Research Association; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104C; 10:25-11:55am
Chair: Carolyn D. Herrington, Florida State University
Participants: Evaluation of Research and Knowledge Transfer in Education: The Spanish Case. Gonzalo Jover, Universidad Complutense de Madrid
Converging for Quality? The Changing Landscape of European School Inspection. Joe O’Hara, Dublin City University
Discussant: Carolyn D. Herrington, Florida State University

International Organization Sessions

Metro Toronto Convention Centre, 200 Level, Room 206C; 10:25-11:55am
Chair: Man-Wai Chu, University of Calgary
Participants: Indigenous Art Form as First Cultural Response to Decolonization: A Case Study at the Canadian Museum for Human Rights. Stephanie Anderson, The University of Pennsylvania
Brain Smoothies in Schools: Building Mental Health Capacity Through a Daily Dose of Art. Brittany Harker Martin, University of Calgary
Communicating Results: The British Columbia Foundation Skills Assessment Results Reports. Raman Kumar Grover, British Columbia Ministry of Education; Todd Milford, University of Victoria; Janet Powell, Ministry of Education; Nancy J. Walt, British Columbia Ministry of Education
Using Different Matching Protocols to Assess the Effectiveness of Personalized Feedback in Web-Based Learning. Matthew Todd Schmidt, University of Saskatchewan; Amin Mansouri, University of Saskatchewan; Vicki Squires, University of Saskatchewan; Kenneth Wilson, University of Saskatchewan
The Role of Homework in Canadian Grade 8 Students’ Achievement in Mathematics. Lake Bedliu Yeworiew, University of Calgary; Yue Xu; Man-Wai Chu, University of Calgary
The Influence of Social Promotion Practices on Exclusion Rates in Large-Scale Assessments. Tess Miller, University of Prince Edward Island; Yan Yan, Queen’s University

Using Novel Structural Equation Models to Explore the Effect of Technology on Mathematics for Students in PISA 2015. Bryce Odell, University of Alberta; Adam Galovan, University of Alberta; Okan Bulut, University of Alberta; Maria Catumisu, University of Alberta
Perspectives of Alberta Charter School Teachers on Unionization and Professionalization. Lisa Evsett, Albertans’ Teachers’ Association
Players as Part of an Emergent Social and Complex. Wiliam Gatti Junior, University of Calgary; Beamie Kim, University of Calgary; Leping Liu, University of Calgary; Xingru Lai, University of Calgary
Examining How Equity becomes Recontextualized by Policy Actors in the Enactment of Educational Policies. Kathleen Sandy-Thompson, University of Western Ontario

Division Sessions

77.016. Preparing Leaders for Continuous Improvement: Addressing Systemic Educational Inequities Through Preparation Partnerships. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201C; 10:25-11:55am
Chairs: Chad Loohmiller, Indiana University; David H. Eddy-Spicer, University of Virginia
Participants: Cultivating Leaders for Equity: The Carnegie Foundation’s Improvement Leadership Education and Development Initiative. Manuelelo Biagi, Carnegie Foundation for the Advancement of Teaching
Using Improvement Science to (Re)Design Leadership Preparation: Exploring Powerful Learning Experiences Across Five University Programs. Sonia Diana Hayes, The University of Tennessee - Knoxville; Corri Stone-Johnson, University at Buffalo - SUNY; Amy L. Reynolds, University of Virginia
Developing Improvement Science Leaders in Preparation and Practice: The University Experience. Margaret Terry Orr, Fordham Graduate School of Education
Discussant: Donald J. Pearsch, University of Michigan

77.017. School Climate in the Age of Trump: Educators’ Responses. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 10:25-11:55am
Chair: John S. Rogers, University of California - Los Angeles
Participants: Education and Democracy in the Age of Trump. John S. Rogers, University of California - Los Angeles
Education Dies in Darkness: How Principals Respond to New Realities. Michael Ishimoto, University of California - Los Angeles
“That’s Not True”: Epistemic Contentiousness and School Climate. Rebecca Cooper Geller, University of California - Los Angeles
Discussant: Joseph E. Kahne, University of California - Riverside

77.018. The Role of Leadership in Supporting Teachers and Improving Climate. Division A - Administration; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 10:25-11:55am
Chair: Yan Liu, University of Maryland
Participants: Beyond “Hang in There”: How Inclusive Principals Support Beginning Special Education Teachers. Erica D. McCray, University of Florida; Melissa Israel, University of Illinois at Urbana-Champaign; Margaret L. Kamman, University of Florida; Emily Crews, University of Florida; Alexandra Harvey, University of Florida
Instructional Leadership and Teachers’ Intent to Leave: The Mediating Role of Collective Teacher Efficacy and a Shared Vision. Mowafag Qudach, Ono Academic College; Chen Schechter, Bar-Ilan University; Rima’ a Da’ as, Al-Qasemi Academic College of Education
Leadership for Teacher Racial Diversity: School Leaders’ Role in Black Teacher Turnover. Darriss A. Stanley, Western Carolina University
Strength From Within? Internal Recruitment and Principal Retention. Andrew Pendola, Auburn University; Ed Fuller, The Pennsylvania State University
Discussant: Yan Liu, University of Maryland

77.020. Next Generation Science Standards Assessment Design Across Use Cases: From Formative Classroom Assessment to Large-Scale Accountability Assessment. Division D - Measurement and Research Methodology; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 10:25-11:55am
Chair: Janet Koster van Groo, Educational Testing Service
Participants:
- Leveraging Affordances of Technology-Enhanced Items for Assessment of Three-Dimensional Science Proficiency: Janet Koster van Groo, Educational Testing Service
- Katherine Furlong Castellano, Educational Testing Service
- Scoring and Dimensionality in Next Generation Science Standards Assessment, Courtney Castle, The Woodrow Wilson Academy of Teaching and Learning
- Design and Validation of Instructionally Supportive Assessment: Examining Student Performance on Knowledge-in-Use Assessment Tasks. Brian Douglas Gane, University of Illinois at Chicago; Sania Zahra Zaidi, University of Illinois Chicago; Kevin McElhaney, SRI International; James W. Pellegrino, University of Illinois at Chicago
- Supporting Coherence Across a System of Assessment for Next Generation Science Standards. Jonathan F. Osborne, Stanford University; Jill Wertheim, Stanford University
Discussant: Joanna Sandra Gorin, Educational Testing Service

Participants:
- Combining Teaching and Counseling Roles: Implications for Students' Willingness to Seek Help for Bullying. Yaacov B Yablon, Bar-Illan University
- Group Play Therapy: Impact on Anxiety and Problematic Behaviors of Preschool Children. Karrte Lea Swan, Eastern Washington University; Sara Haas
- Youth's School Experience: Testing the Role of Behaviors Associated With Anxiety and Co-Occurring Behaviors Associated With Depression. Tony Xing Tan, University of South Florida

77.025. Masculinities, Testimonios, Neoliberalism, and Joy: Some Thoughts on Latino and Black Boys and Men. Division G - Social Context of Education; Paper Session
Chair: Edward Brockenbrough, University of Pennsylvania
Participants:
- Leveling Up: Playing the Game of Masculinity in a Single-Sex School for Boys of Color. Pavithra Nagarajan, Teachers College, Columbia University
- Becoming Neoliberal Subjects: Power and Identity Formation in a Mentorship Program for Latino Boys. Michael V Singh, University of California - Berkeley
- The Power of Black Boy Joy. Amir A Gilmore, Washington State University; Pullman
- BAD HOMBRES Co-Creating Testimonios: Navigating, Negotiating, and Sobreviviendo Graduate School to Transform the Academy. José Reyes Del Real Viramontes, University of Illinois at Urbana-Champaign; Enrique David Degollado, The University of Texas
Discussant: Joseph D. Nelson, Swarthmore College

77.026. Toward Just Forms of Language and Literacy Learning Re-Mediated Pedagogies of Reading and Writing. Division G - Social Context of Education; Symposium
Chair: Shirin Vossoughi, Northwestern University
Participants:
- Decolonizing Literacies as the Interstices Between Writing the Word and Reading the World. Miguel Zavala, Chapman University
- Writing as the Practice of Freedom: How Feedback Supports the Development of Creative Scholarly Writers. Shirin Vossoughi, Northwestern University; Kaloni L. Nezings, Northwestern University; Allena G. Berry, Northwestern University
- Approaching Literacy Learning From Black Texts. Leigh Patel, University of Pittsburgh
- Re-Mediating Teacher Learning for Expansive and Decolonizing Learning for Non-Nondominant Youth. Danny C. Martinez, University of California - Davis; Javier Rojo, University of California - Davis
Discussant: Ebony Elizabeth Thomas, University of Pennsylvania

Participants:
- Educational Policy and the "Nobodyness" of Black Girls Disciplined Through Suspension and School-Related Arrests. Venus E. Evans-Winters, Illinois State University; Dorothy E. Hines, University of Kansas
- Institutionalized Efforts to Increase the Participation of Black Women and Girls in STEM. Nicole Michelle Joseph, Vanderbilt University
- Toward a Politicized Ethic of Care About Black Women and Girls in Education. Monique Lane, Teachers College, Columbia University

My Sister’s Keeper: Intergenerational Love and Commitment Between Black Women and Girls. Toby S Jenkins, University of South Carolina
Discussant: Cynthia B. Dillard, University of Georgia

77.027. Authentic, Embedded, and Large-Scale Science Assessment. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Chair: Venus E. Evans-Winters, Illinois State University
77.028. Can Learning Analytics Improve Learning? Division H - Research, Evaluation and Assessment in Schools; Symposium Fairmont Royal York Hotel, Mezzanine Level, Alberta; 10:25-11:55am

Chair: David Michael Niemi, Kaplan
Participants: Can Learning Analytics Improve Learning? Bror Valdemar Haug Saxberg, Chan Zuckerberg Initiative; Ryan Shaun Baker, University of Pennsylvania; David Michael Niemi, Kaplan; Richard E. Clark, University of Southern California; Mary Ann Wolf, The Friday Institute (NC State University); Roy D. Pea, Stanford University

Educational Data Mining Proof Cases. Ryan Shaun Baker, University of Pennsylvania

Analytics to Improve Persistence, Motivation, and Learning. David Michael Niemi, Kaplan; Richard E. Clark, University of Southern California

Policy Enablers and Barriers to Maximizing Learning Analytics. Mary Ann Wolf, The Friday Institute (NC State University)

Unifying the Complex Field of Learning Analytics. Roy D. Pea, Stanford University

77.029. Formative Assessment and Learning Progression Approaches to Assessing Science and Language Learning of English Learners. Division H - Research, Evaluation and Assessment in Schools; Symposium Fairmont Royal York Hotel, Convention Level, Salon B; 10:25-11:55am

Chair: Alison L. Bailey, University of California - Los Angeles
Participants: Assessments of Science and Literacy Integrated Curricula. Yukie Toyama, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley

Formative Assessment: Science and Language With English Learners. Amelia Wenk Gohlwill, Michigan State University; Dawnmarie Rose Ezzo, Michigan State University

Assessing Scientific Genres of Explanation, Argument, and Prediction. Wendy Renae Johnson, Kentwood Public Schools; Beth A. Covitt, University of Montana; Charles W. Anderson, Michigan State University

Commentary: The Promise of Learning Progressions for the Integration of Science and Language Assessment. Alison L. Bailey, University of California - Los Angeles; Margaret Heritage, WestEd

Discussant: Louise C. Wilkinson, Syracuse University

77.030. French as a Second Language Programs in Canada: Perception, Assessment, and Academic Outcomes. Division H - Research, Evaluation and Assessment in Schools; Symposium Fairmont Royal York Hotel, Mezzanine Level, Confederation $; 10:25-11:55am

Chair: Xi Chen, University of Toronto - OISE
Participants: Language Skills of Bilingual and Trilingual Students in Canadian French Immersion. Diana Burchell; Bonita Squires; Janani Selvachandran; Patricia Cleane

The Effect of Early French Immersion on English Literacy Skills in Young English Language Learners. Hyunah Kim, University of Toronto

Demographic Characteristics, Engagement, and Achievement of Canadian Students in French Immersion and Extended Dual-Language Programs. Xi Chen, University of Toronto - OISE; Diana Burchell; Erhan Sinyay, Toronto District School Board

Developmental Evaluation of French Language Programs in a Large Urban District School Board: Stakeholders’ Perceptions. Erhan Sinyay, Toronto District School Board; Christopher Douglas Barron, OISE/University of Toronto; Thomas Gerald Ryan, Nipissing University

Construct Validity of a Grade 6 Standardized Reading Assessment Across Language Backgrounds. Christopher Douglas Barron, OISE/University of Toronto; Eunice Eunhee Jang, University of Toronto
77.034. Uncovering Implicit Factors in Experiences of Students of Color. Division J - Postsecondary Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 10:25-11:55am
Chair: Liane Indira Hypolite, University of Southern California
Participants:
- Cross-Racial Engagement on Campus and Personality Differences. David Diehl, Vanderbilt University
- Examining the Mirror Effect on Black Students: Culturally Relevant Images in a Testing Environment. Wendy S. Bracken, San Diego State University
- (Re)Envisioning Freshmen Racial Microaggression Experiences by Race/Ethnicity. Emily Teitelbaum, University of Illinois at Urbana-Champaign; HyeJin Tina Yeo, University of Illinois at Urbana-Champaign
She Who Writes, Writes for Necessity and Certainty: A Qualitative Study of Predominantly White Institution Black Undergraduate Women’s Literacy Experiences. Ola Kala; Mario Worlds, University of Florida
Discussant: Sasksias Casanova, UC Santa Cruz

77.035. Balancing Doing Well and Feeling Well: Educator Anxiety and Responses to Evaluations. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 10:25-11:55am
Chair: Zachary William Stumbo, The University of Tennessee - Knoxville
Participants:
- Teachers’ “Talk Back”: Exploring the Dynamics Between Practice and Value-Added Evaluation Policy. Emily Astor, Blount County Schools
- Teacher Perceptions of Evaluation Feedback. Kelly Rush; Farid Acharya, Columbus State University; Tom Hackett
- More Stress Than Support: Michigan Teachers’ and Administrators’ Perceptions of the Teacher Evaluation Process. Derek L. Anderson, Northern Michigan University; Abby Cameron-Standerford, Northern Michigan University; Bethney Bergh, Northern Michigan University; Sharon Lynn Bohjanen, St. Cloud State University
- The Anxiety of Obligation: Shame and Shaming in the Lives of Teachers. Anne Mary Phelan, The University of British Columbia; Melanie D. Janzen, University of Manitoba
Discussant: Marcelle Mentor, Teachers College, Columbia University

77.036. Culturally Relevant and Culturally Responsive Approaches to Teaching STEM for Diverse Populations. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 703; 10:25-11:55am
Chair: Christopher J. Meidl, Duquesne University
Participants:
- Investigating Preservice Secondary Science and Mathematics Teachers’ Understanding of English Learners. Valerie Meier, University of California - Santa Barbara; Alexis Desile Spina, University of California - Santa Barbara; Mandy McLean, University of California - Santa Barbara; Walter Aminger, University of California - Santa Barbara; Stacey L. Carpenter; Julie Bianchini, University of California - Santa Barbara
- Preparing STEM Teachers to Teach in High-Need Schools: Developing a Road Map. Jacqueline Rene Coomes, Eastern Washington University
- Prospective Teachers’ Prior Knowledge of Science Instruction in Informal Settings: A Place-Based Education Analysis. Karthigeyan Subramaniam, University of North Texas; Sumreen Asim, Indiana Univ. Southeast; Pamela E. Harrell, University of North Texas; Christopher Sean Long, University of North Texas
- Teaching for Culturally Relevant Science Education: Facilitating Discussions About Race in Science Teacher Education. Luette Nnenna Enunah, The University of Pennsylvania; Susan A. Yoon, University of Pennsylvania; Katherine M Miller, University of Pennsylvania; Miyoung Park, University of Pennsylvania
Discussant: Debbie Diana Devonish, University of Technology, Jamaica

77.037. Dilemmas and Promising Practices for STEM Teaching. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 709; 10:25-11:55am
Chair: Enrique (Henry) Suarez, University of Washington - Seattle
Participants:
- Math and Science’ Teachers’ Use of Design-Based Pedagogy to Integrate LEGO Robotics as Professional Practitioners. Adam Devitt, New York University; Catherine E. Mihole, New York University; Jasmine Y. Ma, New York University; Vikram Kapila, New York University; Magued Iskander, New York University
- Prepared for the Future? What a Literature Review Reveals About K–12 STEM Professional Development Programs. Julie A. Loft, University of Georgia; Jaime Marie Diamond, University of Georgia; Dorothy Y. White, University of Georgia; Chunlei Zhang, East China Normal University; Robert Isard, Eastern Washington University
- Scaling Certification Incentives and Professional Development to Increase Equitable Access to Qualified Computer Science Teachers. Jayce R. Warner, The University of Texas at Austin; Carol Fletcher, The University of Texas at Austin; Ryan Torrey, The University of Texas at Austin; Lisa Garbrecht, The University of Texas at Austin
- Views From the classroom: New Teachers of Computational Thinking Describe Their Experiences. Carol Tate, SRI International; Julie Remold, SRI International
Discussant: Isi Ero-Tollliver, Hampton University

77.038. Discourse in the Digital World: Design and Facilitation of Online Teacher Professional Development. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 715A; 10:25-11:55am
Chair: Tracy Dobie, University of Utah
Participants:
- Learning Through Designing Online Practice-Based Learning Labs for K–2 Teachers. Jessica J. Thompson, University of Washington; Jennifer Richards, Northwestern University School of Education and Social Policy
- Facilitating Productive Exchanges in Virtual Study Groups for Science Teachers. Jean Moon, Tidemark Institute; Leslie Duhabaylongood, Salem State University; Sarah Michaels, Clark University; Margaret E Foster, Next Generation Science Exemplar System
Using an Online Video Annotation Tool to Initiate Teacher Dialogue Around Ambitious Science Teaching. Heather Jo Johnson, Vanderbilt University; Melissa J. Luna, West Virginia University
Sentence Stems to Foster Dialogue: Using “I Notice” and “I Wonder” in Online Professional Development. Eleanor Anderson, Northwestern University; Tracy Dobie, University of Utah
Discussant: Ilana S. Horn, Vanderbilt University

77.039. Division K Graduate Student Invited Session. An Intimate Conversation With Scholars: Making Meaning With Graduate Student Research. Division K - Teaching and Teacher Education; Invited Speaker Session
Metro Toronto Convention Centre, 700 Level, Room 705; 10:25-11:55am
Chairs: Lakaya Omogun, The University of Texas at Austin; Stephanie Oudghiri, Purdue University
Participants: Patricia E. Enciso, The Ohio State University; Mariana Souto-Manning, Teachers College, Columbia University; Jeremy Garcia, University of Arizona; Nina Asher, University of Minnesota - Twin Cities
Presenters: Marcelle M. Haddix, Syracuse University; Valerie J. Shirley, The University of Arizona; Janet L. Miller, Teachers College, Columbia University
Discussant: Katherine Schultz, University of Colorado Boulder

77.040. Literacy and Inquiry-Based Teaching. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 711; 10:25-11:55am
Chair: Rupert Clive Collister, OISE/University of Toronto
Participants:
- Assessing 21st Century Literacies: Improvisation and Inquiry. Mary Ott, University of Western Ontario; Kathryn M. Hibbert, University of Western Ontario
- Challenges for Preservice Teachers in Learning to Lead Discussions: Inquiry in Diverse Classrooms. Steven Z. Athanases, University of California - Davis; Sergio L. Sanchez, University of California - Davis
- Elementary Teachers’ Uses of Informational Text and Appropriation of Inquiry. Catherine Anne Lammert, The University of Texas at Austin
Discussant: Tahrare A. Jackson, University of Maryland - College Park

Metro Toronto Convention Centre, 200 Level, Room 202D; 10:25-
11:55am
Chair: Jonathan Cohen, Teachers College, Columbia Unv
Participants:
Are Students With Disabilities Who Are Racial or Ethnic Minorities
Yanyanyang Wang, The Pennsylvania State University; Zoe Rose Mandel,
The Pennsylvania State University; Paul L. Morgan, The Pennsylvania State
University
Does Interacting With School Resource Officers Predict Students’
Likelihood of Being Disciplined and Feelings of Safety? Mixed-
Methods Evidence From Understudied Settings. Chris Curran,
University of Maryland - Baltimore County; Samantha L. Viano, George
Mason University; Benjamin W. Fisher, University of Louisville; Aaron
Kapchuk, Dept of Sociology and Criminal Justice
Examining the Proximity Effect Between School Shootings and
Academic Achievement in Florida Secondary Schools. Lydia Ross,
Arizona State University; Eric Ambrosio, Arizona State University;
Kathryn P. Chapman, Arizona State University; Joseph D Sweet, AZ
Mass School Shootings and the Short-Run Impacts on Use of School
Security Measures and Practices: National Evidence From the
Columbine Tragedy. Chris Curran, University of Maryland - Baltimore
County; Benjamin W. Fisher, University of Louisville; Samantha L
Viano, George Mason University
Short-Term Impacts of Chicago’s Suspensions and Expulsions
Reduction Plan. Jjin Lai, Michigan State University
Discussant: Jane Arnold Lincove, University of Maryland - Baltimore County

77.042. Translanguaging Embodied: Students’ Expanded
Translanguaging Practices Across Contexts. SIG-Bilingual
Education Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201E; 10:25-
11:55am
Chair: Jérémie Séror, University of Ottawa
Participants:
Pushing the Boundaries of Translanguaging: Documenting Bilinguals’
Practices in Computer Science. Sara Vogel, The City University of New
York; Laura Ascenzi-Moreno, Brooklyn College - CUNY; Christopher
Haddon, New York University; Kate Menken, Queens College and
Graduate Center, City University of New York
Pushing Boundaries: The Semiotic and Linguistic Meaning-Making
of Emergent Bilinguals During Science Instruction. Briana Ronan,
California Polytechnic State University - San Luis Obispo
Digital en Dos Idiomas: Multimodal Intervention as Translanguaging
Pedagogy. Carlos Martínez-Cano, University of Pennsylvania
Multilingual Family Story-Making Through Community
Translanguaging. Sujin Kim, George Mason University; Kim Hyunsook
Song, University of Missouri - St. Louis

77.043. Name the World: Teaching Students to Recognize and Resist
Racial and Economic Inequity. SIG-Critical Educators for Social
Justice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203A; 10:25-
11:55am
Chair: Scott Clifford Seider, Boston University
Participants:
The Influence of Diverse Schooling Models on the Sociopolitical
Development of Black and Latinx Adolescents. Scott Clifford Seider,
Boston University; Daren Graves, Simmons College
Examining High School Students’ Sociopolitical Development Through
Critical Classroom Practices. Lauren Leigh Kelly, Rutgers University
Graduate School of Education
Critical Curiosity: A Qualitative Four-Year Investigation of Its Role in
Youth Critical Consciousness Development. Shelby Clark, Harvard
University
Advice for Change? Analyzing Adults’ Advice to Black and Latinx Youth
on How to Respond to Racism. Aaliiyah El-Amin, Harvard University
Discussant: Ben Kirchner, University of Colorado - Boulder

77.044. Faculty of Color Speak Out: Cultivating Systems, Support,
and Sustainability in the Ivory Tower. SIG-Critical Examination of
Race, Ethnicity, Class and Gender in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 10:25-
11:55am
Participants:
A Conceptual Framework for Supporting Black Faculty and Staff Amid
Critical Incidents of Antiracist Activism. Robin Phelps-Ward, Clemson
University; Jeff Kenney, Oregon State University
An Investigation of the “Pet to Threat” Phenomenon Among Women of
Color Engineering Faculty. Mesarit Hailu, The Ohio State University;
Monica L. Ridgeway, Vanderbilt University; Ruth Bayatian; Ebony
Omotola McGee, Vanderbilt Peabody College; Monica F. Cox, The Ohio
State University - Columbus; Joyce Main, Purdue University
Microaggressions in the Academy: Counternarratives of Faculty of
Color in Rural Teacher Education. Keonghee Tiao Han, University of
Wyoming; John Kambutu, University of Wyoming; Jacqueline Leonard,
University of Wyoming
Multicultural Education Courses in Teacher Education Programs:
Perceptions of Faculty and Current Teachers. Tami E. Ryan,
University at Buffalo - SUNY

Childhood Education in Contemporary China. SIG-Early
Education and Child Development; Symposium
Metro Toronto Convention Centre, 600 Level, Room 601A; 10:25-
11:55am
Chair: X. Christine Wang, University at Buffalo - SUNY
Participants:
Chinese Parental Narratives of Young Children’s Play at Home. Xuanyi
Lin, Fujian Preschool Education College; Hui Li, Macau University
Constructing Meaning of Readiness for Preschool in China. Sha Xie,
University of Hong Kong; Hui Li, Macau University
Struggling Between State Policies and Parental Expectations: Teacher
Agency in Early Childhood Curriculum Innovation. Weipeng Yang,
Singapore University of Social Sciences; Hui Li, Macau University
Understanding Preschool Teachers’ Self-Regulated Learning in China.
Ying Hai, Shenzhen University; Dandan Wu, Macau University; Tan X. Liu,
Hubei University of Arts and Science
Family Needs Matter: Chinese Parents’ Choice of Whole-Day Versus
Half-Day Kindergarten Program. Michelle Marie Lau, University of
Hong Kong; Hui Li, Macau University
Discussant: Hui Li, Macau University

77.046. Supporting Parents’ Engagement in Young Children’s
STEM Learning. SIG-Early Education and Child Development;
Symposium
Metro Toronto Convention Centre, 200 Level, Room 205A; 10:25-
11:55am
Chair: Susan M. Letourneau, New York Hall of Science
Participants:
Parental Support of Early Numeracy Development During Math
Storybook Reading. Colleen Ucianowski, Teachers College, Columbia
University; Herbert P. Ginsburg, Teachers College, Columbia University
MathemAntics: A Case Study of a Math App for Pre-Kindergarteners.
Renqiuwen Wu, Teachers College, Columbia University; Herbert P.
Ginsburg, Teachers College, Columbia University
The Dynamics of Exploration and Explanation at a Children’s Museum
Exhibit. David Sobel, Brown University; Susan M. Letourneau, New
York Hall of Science; Aiyana Willard, Brand University; Garrett Jaeger,
University of California - Santa Cruz; Cristine H. Legare, The University
of Texas at Austin; Maureen A. Callanan, University of California -
Santa Cruz
When Do Children Need Help? Pedagogical Timing’s Potential Impacts
on Children’s STEM-Reasoning Task Performance. Ian L. Campbell,
Boston University; Jennifer Clegg, Texas State University; Craig Venezia,
Boston University; Mercedes Munoz, Boston University; Kathleen H.
Corriveau, Boston University; Sonal Kumar, Boston University
Understanding Parents’ Needs in Supporting Children’s Learning in
Data Science. ChangChia James Liu, New York Hall of Science; Susan
M. Letourneau, New York Hall of Science
Impact of Physical and Social Settings on Parent Engagement in
Learning Through Making. Susan M. Letourneau, New York Hall of
Science

77.047. How Families Are Received in Schools. SIG-Family, School,
Community Partnerships; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205B; 10:25-
11:55am
Participants:
Teacher Engaging With Latino Families in a Science Learning Context:
Lessons Learned. Mehtap Kirmaci, University of Georgia - Athens;
Martha A. Alexeasht-Snider, University of Georgia; Cory A. Buxton,
Oregon State University
Gay Fathers at the Schoolhouse Door: From Cluelessness to Trepid
Inclusion. Andrew Leland, Southern Illinois University - Edwardsville
Utilizing Home Visits to Support Differentiation in an Elementary
77.048. Writing Development Across the Researcher’s Career: From First-Year Ph.D. Researcher to Experienced Principal Investigator, SIG-Graduate and Postdoctoral Education across the Disciplines; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206C; 10:25-11:55am
Chair: Lynn McAlpine, McGill University
Participants:
Constructing Academic Identity Through the Writing Process: Doctoral Writing, Feedback, and Agency. Montserrat Castillo, Universitat Ramon Llull; Lynn McAlpine, McGill University; Kelsey Inouye, University of Oxford
“It’s Like Having Lots of Bricks”: Doctoral Students’ Research Perceptions and Writing Development. Montserrat Castillo, Universitat Ramon Llull; Anna Sala-Bubaré, Ramon Llull University
Shaping Grant Proposal Success: Commonality and Individuality in the Approaches of Experienced Principal Investigators. Larissa Yousubova, McGill University; Lynn McAlpine, McGill University
Discussant: Anthony W. Pare, McGill University

77.049. Undocumented and DACamented in the Trump Era. SIG-Hispanic Research Issues; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 10:25-11:55am
Participants:
Ever-Present "Illegality": The 2016 Election and Undocumented Latina/o Parents’ Engagement in Postsecondary Access and Success. Stephany Cuevas, Vanderbilt University
Hope in the Shadows: Testing the Immigrant Optimism Hypothesis Among Latino Students. Sofia Bahena, The University of Texas at San Antonio
Sanctuary in Practice: Symbolic Educational Policy in the Trump Era. Elaine Cristina Allard, Swarthmore College; Jonathan Hanel Sellman, Swarthmore College
Creating an Undocufriendly Campus: Latinx Undocumented Student Experiences With Faculty, Staff, and Administrators. Ana K. Sotero Lopez, Fresno State University; Gaby Encinas, California State University - Fresno
Marking Legal Status: Addressing Belonging, Documentation Issues, and Undocumented Students in High School. Marco A Murillo, Loyola Marymount University

77.050. Museums and Teacher Professional Development: Illuminating the “Invisible Infrastructure” of Science Institutions in Teacher Learning. SIG-Informal Learning Environment Research; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 10:25-11:55am
Chair: Karen M. Hammerness, American Museum of Natural History
Participants:
1. Partnering With a Museum: Expanding Conceptions of Pre-K Science Learning in Early Childhood. Veema Vasudevan, American Museum of Natural History; Jenny Inger, American Museum of Natural History; Jacqueline Horgan, American Museum of Natural History
2. Professional Development in Science-Rich Cultural Institutions and the Connection to Teaching Practice. Anna MacPherson, American Museum of Natural History; Michael Reilly, American Museum of Natural History; Karen M. Hammerness, American Museum of Natural History
3. Out of the Museum Into the Classroom and Back Again. Cristina Trowbridge, American Museum of Natural History; Jamie Wallace, American Museum of Natural History; Elaine Howes, American Museum of Natural History; Bernadette Doykos, Catalyst:Ed; Catherine Fallona, University of Southern Maine
4. A Museum-Based Foundations of Next Generation Science Standards Course Impact on In-Service Teachers. Gauri Vaishampayan; C. Aaron Price, Museum of Science and Industry - Chicago
5. A Three-Year Experimental Study of the Impact of a Museum-Based Teacher Professional Development Program on Teachers and Students. C. Aaron Price, Museum of Science and Industry - Chicago; Gauri Vaishampayan
7. A Study of Teacher Leaders’ Experiences at a Museum-Based Professional Learning Program in Secondary Science Education. Jessica Parker, Laura M. Stokes, Inverness Research
Discussants: Noah Werth Feinstein, University of Wisconsin - Madison; Jennifer Adams

77.051. Student (and Robot?) Perceptions of Use: Assessment. SIG-Measurement and Assessment in Higher Education; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 10:25-11:55am
Chair: Ryan Fisher, New York University
Participants:
An Investigation of Doctoral Education Students’ Perceptions of Preparedness for Dissertation Writing. Katia Ciampa, Widener University; Zora Wolfe, Widener University
Assessment and Quality Assurance in Higher Education: The Differentiating Teachers’ and Students’ Points of View? Serafina Pastore, University of Bari, Italy
Giving and Receiving Feedback: Impacts Perceived by Higher Education Students on Their Learning. Valentina Grion, University of Padua; Tino Concetta, University of Padua; Anna Serbati, University of Padua
Why Feedback Does Not Work in Higher Education: Student Perspectives. Michael Henderson, Monash University; Tracii Ryan, Monash University; Michael Phillips, Monash University
Assessing for Improvement: The Use of Artificial Intelligence to Uncover Potential Differential Impact of Assignments. Karen E. Rambo-Hernandez, West Virginia University; Abhik Roy; Melissa Morris, West Virginia University
Discussant: Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign

77.052. New Research on Children’s Learning of Number and Operations, Pre-K to Grade 3. SIG-Research in Mathematics Education; Paper Session
Metro Toronto Convention Centre, 600 Level, Room 603; 10:25-11:55am
Participants:
Surfacing Partial Understandings: Mathematical Tasks and How We Use Them. Nicholas Charles Johnson, University of California - Los Angeles; Angela Chan Turrou, University of California - Los Angeles; Brandon McMillan, University of California - Los Angeles; Mary Candace Ragneza, Saint Mary’s College of California; Megan L. Franke, University of California - Los Angeles
Comparing a Learning Trajectory Approach to a Teach-to-the-Target Approach in Kindergarten Arithmetic. Candace Joswick, University of Denver; Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Arthur J. Baroody, University of Denver and the University of Illinois at Urbana-Champaign
Developing Elementary Students’ Justification Processes Through Number Talks. Dawn Marie Woods, Southern Methodist University
Exploring How Time Tracking Affects Student Fact Performance. Kathryn Rich, Michigan State University; Meg Bates, University of Chicago
From Noticing to Incorporating Negatives: Second Graders’ Use of Prior Knowledge on Integer Addition Problems. Mahtob Aqazadeh, Purdue University; Laura Bogard, Purdue University; Lichen Chen, Purdue University
Discussant: Percival Grant Matthews, University of Wisconsin - Madison

77.053. School Reform and Improvement. SIG-School Effectiveness and School Improvement; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 10:25-11:55am
Chair: Heather E. Price, Marian University
Participants:
Connecting Stakeholder Buy-In to Program Implementation: Evidence From a High School Reform Effort. Eric Grebing, University of North Carolina - Greensboro
Diagnosing School Improvement Priorities During the First Year of a New Principal. Christopher Downey, University of Southampton; Maria Kaparou, The University of Southampton; Anthony J. Kelly, University of...
Southampton; Damon Burg, University of Southampton
Diffusion of Instructional Reform in a Rural Elementary School: A Convergence of Elements Approach. Jackie Mania-Singer, Oklahoma State University; Dawn Pearce, University of Oklahoma; Jessica Noonan, Oklahoma State University; Karie Carpenter, Oklahoma State University
Investigating Campus Improvement Plans for Informing Leadership Instructional Decisions in Turnaround Elementary Schools in Texas. Hamada Ahmed Fuhmy Elfarargy, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Fredrick Mayia Nafukho, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Sharon de Marin, Texas A&M University - College Station; Redello Gaytan, Texas A&M University - College Station; Nahed Abdelrahman, Texas A&M University - College Station
Opening Pathways to University and the Assurance of Standards: Results of a German Detracking Reform. Marko Neumann, DIPP | Leibniz Institute for Research and Information in Education; Jürgen Baumert, Max Planck Institute for Human Development; Susanne Radmann, German Institute for International Educational Research; Michael Becker, German Institute for International Educational Research; Kai Maaž

77.054. Ethics in Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 205D; 10:25-11:55am
Chair: Adrian D. Martin, New Jersey City University
Participants:
- Ethics and Self-Study Research: Reporting on Teacher Candidate Perspectives in a Cultural Diversity Course. Julian D. Kitchen, Brock University
- Ethics and Self-Study Research: Self-Study as a Pathway to Integrate Research Ethics and Ethics in Practice. Hafidj Gudjonsdottir, University of Iceland; Stanbjorg Jonsdottir; Karen Rut Gisladottir, University of Iceland
- Exploring Ethical Dilemmas in Self-Study of Teaching and Teacher Education Practices Research. M. Shawn Murphy, University of Saskatchewan; Steffree E. Pinnegar, Brigham Young University
Discussant: Deborah L. Tidwell, University of Northern Iowa

77.055. Voices of Teachers and Students in Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203B; 10:25-11:55am
Chair: Rubén Garza, Texas State University
Participants:
- High School Teachers’ Perceptions and Practice of Culturally Relevant Education in Science and Math Classes. Stephanie Boyce, University of North Texas
- “I Do What I Am Told To”: Pre-K Teachers’ Professional Identity Development During Universal Pre-K Expansion. Sanoe Akaba, Hunter College; Eva Liang, Hunter College; Sherryl B. Graves, Hunter College School of Education; Lacey Elizabeth Peters, Hunter College - CUNY
- What Do Third Graders Think About High-Stakes Testing and Mandatory Retention? Shelly L. Counsell, University of Memphis
- Listening to New Teachers: Successes and Challenges of Culturally Relevant Pedagogy. Noah Borrero, University of San Francisco
- Interrogating the Potential of Urban Youth Culture as the Root of Urban STEM Instruction. Edmund S Adjoapong, Seton Hall University; Courtney Rose, ley Rose Consulting
Discussant: Theresa Y. Austin, University of Massachusetts - Amherst

Division and SIG Roundtables

77.056. Fairmont Royal York Roundtable Session Seven; Roundtable Session

77.056-1. Assessing Metacognitive and Noncognitive Skills. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Fairmont Royal York Hotel, Convention Level, Ballroom; 10:25-11:55am
Chair: Ross C Anderson, University of Oregon
Participants:
- Developing a Self-Reported Measure for High School Students’ 21st Century Skills. Alpaslan Sahin, Harmony Public Schools; Adem Ekemekci, Rice University
- Development of a Measure of Prospective Teachers’ Noncognitive Skills. John Poggio, The University of Kansas; Kelli R. Thomas, The University of Kansas; Rick Ginsberg, The University of Kansas
- Measuring Students’ Metacognitive Opportunities Across Content Areas: The Short-Form Student MetaSkills Survey. Paul T Beach, Inflexion; Ross C Anderson, University of Oregon
- Secondary Teachers’ Assessments of Learning Skills and Work Habits. Stefan Denis Merchant, Queen’s University - Kingston; Don A. Klinger, The University of Waikato; Nancy L. Hutchinson, Queen’s University

77.056-2. Data Mining and Unconventional Data Sources. Division D - Measurement and Research Methodology; Roundtable Session
Fairmont Royal York Hotel, Convention Level, Ballroom; 10:25-11:55am
Chair: Zhengiu Laura Lu, University of Georgia
Participants:
- Accuracies of Logistic Regression, Linear Discriminant Analysis, and Classification and Regression Trees Under Controlled Conditions. Cihat Polat, University of Denver; Kathy E. Green, University of Denver
- How Rule Induction Data Mining Can and Cannot Be Useful for Education Research. Emi Iwatani, Digital Promise
- An Exploration of Young Program Learners’ Computational Thinking: A Path Modeling Approach Using Log Data. Miaoting Cheng, The University of Hong Kong; Jaesub Shim, Texas Tech University; Wanli Xing, Texas Tech University
- Longitudinal Data Analysis for Text Data. Seohyun Kim, University of Georgia; Zhengiu Laura Lu, University of Georgia; Allan S. Cohen, University of Georgia

77.056-3. Innovative Statistical Modeling and Methods. Division D - Measurement and Research Methodology; Roundtable Session
Fairmont Royal York Hotel, Convention Level, Ballroom; 10:25-11:55am
Chair: Manuel S. Gonzalez Canche, University of Pennsylvania
Participants:
- Assessing Multilevel Mediation With the Partial Posterior p Value. Kyle T. Cox, University of Cincinnati; Benjamin Kelcey, University of Cincinnati
- Bayesian Nonparametric Clustering Mixture Model. James Yang, EdLab Group; Xiang Liu, Educational Testing Service; Hui Sui Chae, Teachers College, Columbia University
- Doubly Latent Multilevel Mediation Models With an Illustration of School Climate Effects on Student Suspensions. Yuane Jia, University of Virginia; Timothy R. Konold, University of Virginia; Kelly D Edwards, University of Virginia; Dewey G. Cornell, University of Virginia
- Predictive Modeling With Missing Data: Monte Carlo Simulation With Social Science Panel Data. Jin Eun Yoo, Korea National University of Education; Minjeong Rho, koera National University of Education; Sanae Akaba, rice University
- Spatial Econometrics and Network Analysis as Means to Assess the Assumption of Independence in Higher Education Research. Manuel S. Gonzalez Canche, University of Pennsylvania

77.056-4. Tracking and Detracking SIG Roundtable Session. SIG-Tracking and Detracking; Roundtable Session
Fairmont Royal York Hotel, Convention Level, Ballroom; 10:25-11:55am
Participants:
- Getting on Track: Aligning the Achievement Gap Conversation With Ethical Educational Practice. Karen Stanberry Beard, The Ohio State University - Columbus
- Leveling Up: State- and Division-Level Barriers to Advanced Studies in Virginia. Rose Sebastian, University of Virginia; Margaret Thornton, University of Virginia; Andrew McCartney, The Kellar School of Inova Kellar Center
- Your Decision but My Future. Peter Madison Eley, Fayetteville State University

77.056-5. Postsecondary and Lifelong Learning: Application, Self-
77.056-6. Perspectives on Assessment and Learning. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Fairmont Royal York Hotel, Convention Level, Ballroom; 10:25-11:55am
Chair: James H. McMillan, Virginia Commonwealth University Participants:
- A Shift to Mastery Learning: An Analysis of District and Grade-Level Beliefs and Practices. Kenneth J Daly, Wallingford Public Schools
- The Effects of Standardized Assessments on Academic Identities and Opportunities to Learn in Middle School. Gina Arnoff, University of North Carolina - Chapel Hill
- The Psychometric Properties of the Engagement Versus Disaffection With Learning Instrument Among Middle School Students. Jason C. Immekus, University of Louisville; William Kyle Ingle, University of Louisville
- The Relationship Between School Ethical Culture and Science Achievements: The Implicit Meaning of TIMSS. Orly Shapira-Lishchinsky, Bar-Illan University; Joseph Klein

77.057. MTCC Roundtable Session 35; Roundtable Session

77.057-1. Influence of School Principals on School Community. Division A - Administration; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Jentre J. Olsen, The University of Oklahoma Participants:
- LGBT Educators' Perceptions of Workplace Climate and Implications for School District Leaders. Tiffany Wright, Millersville University of Pennsylvania; Nancy J. Smith, Millersville University of Pennsylvania
- The Effects of Principal Support of Teacher Psychological Needs on Teacher Turnover and Organizational Commitment. Jentre J. Olsen, The University of Oklahoma
- Principal Perceptions of Superintendent: Using Motivating Language and Antecedents as a Predictor of Outcomes. Michele A. Parker, University of North Carolina - Wilmington; William Holmes, University of Wyoming
- Principals' Perception and Practice of Social Justice Leadership in Migrant Schools: An Exploratory Study in China. Jiawei Zhang, Soochow University; Shuangye Chen, East China Normal University

77.057-2. Intersectional Identities of Latino Males: Race, Ethnicity, Gender, and Youth Organizing. Division G - Social Context of Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Jorge Matias Burmicky, The University of Texas at Austin Participants:
- Beyond the Box: Latino Male Millennials Moving in and out of Racial Identities. Melie Torres, New York University
- "The Girls Are Treated Like Angels": Race and Gender Socialization of Latino Middle School Males. Elgio Martinez, Claremont Graduate University
- Derailed Chances: Continuation Schools, College-Going Identities, and Latino Males. Adrian H. Huerta, University of Southern California
- Beloved Community: Intersectionality, Youth Organizing, and Latino Young Men. Uriel Serrano, University of California - Santa Cruz

77.057-3. Conscious Consumers? Parent Perceptions of Choice Across Race, Class, and Gender. Division L - Educational Policies and Politics; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am Participants:
- Exploring Advantaged Parents’ Perceptions of School Choice Policies for Other People’s Children. Carolyn Sattin-Bajaj, Seton Hall University; Allison Rola, Molloy College
- Marketing New Haven Schools to Suburban Parents. Errol C. Saunders, Teachers College, Columbia University
- Stayers and Leavers: Parental Decision Making in a Volatile School Choice Environment. Kate Rollert French, Wayne State University; Sarah Winchell Lenhoff, Wayne State University; Ben Pogodzinski, Wayne State University
- The Impact of Family Income on School Choice Criteria in a Midwestern Metropolitan City. Anthony Sneath, The University of Kansas; Benjamin Brown, University of Kansas; Karin Chang, University of Kansas, Institute for Policy and Social Research

77.057-4. Critical Pedagogies and Literacy. SIG-Critical Educators for Social Justice; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Eric B. Freedman, Sacred Heart University Participants:
- Resisting Islamophobia: Fostering Muslim English Learners’ Agency Through Critical Language Awareness and Critical Media Literacy. Laura J. Mahalingappa, Duquesne University; Terri L. Rodriguez, College of Saint Benedict; Nihat Polat, Duquesne University
- Urban School Art Teacher: Providing Truths, Dreams, and Possibilities Through Art as Creative Resistance. Cleveland Hayes, Indiana University Indianapolis
- "It Was Like Boom, That Question About War Just...": Students Wrestle With Just War and Resistance. Brian C. Gibbs, University of North Carolina - Chapel Hill
- Y'Allah Muslim Girls! The Pedagogy of Real and Fictional Muslim Girl Justice Fighters. Ozlem Sensen, Simon Fraser University
- Reading Literacy Campaigns Through a Critical Lens: A Problematic Justice. Delane Ann Bender-Slack, Xavier University

77.057-5. Learning and Cultivating in Instructional Technology. SIG-Instructional Technology; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Tairan Qiu, University of Georgia - Athens Participants:
- Measuring the Learning Outcomes of a Gamified Learning Experience Through Gamified Assessment. Kadir Kozan, Istanbul Bilgi University; Secil Caskurlu, Purdue University; derya yildirim, Bahcesehir University; Erkut Sahin, Bahcesehir University; Atakan Ata, Bahcesehir University
- Role of Expresed Emotions in Predicting College Students’ Engagement and Performance in an Online Learning Environment. Min Kyu Kim, Georgia State University; Tuha Ketenci, Georgia Institute of Technology
- Student Perspectives of the Value and Effectiveness of Technology Use for Learning in Higher Education. Nada Dabbagh, George Mason University; Helen E Fuke, George Mason University; Zhicheng Zhang
- Substituting Open Educational Resources for Elementary Math Textbooks. John Hilton, Brigham Young University; Ross Allen Andrew Larsen, Brigham Young University; David A. Wiley, Brigham Young University; Lane Fischer, Brigham Young University

77.057-6. Research on Asian Americans in Teacher Education and the Classroom. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Vijay Kanagala, The University of Vermont Participants:
- Growing Against the Grain: Counterstories of Asian American Mathematics Education Scholars. Cathery Yeh, Chapman University;
77.057. Student Focus: Science Teaching and Learning SIG Roundtable Session. SIG-Science Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Jennifer Elizabeth Carinci, American Association for the Advancement of Science
Participants:
An Analysis of Two-Year STEM Intervention Program Effects on the Students’ Beliefs and Attitudes. Josip Burusic, Institute of Social Sciences Ivo Pilar; Mirta Blazev, Ivo Pilar Institute of Social Sciences/JOBS; Steven Arnold Schneider, WestEd
How Students’ Participation, Importance, Competence, and Vision Frame Their Conceptualization and Identification With STEM. Anthony Muro Villa, Stanford University; Xavier J. Monroe, Stanford University; Elizabeth B. Dyer, WestEd; Maya Salcido White, WestEd; Edward D. Britton, WestEd STEM Program; Steven Arnold Schneider, WestEd
Children Arguing in Science Lessons Over Time: The Discursive Construction of Evidence Use. Luiz Gustavo Franco Silveira, Universidade Federal do ABC; Danusa Munford, Universidade Federal de Minas Gerais
DISCUS: Using Socioscientific Issues to Engage Students in Claims, Evidence, and Reasoning. Sissy S. Wong, University of Houston; Jennifer Donze, University of Houston; Jie Zhang, University of Houston; Ma. Glenda Lopez Wui, University of Houston; Jackie Relyea, Harvard University
Establishing the Need for a Valid and Reliable Measure of Dialogic Tendencies in Science Classrooms. Jennifer Oramus, University of Arkansas at Fayetteville
77.057-8. Students’ Interactions in Online Teaching and Learning. SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Donna R. Patterson, Project Dream Catcher, Minnesota Department of Education
Participants:
A Case Study of Facework Within Asynchronous Online Discussions: Lessons From a Student’s Perspective. Kimberly M. Harrison, Aurora University; Hailey J. Mayall, Northern Illinois University; Cindy S. York, Northern Illinois University
A Role Analysis Intervention to Minimize Role Ambiguity and Promote Role Clarification in Instructional Design Teams. Veena Radhakrishnan, Johns Hopkins Carey Business School; Peter Rennert-Aries, Johns Hopkins University School of Business
Behavioral, Affective, and Cognitive Student Engagement in Synchronous and Asynchronous Group Work. Amy T. Peterson, Michigan State University; Patrick Neil Beymer, Michigan State University; Ralph T. Putnam, Michigan State University
Self-Regulated Learning: Comparing Online and Classroom Courses in Cognition, Metacognition, Motivation, Emotions, Contexts, and Behavior. Diego Oswaldo Camacho Vega, Universidad Autónoma de Baja California; François Bouchet, Université Pierre et Marie Curie
77.057-9. Students’ Voice and Cultural and Racial Diversity in Social and Emotional Learning. SIG-Social and Emotional Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Tia Navedne Barnes, University of Delaware
Participants:
Student Empowered Social Emotional Learning: From Theory to Practice. Lyn Mikel Brown, Colby College; Mark B. Tappan, Colby College; Catharine Biddle, University of Maine
“You Learn How to Experience Yourself”: A Photo-Cued Investigation of Student Empowerment in Study Abroad. Kayla Johnson, McGill University
Cultural Diversity in Social Emotional Learning. Nancy Duchesneau, Michigan State University
Variation in Exposure to Racial/Ethnic Diversity and Child Development in Early Elementary School Classrooms. Christina Rucinski, Fordham University; Joshua L. Brown, Fordham University
77.057-10. Professional Development Through an International Lens. SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Chair: Chetanath Gautam, Delaware State University
Participants:
Gender Differences in Risk Factors for School Corporal Punishment: The Case of Rural China. Jennifer H. Adams, Drexel University
Inquiry in Social Studies Curricula in French-Language Settings. Natalie Elizabeth Keefee, University of Louisiana at Lafayette; Michelle Georgette Haj-Boussard, University of Louisiana at Lafayette
Learning to Read “Inclusion” Divergently: Enacting a Transnational Approach to Inclusive Education. Srikala Narain, Teachers College, Columbia University; Professor Bettina Amrhein, University of Bielefeld
Modeling Skills for Survival: Hidden Curriculum in Rural Fiji Education. Elizabeth Yomantas, Pepperdine University
The Role of English Proficiency Admission Requirement in English-Only Higher Education. Aizat Nurshatayeva, University of Pittsburgh
77.057-11. Student and Teacher Assessment in Urban Settings. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Participants:
Going the Distance! Schooling Outcomes and Distance to School. Crystal Anne Thomas, Brown University
Homelessness, Mobility, and Academic Performance: A Systematic Review of the Empirical Literature. Corey Bunje Bower, SUNY-Buffalo; Ayuntan Osman, SUNY - Buffalo; Kerri Tobin, Louisiana State University
Using Digital Rhetoric to Make a Difference: Assessment of an Urban Youth’s Digital Composition. Alysha Meloche, Drexel University; Mary Jean Tece DeCarlo, Drexel University; Allen Grant, Drexel University; Vera J. Lee, Drexel University; M. Delia Neuman, Drexel University
77.057-12. Critical Disability Studies and Intersectionality. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 10:25-11:55am
Participants:
Reviewing and Reframing the Influence of Relative Age on Attention Deficit Hyperactivity Disorder Diagnosis. Athanasios Koutsoklenis; Juho Honkasila, University of Helsinki; Kristinna Brunila, University of Helsinki
Examining the Twists, Turns, and Textures of Education Policy: How and Why Context Matters in the Racialization of Disabilities. Adai A. Tefera, Virginia Commonwealth University; Catherine Kramarzck Vougarides, Touro College; Alfredo J. Artiles, Arizona State University; Alexandria Ayellow, New York University; Sarah Lopez Alvarado, Arizona State University
Missing the Trees for the Forest: The Importance of Context and Limits of Generalizability in the Racialization of Disabilities. Michael Broda, Virginia Commonwealth University; Adai A. Tefera, Virginia Commonwealth University; Eric Ekohhn, Virginia Commonwealth University
“They Are Truly ‘Our’ Kids”: Examining Practitioner Understandings and Contextual Supports of Inclusive Education. Helen Rose Miesner, University of Wisconsin - Madison; Elizabeth H. Blair, University of Wisconsin - Whitewater; Chiara C. Packard, The University of Wisconsin - Madison; Lyn C. MacGregor, The University of Wisconsin - Madison; Eric Grodsky, University of Wisconsin
77.058. MTCC Roundtable Session 36: Roundtable Session
77.058-1. Politics and Voice in Youth-Centered Collaborative Inquiry. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Participants:
An Initiative of Coexistence Between Hegemonic Research Practices and Other Ways of Knowledge. Paula Cristina Pereira Silva, Universidade Federal de Minas Gerais; Lucio Flavio Masakali, Universidade Federal de Minas Gerais; Vanessa Sena Tomaz, Universidade Federal de Minas Gerais
77.058. MTCC Roundtable Session 36: Roundtable Session
Inquiry, Sociopolitical Analysis, and Collaborative Action Toward Transforming Social Conditions. Dana E. Wright, Connecticut College
Shooting Your Voice: Challenging Power Relations at School Through Student Photovoice. Amy Dwight Henry, Ben-Gurion University of the Negev; Assaf Meshulam, Ben-Gurion University of the Negev

77.058-2. Temporaliities of Educational Policy, Reform, and Learner Diversity in Global Contexts. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Jade Kim, University of Toronto
Participants:
How Context Shapes Teachers’ Beliefs of and Responses to Learners and Learner Diversity in Singapore. Tang T. Heng, Nanyang Technological University - National Institute of Education
Ideologies of English Among Students in a “Multilingual” School in Japan. Shoko Moriya, The University of Tokyo
Searching for Creativity: South Korea’s Education Policy Reforms. Hye Jin Kim, University of Toronto
Temporaliities of Reform: A Study of Educational Interventions in Indonesia. Jenny F. Zhang, University of California - Berkeley

77.058-3. (De)Coding Discourses of Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Shanneka Nija Powell, Tufts University
Participants:
(De)Coding Discourse: A Critical Race Discourse Analysis of Teacher Educators’ Construction of Race Through Language. Tianna Dowie-Chin, University of Florida; Matthew Paul Cowley, University of Florida; Brittney Castanheira, University of Florida
Defining Academic Success: Comparing Teachers’ Definitions to Researchers’ Criteria. Lauren Denise Goegan, University of Alberta; Amanda Radil, St. Stephen’s College; Lisa Marie Daniels, University of Alberta
Toward a Critical Pedagogy of Emotion in Teacher Preparation: A Review of Interdisciplinary Literature. Elizabeth Ruth Burt, University of Florida; Elizabeth Bondy, University of Florida; Priscilla Bell, University of Florida

77.058-4. Developing Preservice Teachers’ Cultural Competence. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Brittany Leigh Beck, California State University - Bakersfield
Participants:
Counter Moves to ‘Trouble Whiteness in Teacher Preparation: A Conceptual Framework. Timothy Louise Baker, University of Southern Indiana; Joy Howard, University of Southern Indiana
Effects of Class-Wide Cultural Heritage Exploration on Preservice Teachers’ Intercultural Sensitivity. Yaoying Xu, Virginia Commonwealth University; LaRon A. Scott, Virginia Commonwealth University; Jessica Wright, Virginia Commonwealth University
Millennial Preservice Teachers’ Cultural Competence: Self-Assessment, Analysis, and Implications. Ominotu N. Ukpokodu, University of Missouri - Kansas City
Preservice Teachers’ Cultural Competencies for Teaching in a Rural Midwestern Community. Lisa L. Ortman, University of North Dakota
Discussant: Lilach Marom, The University of British Columbia

77.058-5. Teachers, Education Policy, and the Profession. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Shirley N. Mthethwa-Sommers, Nazareth College
Participants:
Claiming Ownership: The Negotiation of Professional Identity in an Era of Educational Reform. Christine Morgan, Syracuse University
“You Just Figure It Out as You Go”: Teachers’ Sources of Policy Information. Heather Keenan, Colorado Christian University

77.058-6. Teaching in a Global Context. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Zachary A. Casey, Rhodes College
Participants:
Arabic-Speaking Teachers’ Interpretation of Academic Literacy in English From Their Perspective as Language Learners. Roseanne Kheir Farrag, Max Stern Yezer’el Valley College, Israel; Lily Orland-Barak, University of Haifa
Recently Immigrated Teachers Entering Into a New School System: Challenges and Possibilities. Anki Bengtsson, Stockholm University; Larissa Mickwitz, Stockholm University
The Influence of Teacher Positionalities on the Instructional Decisions of Two Critical Global Educators. Hanadi Shatara, Teachers College, Columbia University
A Comparative International Study of Beliefs of Future Teachers and Their Teacher Educators. Maria Teresa Tutto, Arizona State University; Michael C. Rodriguez, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Kyle Nickodem, University of Minnesota

77.058-7. Teaching Students to Think Like It: Disciplinary Literacy. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Nicole Walsh, California State University - Fresno
Participants:
Characterizing Questioning at an Informal Science Event: A Case Study of Preservice Teachers. Alexandro Killian Hansen, California State University - Fresno; Taylor Hall, University of California - Santa Barbara; Matthew Supancic, University of California - Santa Barbara
Identifying Preservice Elementary Teachers’ Proactive Knowledge Resources Around Representations and Arguments in Math and Science. Lauren Barth-Cohen, University of Utah; Rachel Fransom, University of Utah; Kevin Greenberg, University of Utah; Kelly MacArthur, University of Utah; José Francisco Gutiérrez, University of Utah
Learning to Teach English Language Learners Through a Disciplinary Literacy-Infused Science Methods Course. Su Gao, University of Central Florida; Jonathan Hall, University of Central Florida; Rebeca Grysko, University of Central Florida; Vicky I. Zygiouris-Coe, University of Central Florida
Practice-Based Teacher Education and School Contexts: Supporting Novice Elementary Teachers’ Science Knowledge for Teaching. Amber Schultz Bismack, University of Michigan; Elizabeth A. Davis, University of Michigan; Annemarie S. Palinscar, University of Michigan
Preservice Elementary Teachers Improve Fourth Graders’ Listening Comprehension by Designing Digital Texts With Coding. Nilgun Gunbas, Kafkas University; Meral Gozukucuk, Kafkas University

77.058-8. Beyond Traditional Methods: New Development in Citizenship Education and Civic Engagement. SIG-Democratic Citizenship in Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Bradley J. Porflio, Seattle University
Participants:
Beyond the Invisible Barriers of the Classroom: Youth Engage and Civic Praxis. Kevin Russel Magill, Baylor University; Brooke Blevins, Baylor University; Karon Nico LeCompte, Baylor University; Tori Davis, Baylor University
Dewey’s Democracy and the Role of Educative Practice in Citizenship and Community. Patrick M. Jenlink, Stephen F. Austin State University
Motivating Political Participation Among Youth: An Analysis of Factors Related to Adolescents’ Political Engagement. Brett L. M. Levy, University at Albany - SUNY; Thomas Akiva, University of Pittsburgh

77.058-9. Context Matters: Identification and Instruction in Special Education. SIG-Special Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am
Chair: Lisa Rose Johnson, Rowan University
Participants:
Impact of Cultural and Socioeconomic Differences on Disability Labeling. Irma Cain, Brandeis University
Relationships Among Behavioral Profiles, Reading Performance, and Disability Labels: A Latent Class Analysis. Zachary Wingarten, The
Division and SIG Posters

77.059. MTCC Tuesday Poster Session 18; Poster Session

**77.059-10. Creating Identity Through Teacher Research: Three Perspectives of What It Means to Identify as Teacher.** SIG-Teacher as Researcher; Roundtable Session

Metro Toronto Convention Centre, 800 Level, Hall G; 10:25-11:55am

**Participants:**

“A Teacher’s Not a Teacher Anymore”: Occasional Teaching and Collaborative Inquiry in Precarious Times. Ty Walkland, University of Toronto

Engaging the Incarcerated Mind: An Auto-Ethnography of an Educator in a Juvenile Justice Facility. Helen Holland Avis, Methodist Home for Children

Three Days in April: A Narrative Inquiry From Teaching in Polarizing Times. Daniel Borowd, University of Minnesota

Discussant: Katherine E Entigar, The Graduate Center of the City University of New York

**77.059-2. Game-Based Learning Environments and Elements of Gamification.** Division C - Learning and Instruction; Poster Session

Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am

**Posters:**

17. Compounding Effects of Cognitive Skills Training: Blocked Versus Varied Game-Embedded Practice. Teresa M. Ober, City College of New York - CUNY; Maya Rose, Graduate Center - CUNY; Alvaro Olsen, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, City College of New York - CUNY

18. Content Knowledge Versus Experience: Toward an Understanding of Student Hurdles During Game Play in Math Learning. Maria Ofelia San Pedro, ACT, Inc.; Andrew Coulson, MIND Research Institute

19. Creating Meaningful Learning Environments Through Games: The Case for Measuring Play. Kayla Flanagan, University of Georgia - Athens; Georgia Wood Hodges, University of Georgia

20. Gaming the Cognitive System: Enhancing Adolescents’ Executive Function Skills Through a Game-Based Digital Intervention. Teresa M. Ober, City College of New York - CUNY; Jessica Elena Brodsky, The City University of New York; Corinne Brenner, New York University; Maya Rose, Graduate Center - CUNY; Charles Raffaele, City College of New York - CUNY; Jan L. Plass, New York University; Bruce Douglas Homer, City College of New York - CUNY

21. The Factors Influencing Students’ Perceptions Toward the Use of a Game-Based Assessment. Mehmet Oren, Texas A&M University - College Station; Susan Pedersen, Texas A&M University - College Station; Karen Butler-Purry, Texas A&M University - College Station

22. Can Eye-Gaze Behaviors Predict Self-Reported Intrinsic Motivation Scores During Game-Based Learning? Elizabeth Brooke Cloude, University of Central Florida; Michelle Taud, University of Central Florida; Megan Price, University of Central Florida; James Lester, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Roger Azevedo, University of Central Florida


24. A Participatory Approach to Learning Spaces for Doctoral Education. Servet Naghshbandi, The University of British Columbia - Okanagan; Susan E. Crichton, The University of British Columbia; Karen Ragoonaden, The University of British Columbia

25. Developing Students’ Understanding of Discourse and Knowledge Advance Through Metadiscourse in Knowledge-Building. Yayao Tong, The University of Hong Kong; Carol K. Chan, University of Hong Kong; Yawen Yu, The University of Hong Kong

26. Enhancing Collective Responsibility in a Knowledge-Building Community: A Two-Year Design Study. Leanne Ma, OISE/University of Toronto; Samuel Tan, Singapore Ministry of Education; Muhammad Ansar Kamsan, Singapore Ministry of Education; Chew Lee TEO, Singapore National Institute of Education

27. Facilitating Diagnostic Competencies in Higher Education: A Meta-Analysis on Different Types of Scaffolding. Olga Chernikova, Ludwig Maximilian University Munich; Nicole Heitzmann, University of Munich; Maximilian Fink, Ludwig Maximilian University of Munich; Venance Amasi Timothy, Ludwig-Maximilians-Universitat Munchen;
77.059-4. Educational Statisticians SIG Poster Session: Statistical Issues and Investigations. SIG-Educational Statisticians; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Chair: Sonya Shariffjard, Pepperdine University

77.059-5. Evaluating the Accuracy of Predictors in Early Warning Indicator Research: Receiver Operating Characteristic (Area Under Curve). SIG-Data-Driven Decision Making in Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Poster:
37. Evaluating the Accuracy of Predictors in Early Warning Indicator Research: Receiver Operating Characteristic (Area Under Curve). Alex J. Bowers, Teachers College, Columbia University; Xiaoliang Zhou, Teachers College, Columbia University

77.059-6. International and Domestic Politics of Education. SIG-Politics of Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Chair: Sarah Hayes, University of Wolverhampton

77.059-7. Rasch Measurement in Education Settings. SIG-Rasch Measurement; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am

43. Differential Item Functioning Among English Language Learners on a Large-Scale Mathematics Assessment. Ruixue Liu, University of Kentucky; Kelly D. Bradley, University of Kentucky
44. Rasch Analysis of Puppet Interview Scales of Competence in and Enjoyment of Science With Kindergartners. Courtney Donovan, University of Colorado - Denver; Sarah Brenkert; Maggie Miller

77.059-8. Technology as an Agent of Change in Teaching and Learning SIG Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
45. Assessing Educational Technology Use on School Placement: Unearthing the Hidden Messages for Preservice Teachers. Oliver McGarr, University of Limerick; Ciarán O Gallachóir, University of Limerick
46. A Synthesis Study: The Effect of Textese on Language and Literacy Development. Jia Li, University of Ontario Institute of Technology; Zaha Harbi, University of Ontario Institute of Technology
47. Effective Teaching in the Digital Classroom: A Mixed-Method Study of Middle School English Language Arts Classes. Ying Xu, University of California - Irvine; Yenda Prado, University of California - Irvine; Penelope Collins, University of California - Irvine; George Farkas, University of California - Irvine; Mark Warschauer, University of California - Irvine
48. Examining the Powerful Potential of Digital Storytelling: Preparing Candidates to Integrate Multimodal Composing. Valerie Harlow Shinas, Lesley University; Huijing Wen, Moravian College
49. Exploring School Ecologies for Information and Communications Technology (ICT) Use Through Designs for ICT Facilitator Roles. David Wio, University of Hong Kong; Nancy Law, The University of Hong Kong
50. Influence of Showing Instructor in Online Video Lectures: A Systematic Review. Jiahui Wang, Kent State University
51. Living and Learning STEM/Technology Leadership: Auto-Ethnography and a New Conceptual Model for Technology Integration. Sousan Arafreh, Southern Connecticut State University; Scott Silver-Bonito, Willson Public Schools
52. Mobile Learning and the Role of the Teacher. Keith Young, National University of Ireland, Maynooth
53. Social Network Interaction and Self-Regulated Learning Skills in Online Discussion. Cherno-Yen, Old Dominion University; Chih-Hui-Ming Tu, Northern Arizona University; Laura Estella Suyc-Montes, Northern Arizona University; Hoda Harati, North Arizona University; Claudia Rodas, Northern Arizona University
54. Toward Development of a STEM Framework Based on Cultural-Historical Activity Theory. Julian Viera Jr., The University of Texas - El Paso; Olga M. Kosheleva, The University of Texas - El Paso; William Haviland Robertson, The University of Texas - El Paso
55. Trend Study of Preservice Teachers' Social Media Use and Behaviors. Cordelia Zinskie, Georgia Southern University; Marilyn L. Griffin, Georgia Southern University
56. Visual Texts Teach: Making Sense of the Value of Visual Texts in Teaching Racial Literacy in Higher Education. Dayna Jessie Meyer, University of Southern California; Wilton Christian, University of Southern California; Oscar Patron, University of Pittsburgh
57. Welcome to Online Learning: Pedagogy and Practice in Instructor-Generated Videos. Teresa L. Avery, University of Toronto; alison Louise mann, University of Toronto; Clare M. Brett, University of Toronto; Jim Hewitt, OISE/University of Toronto
58. The Teacher Guidance Tool: Using Automated Recommendations to Support Teacher Noticing of Students’ Mathematical Ideas. Jim Bywater, University of Virginia; Jennifer L. Chiu, University of Virginia; James Hong, University of Virginia; Vidhya Sankaranarayanan, University of Virginia
59. One Chart, Many Meanings: Understanding the Variability of Teacher Interpretations of Dashboards for Classroom Practice. June Ahn, University of California - Irvine; Fabio Campos, New York University; Maria Hays, University of Washington - Seattle; Daniela Kruel DiGiacomo, University of California - Riverside

77.059-9. Perspectives on Accountability. Division L - Educational Policies and Politics; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
Marymount University; Elvira Garcia Armas, Loyola Marymount University; Sylvia Jauregui, Loyola Marymount University
61. Are Schools Effective for Whole-Child Development? Multi-Objective Value-Added Model of School Effects, Jaekyung Lee, University at Buffalo - SUNY; Taeyoung Kim, University at Buffalo - SUNY
64. Fewer Statewide Value-Added Models and More Local Control: Teacher Evaluation Systems Post-Every Student Succeeds Act, Kevin Close, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; Clarin Collins, Arizona State University
Discussant: S. Marshall Perry, Saint Mary's College of California

77.059.10. Mathematics Education Research Poster Session. SIG-Research in Mathematics Education; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 10:25-11:55am
Posters:
65. Akari's Problem: Dimension, Connectivity, and Topological Thinking in Fiber Mathematics. Kate O'Brien, Manchester Metropolitan University
66. A Scaffolding Model for Small Groups in Mathematics. Sharon Marianne Calor, University of Amsterdam; Rikje Dekker, University of Amsterdam; Jannet Van Drie, University of Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education
67. Influence of Prior Attitudes, Knowledge, and Digital Game Use on Children's Perceptions of Affordances and Mathematics Performance: A Mediating Model. Kristy Lister, Utah State University; Christina Watts Lemmatsch, Utah State University; Patricia S. Moyer-Packenham, Utah State University; Josh R. Novak, Utah State University; M. Jill Ashby, Utah State University; Allison L Roche, Utah State University; Emma P. Bullock, Sam Houston State University
68. Cluster Randomized Controlled Trial of Interleaved Mathematics Practice. Doug Rohrer, University of South Florida; Robert F. Dodrick, University of South Florida; Chi Ngai Cheung, University of South Florida; Marissa Hartwig, University of South Florida
69. Spatial Visualization of Undergraduate Students: The Gap Between Men and Women. Yujin Lee, Texas A&M University - College Station; Robert M. Capraro, Texas A&M University - College Station; Ali Bicer, University of Wyoming; Mary Margaret Capraro, Texas A&M University - College Station
70. Humanizing the “Other” Through Math for Social Justice. Paula Patricia Guerra-Lombardi, Kennesaw State University; Dan Battey, Rutgers University; Woong Lim
71. Instructor and Student Uses of Technologically Enhanced Undergraduate Mathematics Textbooks. Vilma M. Mesa, University of Michigan; Ageliki Mali, University of Michigan - Ann Arbor; Elena Castro-Rodriguez, University of Granada
72. Moderating Effect of Teacher Interaction on the Relationships Between Confidence and Achievement in Mathematics. Jihyun Hwang, University of Iowa; Yeaam Ham, The University of Iowa
73. Secondary Mathematics Teachers’ Descriptions of Engaging Students in the Mathematical Practice Attend to Precision. Lynda Wynn, San Diego State University
74. The Effect of Modifying the Language of Mathematics Story Problems on Problem-Solving Measures. Virginia E. Clinton, University of North Dakota; Candace A. Walkington, Southern Methodist University; Anthony Sparks, Southern Methodist University
75. The Effects of ALEKS on Mathematics Learning From K–12 to Higher Education: A Meta-Analysis. Shayan Sun, University of Maryland - Baltimore County; Rebecca Dowling, University of Maryland - Baltimore County; Allison French, University of Maryland - Baltimore County; Nicole M. Else-Quest, University of Maryland - Baltimore County; Linda C Hodges, University of Maryland - Baltimore County
76. Knowing the Standards for Mathematical Practice (SMP): A Validation Procedure for the SMP Knowledge Assessment. Gabriel Matney, Bowling Green State University; Jonathan David Bostic, Bowling Green State University; Matthew R. Lavery, Bowling Green State University
77. Prospective Teachers’ Use of Chip Model. Nicole Wessman-Enzinger, George Fox University; Eileen Murray, Montclair State University
78. Tethering Toward Number: Synthesizing Cognitive Variability and Stage-Oriented Development in Children’s Arithmetic Thinking. Jonathan Norris Thomas, University of Kentucky; Shelly Sheats Harkness, University of Cincinnati
79. Urban Secondary Mathematics Teachers Learning Culturally Relevant Teaching Practices: Lesson Planning and Reflections. Emily J. Yanisko, Urban Teachers; Alice LaRue Joy Cook, Johns Hopkins University

Tuesday, April 9, 10:30 am
AERA Related Activities
78.010. AERA Capstone Seminar on Publishing and Luncheon. AERA-NSF Grants Program; AERA Related Activities; Workshop
InterContinental Toronto Centre, Upper Lobby, Humber; 10:30am to 2:00pm

Tuesday, April 9, 12:20 pm
Presidential Sessions
79.010. Rethinking the Resource Discourse. AERA Presidential Session; Invited Speaker Session
Metro Toronto Convention Centre, 100 Level, Room 104A; 12:20-1:50pm
Chair: Sarah Elizabeth LaCour, University of Colorado - Boulder
Participants: Robert Kim, Rutgers University; Jennifer K. Rice, University of Maryland; John Jackson, Schett Foundation; Kevin G. Wehry, University of Colorado Boulder

Committee Sessions
79.011. Gender and Post-Truth Politics in Education: Shifting Masculinities. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205C; 12:20-1:50pm
Chair: Lance Trevor McCready, University of Toronto
Participants: Toxic Mediated Masculinity and Post-Truth Antifeminism in Schools. Jessica Lenore Ringrose, University College London; Kaitlynn Mendes, University of Leicester
Toxic, Subversive, and Protest Masculinities: Shifting Theoretical Frames for Understanding Masculinity, Boyhood, and Schooling. Anna Catherine Hickey-Moody, RMIT University
A Changing Manscape: Resisting Heteronormativity Within Educational Team Sport Culture. Michael D. Kohler, University of Calgary
Discussant: Lance Trevor McCready, University of Toronto

79.012. Teacher Education for Social Justice and Culturally and Linguistically Relevant Pedagogy: Four National Perspectives. International Relations Committee; Symposium
Metro Toronto Convention Centre, 200 Level, Room 203A; 12:20-1:50pm
Chair: Maria Alfredo Moreira, Minho University
Participants: An Empirical Model of Linguistic Conscientization: Teachers’ Work With Culturally and Linguistically Diverse Students. Alisa Leckie, Georgia Southern University; James C. Jupp, University of Texas Rio Grande Valley
The Influence of Professional Development and Coaching on Preschool Teachers’ Attitudes and Practices in Luxembourg. Claudine Kirsch, University of Luxembourg
Narratives of Experience in Teacher Preparation: Challenging the Dominant Epistemological Canon. Maria Alfredo Moreira, Minho University
Discussant: Antonia Darder

Americas Education Research Network Sessions
79.013. Access, Equity and Quality in Higher Education in the Americas: New Policies for Old Problems? Americas Education...
Division Sessions

79.014. Leveraging Collaborative Strength to Develop District Racial Equity Leadership. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201B; 12:20-1:50pm
Chair: Vajra M. Watson, University of California - Davis
Participants:
- Leading Equity in Complex Systems. Victor Carey, National Equity Project
- District Levers for Advancing Racial Equity. Maria E. Hyler, Learning Policy Institute; Marjorie E. Wechsler, Learning Policy Institute; Larkin Willis, Learning Policy Institute; Desiree Carver-Thomas, Learning Policy Institute
- Improving Outcomes for Traditionally Marginalized Students: The Role of Professional Development Networks. Ebony Green, Newburgh Enlarged City School District

Discussant: Kent McGuire, The William and Flora Hewlett Foundation

79.015. Recrafting Coherence in the Era of Common Core. Division A - Administration; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201C; 12:20-1:50pm
Chairs: Megan Duff, Teachers College, Columbia University; Priscilla Wohlstetter, Teachers College, Columbia University
Participants:
- Organizing and Managing for Excellence and Equity: The Work and Dilemmas of Instructionally Focused Education Systems. Donald J. Peurach, University of Michigan; Maxwell Yurkofsky, Harvard University; Daniella Hall Sutherland, Clemson University; James P. Spillane, Northwestern University
- Recrafting Coherence at the Intermediary Level. Megan Duff, Teachers College, Columbia University; Angela Lyle, University of Michigan - Ann Arbor; Priscilla Wohlstetter, Teachers College, Columbia University
- Instructional Guidance Infrastructures and Changing Conceptions of Teachers' Occupational Role. Clare Buckley Flack, Teachers College, Columbia University

Discussants: Thomas Hatch, Teachers College, Columbia University; Meredith I. Honig, University of Washington

79.016. Time, Policy, and Competition: Principal Pressures and Constraints. Division A - Administration; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201B; 12:20-1:50pm
Chair: Israel Aguilar, Texas A&M University Corpus Christi
Participants:
- Effects of Principal Leadership on Student Science Achievement. Huang Wu, Western Michigan University; Jia Yuncheng, Western Michigan University; Yu Zhang, Western Michigan University; Yanzheng Zheng, 1991
- Investigating Principals’ Time Use, Student Demographics, and Teacher Perceptions. Jeffrey Reese, Texas A&M University - College Station; Mario Itzel Suarez, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University - College Station
- The Role of Principal Characteristics and School Contexts in Predicting Principal Curriculum and Instructional Time. Gabriel Brown, Johns Hopkins University

Time Not Wasted: The Effects of Principal Time and Autonomy on Student Achievement and Attendance. Haisheng Yang, University of Pennsylvania; Adam Kirk Edgerton, University of Pennsylvania; Nell Williams, University of Pennsylvania; Rebecca L. Neugist, University of Pennsylvania

Discussant: Israel Aguilar, Texas A&M University Corpus Christi

79.017. Technology-Enhanced Items in Educational Assessments: Challenges, Findings, and Implications. Division D - Measurement and Research Methodology; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 3; 12:20-1:50pm
Chair: Jung Aa Moon, Educational Testing Service
Participants:
- The Effect of Drag-and-Drop Item Type Design on Test-Takers’ Performance and Strategy Use. Burcu Arslan, Educational Testing Service; Yang Jiang, Educational Testing Service; Tao Gong, ETS; Madeleine Keesner, Educational Testing Service
- Test-Taker Cognition Under Uncertainty in Grid and Multiple-Select Items. Jung Aa Moon, Educational Testing Service; Sandip Sinharay, Educational Testing Service
- Machine Scoring by Design for New Digitally Based Item Types and Innovative Observations in NAEP. Kathleen Scalise, ETS
- Methods and Issues of Partial Credit Scoring for Multiple Response Items. Shuqin Tao, Curriculum Associates; Daniel F. Mix, Curriculum Associates

Discussant: Stephen G. Sireci, University of Massachusetts - Amherst

79.018. The Role of Peers and Social Networks in Human Development. Division E - Counseling and Human Development; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 717A; 12:20-1:50pm
Chair: Saskias Casanova, UC Santa Cruz
Participants:
- Peers Matter: Links Between Classmates’ and Individual Students’ Executive Functions in Elementary School. Jenna Elizabeth Finch, University of Nebraska - Lincoln; Elia B. Garcia, SRI International; Michael J. Sulik, Stanford University; Jelena Obradović, Stanford University
- Friends Are Like Flowers: How Military-Connected Adolescents in Civilian Schools Cultivate Social Networks. Alison Michelle Black, University of California - San Diego
- Influence of Early Adolescents’ Best Friendships, Peer Groups, and Coolness on Overt and Relational Aggression. Sarah M. Kiefer, University of South Florida; Joy Wang, Texas Tech University; Nicholas Smith, University of South Florida - Tampa; Erin Brennan, University of South Florida - Tampa; Hannah Gelso, University of South Florida - Tampa
- A Multilevel Latent Class Analysis of Different Kinds of Engagement-Focused Schools. Michael A. Lawson, University of Alabama; Katherine E. Masyn, Georgia State University

Metro Toronto Convention Centre, 700 Level, Room 704; 12:20-1:50pm
Chair: Sepehr Vakil, Northwestern University
Participants:
- Racial Capitalism and STEM Education in Chicago Public Schools. Daniel Morales-Doyle, University of Illinois at Chicago; Eric Rico Gutstein, University of Illinois at Chicago
- Envisioning Black Space in Environmental Education for Young Children. Fikile Nxumalo, The University of Texas at Austin; Kihana mriya ros, Northwestern University
- Not in Their Name: Reinterpreting Discourses of STEM Learning Through the Subjective Experiences of Minoritized Girls. Tedia Sengupta-Irving, Vanderbilt University; Shirin Vossoughi, Northwestern University

“You’re So Far Out, and You’re Trying to Look In”: Exploring Politicized Trust in a Racially Diverse Computer Science Classroom. Sepehr Vakil, Northwestern University; Maxine McKinney de Royston, University of Wisconsin - Madison

Discussant: Richard Ayers, University of San Francisco
Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 12:20-1:50pm
Chairs: Besse Dernikos, Florida Atlantic University; Hui-Ling S. Malone, NYU Steinhardt; Eliana Castro, Michigan State University; Adam Musser, University of California - Davis
Participants:
- Troubling the Waters of Antibalckness: Urban Black Youth Literacies as Humanizing Truths in the “Wake.” Justin Avery Coles, Fordham Graduate School of Education
- Envisioning “the Wake” in Music: Youth Songwriting as “That We Already Know to Be Present.” Besse Dernikos, Florida Atlantic University; Vaughn W.M. Watson, Michigan State University
- Killing Joy: Teacher Education in the Wake. Asila K Franklin-Phippis, University of Oregon
- Reading Self in the Wake: Memorializing New Orleans Education. Lauren Elizabeth Reine Johnson, Michigan State University
Discussant: Tollandalee Rutz, Teachers College, Columbia University

79.021. Grief as Culturally Sustaining Pedagogy: Reclaiming a Humanizing Praxis for Ourselves and the Students We Serve.
Division G - Social Context of Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 12:20-1:50pm
Chair: Antonia Darder, Loyola Marymount University
Participants:
- Literacy, Grieving, and Healing: Weeping as an Act of Literacy. Sharim Hannegan-Martinez, University of California - Los Angeles
- Intimate Inquiry in an English Classroom: Being in Right Relationship to Sorrow. Stephanie Cariaga, California State University - Dominguez Hills
- Centering Grief as a Catalyst for Transformative Collective Care Among Critical Educators of Color. Farina Patricia Poir-Khorshed, University of San Francisco
Discussant: H. Sanny Alim, University of California - Los Angeles

79.022. Injury, Loss, and the (Im)Possibility of Justice in Racially Punitive and (Neo)Colonial Schooling.
Division G - Social Context of Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 710; 12:20-1:50pm
Chair: Krystal Strong, University of Pennsylvania
Participants:
- Educational Militarization as a Colonial Project in Urban Schools. Nina Monet Reynoso, University of California - Los Angeles
- Moral Injury in Racially and Economically Marginalized Public Schools: A Phenomenological Inquiry. Eron Sugra, Augsburg University
- Reconciling and Colonial Violence in the Academy. Sandra Styes, University of Toronto - OISE; Dawn Michelle Zinga, Brock University
- Racial Equity as Antithetical to Fairness: Teachers Penalizing Black Students for Receiving Academic Support. Shameka Nija Powell, Tufts University
- This Bridge Called Their Back: The Politics of Racial/Cultural Taxation and Latinx Teacher Retention. Patricia D. Lopez, California State University - Fresno; Patricia Gomez, San Jose Unified School District

79.023. Assessment in International Schools.
Division H - Research, Evaluation and Assessment in Schools; Symposium
Metro Toronto Convention Centre, 700 Level, Room 712; 12:20-1:50pm
Chair: Feral Oguz-Bekiroglu, Marmara University
Participants:
- Assessment for Learning (AFL) in Africa: How Can Formative Assessment Improve Students’ Mathematics Learning in Challenging Contexts? Theresse N. Hopfenbeck, University of Oxford; Anjum Halai; Veronica Sarrungu; Jessica Chan; Kristin Gorgen, University of Oxford; Joshua Aaron McGrane, University of Oxford
- A Multigroup Latent Growth Model of the Gender Gap in Math Achievement: Evidence From Chile. Paulina Perez Mejias, Universidad de Chile; Dora Elias McAllister; Javiera Ravest, Universidad de Chile; Karina Gabriela Diaz Yanez, Columbia University
- Measurement Invariance of the Learning and Study Strategies Inventory II for Gender and Discipline in Egyptian Students. Mohammed Abdelhady Abdelsamea, South Valley University; Ernest C. Davenport, Jr., University of Minnesota

Division H - Research, Evaluation and Assessment in Schools; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 6; 12:20-1:50pm
Chair: Megan Borner, Ontario Ministry of Education
Participants:
- “Doing Whatever It Takes” to Transform the Indigenous Learners’ Experiences in Public Schools. Scott Urquhart
- Listening to Communities and Seeing the Gifts Each Child Carries. Lynda-HO Guillet, Ontario Ministry of Education
- Importance of the Four Directions Grad-Coach Approach: Its Genius and the Epitome of Co-Creation. Sean Michael Lessard, University of Alberta
- Learning as We Go/Developmental Evaluation to Democratize Evidence. Keiko Kaji-Shikattani, Ontario Ministry of Education

79.025. On Track to Graduation in Philadelphia: Extending Research by Partnerships in Other Cities.
Division H - Research, Evaluation and Assessment in Schools; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Confederation 5; 12:20-1:50pm
Chair: joy Lesnick, School District of Philadelphia
Participants:
- Ready From the Start: Identifying and Supporting At-Risk Ninth Graders From Their Earliest Days in High School. Ruth Curran Neild, Independent Consultant; Molly Pileggi, Research for Action
- Getting on Track to Graduation: Ninth Graders’ Credit Accumulation in Philadelphia. Molly Pileggi, Research for Action; Ruth Curran Neild, Independent Consultant
- Using District-Wide Student Survey Data to Understand the Relationship Between School Climate and Ninth-Grade On-Track. Adrienne Reitano, School District of Philadelphia
Discussant: Alex Seeskin, University of Chicago

79.026. Student-Centered Approaches to Support Student Engagement and School Climate.
Division H - Research, Evaluation and Assessment in Schools; Paper Session
Fairmont Royal York Hotel, Convention Level, Salon A; 12:20-1:50pm
Chair: Tahereh A. Jackson, University of Maryland - College Park
Participants:
- In the Shadows: School Experiences Among Students Prone to Bullying. Trevor Fronius, WestEd; Jo Ann Izu, WestEd; Thomas Hanson, WestEd; Anthony Petrosino, WestEd; Daria Taylor, WestEd
- Evaluating the Impacts of the No Bully System on School Safety and Climate. Thomas Hanson, WestEd; Jo Ann Izu, WestEd; Anthony Petrosino, WestEd; Rachita Munkshi Simzar, University of California - Irvine; Trevor Fronius, WestEd
- Evaluation of the My Brother’s Keeper Success Mentors and Student Support Initiative. Richard Lofton, Johns Hopkins University

79.027. Transitions Along the Educational Continuum.
Division I - Education in the Professions; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201F; 12:20-1:50pm
Chair: Katherine M. Edmondson, Cornell University
Participants:
- Competency-Based Medical Education and Student Electronic Health Record Use: A Longitudinal Analysis Including School-Level Effects. Lauren Foster, National Board of Medical Examiners; Monica M. Cuddy, National Board of Medical Examiners
- Education for the Electronic Encounter: Teaching Patient-Centered Communication in Patient Portals. Christopher John Mooney, University of Rochester; Michael S Kelly, University of Rochester; David Lambert, University of Rochester; Sarah Elizabeth Peyer, University of Rochester
- Transition Into Clinical Learning: A Photo-Elicitation Study. Sandra Joy
79.028. "Supporting Low-Income Students’ College Transition: Factors Related to Sense of Belonging in the First Year." Division J - Postsecondary Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 12:20-1:50pm
Chair: Elsa M. Gonzalez, University of Houston
Participants:
Cultivating Historically Underserved Students’ Sense of Belonging: An Exploratory Study of Cultural Humility. Priscilla Sung, University of California - Santa Cruz; Ethan Chang, University of California - Santa Cruz
Belonging and Persisting: Sense of Belonging as Resistance for STEM Graduate Students. Gordon J. M. Palmer, University of Michigan - Ann Arbor; Jeffrey K. Grim, University of Michigan - Ann Arbor; Raul Guemez, University of Michigan - Ann Arbor; Tabbye Chavous, University of Michigan
A New Survey of Climate-Related Instructor Behaviors Predicts Students’ Feelings of Belonging. J. Elizabeth Rich, Carnegie Mellon University; Junjie Su, University of Maryland - College Park; Ankit Sheth, University of Maryland; Sandra Michelle Loughlin, University of Maryland
The Impact of Social Belonging Interventions on Student Retention and Persistence in College. Andrew Alt, Bowling Green State University; Yifei Li; Brigette S. Gibson, Bowling Green State University; Julia Mame Matuga, Bowling Green State University
Culturally Engaging Campus Environments: Understanding Low-Income Students’ Sense of Belonging in Their First Year. Emma Bausch, University of Michigan - Ann Arbor; Kristen Glasener, University of Michigan - Ann Arbor; Steven Lown, University of Michigan; Kedra Ishop, University of Michigan - Ann Arbor
Discussant: Terrell Lamont Strayhorn, LeMoyne-Owen College

79.029. Reading, Reviewing, Mentoring, and Writing Differently in Higher Education. Division J - Postsecondary Education; Symposium
Metro Toronto Convention Centre, 200 Level, Room 202C; 12:20-1:50pm
Participants:
Response-able (Peer) Reviewing Matters in Higher Education. Vivienne Grace Bozalek, University of the Western Cape; Michalinos Zembylas, The Open University of Cyprus; Tamara Shefer
Engagements With (In) the Review(ers) Machine: How Can We (Re)View If We Are B[lin]d(ed)? Sarah B. Shear, The Pennsylvania State University - Altoona; Rebecca C. Christ, Florida International University; Candace Ross Kuby, University of Missouri - Columbia
Materializing Mentoring Differently: Resilience, Regret, and Resonation in the Event of Mentoring Encounters. Carol A. Taylor, The University of Bath
Meeting Drawing and Writing Halfway: In/ tensions Within the Making of My Ph.D. Nike Irene Romano, Cape Peninsula University of Technology
An Onto-Ethical Methodology for Affirmative Critical Literacies. Delphi Carstens, University of the Western Cape, South Africa
Discussant: Jasmine Ulmer, Wayne State University

79.030. Success in the First Year of College. Division J - Postsecondary Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 12:20-1:50pm
Chair: Adam C. Elder, Southeastern Louisiana University
Participants:
Complexity and Double Bind: Toward a Deeper Understanding of the Gendered and Raced Experience of First-Year Women Engineers. Linda DeAngel, University of Pittsburgh; Sarah E Kurz, University of Pittsburgh; Morgen Snowdachy, Virginia Polytechnic Institute and State University; Shengjun Yin, University of Pittsburgh
Examining the Effects of Social Self-Efficacy Among Two Cohorts of First-Year Students Participating in a Comprehensive College Transition Program. Christopher B. Newman, Azusa Pacific University; Liana Indra Hypolite, University of Southern California; Darnell G. Cole, University of Southern California
Success and Well-Being in the First Year of College: A Longitudinal, Qualitative Analysis. Bryce Edward Hughes, Montana State University; Deborah Blanchard, Montana State University
The Impact of an Open-Admissions Summer Bridge Program on First-Year Student Success. Mary C. Medina, East Carolina University; Ashley Brooke Clayton, Louisiana State University
The Impact of a Bridge Program on College Success of Academically and Socioeconomically Disadvantaged Students: Race, Relationships, and Risk. Yifeng Qian, Louisiana State University; Corissa Brown Thompson, Northeastern University
Discussant: Leah McAlister Shields, University of Houston

79.031. Ambitious Teaching and High-Leverage Practices: Preparing Preservice Science Teachers Across Contexts. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 703; 12:20-1:50pm
Participants:
Becoming Ambitious: How University Methods Courses Influence Second-Year Teachers’ Identity. Amelia Wenk Gotwals, Michigan State University; Julie Christensen, Michigan State University; Kraig Adam Wray, Michigan State University; David Stoup, Michigan State University
Preparing Teachers to Enact Inquiry and Dialogic Practices: Learning From Our Graduates. Jessica Charles, Bank Street College of Education; Elisa M. Stone, University of California - Berkeley; Rebecca Hachmayer, University of California - Berkeley; Elisa Salasín, University of California - Berkeley; Maryam Moemi Meybodi, University of California - Berkeley; Kristin Rosekrans, University of California - Berkeley
Preserve Middle School Science Teachers’ Practices of Leading Discussion in a Simulated Classroom Environment. Daniel M. Levin, University of Maryland - College Park; Dana Lynn Grosser-Clarkson, University of Maryland; Elizabeth Fleming, University of Maryland - College Park; Alexander Chumbley, University of Maryland - College Park; Natalia Galvez Molina, University of Maryland - College Park; Anman A. Haque, University of Maryland - College Park; Peter Chiu, University of Maryland - College Park
Teacher Interns Leading Discussions in Middle School Inclusion Science Classrooms: Increased Expectations for All. Daniel M. Levin, University of Maryland - College Park; Susan De La Paz, University of Maryland; Alexander Chumbley, University of Maryland - College Park; Cristyna Desce McShay, University of Maryland - College Park; Ericka Thomas, University of Maryland - College Park
Discussant: Vanessa Ann Klein, University of Maine at Orono

79.032. Critical Participatory and Multisensory Approaches in Mathematics Teacher Noticing. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 711; 12:20-1:50pm
Chairs: Elizabeth Mendoza, University of California - Irvine; Victoria M. Hand, University of Colorado - Boulder
Participants:
Critical Multisensory Noticing. Cecilia Angelica Valenzuela, University of Colorado - Boulder; Elizabeth Mendoza, University of California - Irvine; Miguel N. Abad, University of California - Irvine
Noticing the Past in the Present: Investigating the Role of Histories in Framing Noticing Practices. Monica Gilmore, University of Colorado - Boulder; Jennifer R Renick, University of California - Irvine; Khama Powell, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
Designing for Tensions Through a Critical Participatory Approach to Teacher Noticing. Victoria M. Hand, University of Colorado - Boulder; Elizabeth A. van Es, University of California - Irvine; Elizabeth Mendoza, University of California - Irvine
Discussant: Nicole Louie, University of Wisconsin - Madison

79.033. Curricular Models for Teaching Equity and Justice in Teacher Preparation. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 705; 12:20-1:50pm
Chair: Crystal G Simmons, SUNY - College at Geneseo
Participants:
Exploring Measures of Equity Competence: Can Equity-Focused Teacher Preparation Make a Difference? Nicholas Steven Bell, University of Delaware; Elizabeth Gayle Sosulak, University of Delaware; Diane Cadding, University of Delaware

Teacher Candidates' Developing Empathy, Beliefs, and Skills in a Foundational Course on Teaching English Learners. Brooke Y. Hoffman, Rowan University

Discussant: Laurie Rabinowitz, Teachers College, Columbia University

79.034. Eco-Critical Education Research Toward a Different Global Order: Social Justice and Sustainability in Teacher Education. Division K - Teaching and Teacher Education; Symposium

Metro Toronto Convention Centre, 700 Level, Room 709; 12:20-1:50pm

Chair: Rita Turner, University of Maryland - Baltimore County

Participants:

Contesting Neoliberalism in Teacher Education: Eco-Critical Teaching for (Un)Learning “Normalcy.” John Joseph Lupinacci, Washington State University - Pullman; Mary Joan Ward Lupinacci; Alison Happel-Parkins, The University of Memphis


Teaching Eco-Justice Mathematics Education in STEM Methods Courses. Mark Wolfmeyer, Kutztown University of Pennsylvania; Nataly Z. Chekly, SUNY - College at New Paltz

Social Ecology for Teaching Toward Ecological and Community-Based Education. Kevin James Holohan, Grand Valley State University

Addressing Colonial Violence Within Place: Closeness and Decolonial Possibilities. Silvia Patricia Solis, University of Utah

Discussants: Bradley J. Porfilio, Seattle University; Rebecca A Martusewicz, Eastern Michigan University

79.035. Examining Issues of Teacher Education and Diversity in STEM. Division K - Teaching and Teacher Education; Paper Session

Metro Toronto Convention Centre, 700 Level, Room 715A; 12:20-1:50pm

Chair: Alexis Danielle Patterson, University of California - Davis

Participants:

Interactive Analysis of Retention of Mathematics Teachers From a Selective Alternative Route Program. Andrew M. Brantlinger, University of Maryland; Laurel A. Cooley, Brooklyn College - CUNY; Julie Miller, University of Maryland - College Park; Matthew J. Griffin, University of Maryland

Learning to Assess Mathematical Writing in Two Languages: A Participatory Design Study With Early Career Teachers. Leslie C. Banes, University of California - Davis

Production, Placement, and Retention of Secondary STEM Teachers of Color: A Case Study of Texas. Zoe Rose Mandel, The Pennsylvania State University; Ed Fuller, The Pennsylvania State University; Andrew Pendola, Auburn University

Undergraduates Transferring From STEM Degrees to Elementary Education Degrees: Driving Values and Motivating Factors. Rachel Francom, University of Utah; Lauren Barth-Cohen, University of Utah; José Francisco Gutiérrez, University of Utah

Discussant: Abiola Farinde-Wu, University of Massachusetts - Boston

79.036. Queering Teaching and Teacher Education From an Intersectional Lens: Theories, Stories, and Practices. Division K - Teaching and Teacher Education; Invited Speaker Session

Metro Toronto Convention Centre, 700 Level, Room 715B; 12:20-1:50pm

Chair: Liz Meyer, University of Colorado - Boulder

Presenters: Harper Keenan, Stanford University; Karleen Pendleton Jimenez, Trent University; J.B. Mayo, University of Minnesota; Edward Brackenbrough, University of Pennsylvania; Christian Alejandro Bracho, University of La Verne

Discussant: Cleveland Hayes, Indiana University Indianapolis

79.037. Walking Alongside Teacher Candidates: Embracing Collaboration During Clinical Practice and Teaching Performance Assessments. Division K - Teaching and Teacher Education; Symposium

Metro Toronto Convention Centre, 700 Level, Room 707; 12:20-1:50pm

Chair: Mary Vixie Sandy, California Commission on Teacher Credentialing

Participants:

Moving Beyond “Heroes and Holidays” in Teacher Preparation: Teaching Performance Assessment That Drives Diversity, Equity, and Inclusion. Daniel Soodija, California State University - Stanislaus; Annamaria Mehealani Francois, University of California - Los Angeles

How an Innovative, Inquiry-Based Teacher Performance Assessment Informs State Policies and Practices to Prepare 21st Century Teachers. Amy Reising, California Commission on Teacher Credentialing

Walking Alongside Teacher Candidates: Embracing Collaboration During Clinical Practice and Teaching Performance Assessments. Karen Escalante, California State University - Long Beach; Helene T. Las Vegas; Sandra Candel, University of Nevada - Las Vegas

Learning From Stakeholder Sentiments During a Teaching Performance Assessment Field Test: The Impact on Programs, Field Site Coordinators, and Student Teachers. Chris Nicholas Boosalis, California State University - Sacramento

Discussant: Tyrone C. Howard, University of California - Los Angeles

79.038. Early Childhood Education and the Transition to Kindergarten. Division L - Educational Policies and Politics; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201D; 12:20-1:50pm

Participants:

Examining How Stakeholders Made Sense of the Learning Experiences Kindergarteners Are and Should Be Having. Christopher P. Brown, The University of Texas at Austin; Da Hei Ku, The University of Texas at Austin; David Barry, Boston Public Schools

Explaining Pre-K Fade-Out? Content Coverage Redundancy in Pre-K and Kindergarten. Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Michael Little, University of North Carolina - Chapel Hill; Margaret R. Burchinal, University of North Carolina - Chapel Hill; James Sadler, University of North Carolina - Chapel Hill

How Prominent Discourses in the United States and Finland Guide Early Childhood Education Curriculum. Avanti Chajed, Columbia University; Koen Veermans

Within-Year Teacher Turnover in Head Start and Children's Development. Anna J Markowitz, University of Virginia; Daphna Bassok, University of Virginia

SIG Sessions

79.039. Preservice Teachers Training: Developing Competence and Perceptions of Classroom Management in Preservice Teachers. SIG-Classroom Management; Paper Session

Metro Toronto Convention Centre, 200 Level, Room 201E; 12:20-1:50pm

Chair: Renee L Garaway, Bowie State University

Participants:

Behavior or Relationships? Preservice Teachers’ Classroom Management Beliefs and Correlating Characteristics. Andrew Kwok; Jason Patrick Moore, University of Michigan

Prospective Teachers’ Perceptions on Diversity and Disciplinary Actions in Classroom Management. Katrina Liu, University of Nevada - Las Vegas; Sandra Candel, University of Nevada - Las Vegas

Staged Videos in Teacher Training: The Value of Nonverbal Classroom Management Training. Julia Börte, University of Duisburg-Essen; Theresa Dicke, Australian Catholic University; Gerlinde Lensek, University of Koblenz-Landau; Detlev Leutner, University of Duisburg-Essen

The Development of Aggression Management Competence in Preservice Teachers: An Exploratory Pilot Study. Delphine Franco, Ghent University; Martin M. Valcke, Ghent University

The Intersection of Classroom Management, Student Trauma, and Self-Care: The Experiences of Preservice Teachers. Kyle Elizabeth Miller, Illinois State University

Discussant: Daniel Losen, University of California - Los Angeles


Metro Toronto Convention Centre, 200 Level, Room 203B; 12:20-1:50pm

Chair: Christy Wessel-Powell, Purdue University

Participants:

Engaging Community: Privileging Local Wisdom, Expertise, and Cultural Wealth in the Development of Teachers. Éva M. Zygmunt, Ball State University; Kristin Cipollone, Ball State University; Susan Tancock, Ball State University; Patricia Clark, Ball State University

Productive Confrontations: School-Community Work in the Rural Rust
79.041. Access to Opportunity in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 203C; 12:20-1:50pm
Participants:
Critical Analysis of Undergraduate Education Students’ Attitudes Toward Policies of Immigrant Students’ Access to College. Nikeetha Dseuzu, Clemson University; William McCorkle, College of Charleston; Heidi Cian, Clemson University
Supporting Undocumented Students: A Comparative Study of Interventions for Preservice School Professionals. Melissa Jennifer Cua, Virginia Commonwealth University; Briona Nomi, Virginia Commonwealth University; James H. McMillan, Virginia Commonwealth University
Race, Gender, and Researcher Identity: An Auto-Ethnography of Shifting Positionality in Transnational Educational Research. Nimo Abdi, University of Minnesota; Marina B. Alexio, University of Minnesota
Discussant: Gerald Campano, University of Pennsylvania

79.042. Still Persistent, Still Pervasive: Race and Racism in American Schooling. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206A; 12:20-1:50pm
Participants:
A New Commonsense: Teachers Face Race and the South in Lesson Design. Christoph Stutts, University of North Carolina - Chapel Hill
Boundary Work and Racialized Discourse in Museums’ Decisions to Host an Exhibition on Race. Noah Weeth Feinstein, University of Wisconsin - Madison; Esther Hausberger, The University of Wisconsin - Madison; Corinna Phelps West, The University of Wisconsin - Madison
Race, Racism, and Critical Consciousness: Exploring Black Parents' Engagement in Schools. Rena Ella Reynolds, Eastern Michigan University; Aixa Daphne Marchand, University of Michigan
"You’re Beautiful When You Are Who You Are": Sense of Belonging, Race, and Ethnic Studies. Ramon Stephens, University of California - San Diego; James Crawford, University of California - San Diego; Kirk D. Rogers, University of California - San Diego; Dolores Lopez, University of California - San Diego; Thandeka K. Chapman, University of California - San Diego; Makeba Jones, University of California - San Diego
Discussant: William A. Sandoval, University of California - Los Angeles

79.043. Critical Early Childhood Policy and Practice Issues. SIG-Early Education and Child Development; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202D; 12:20-1:50pm
Chair: Su-Jeong Wee, Purdue University Northwest
Participants:
"When Parents...": What Parental Involvement Means to Working, Low-Income, Latina Mothers. Sarai Celia Rodriguez, University of Illinois at Chicago; Elizabeth Cambray, University of Illinois at Chicago; Robin L. Jarrett, University of Illinois at Urbana-Champaign
"Amerasian" Children’s Racial Identity Portrayed in Children’s Picture Books. Su-Jeong Wee, Purdue University Northwest; Sohyun Meacham, University of Northern Iowa
Examining the Influence of Timing and Chronicity of Homelessness on the Academic Development of Preschool Children. Travis S. Wright, University of Wisconsin - Madison; Amy Taul, University of Wisconsin - Madison
Look Who’s Talking: Dilemmas of Practice When Eliciting the Voices of Young Children. Kate Wall, University of Strathclyde; Lorna Jane Arnott, University of Strathclyde; Mahira Catherine Beaton, Leeds Beckett University (nee Leeds Metropolitan University); Claire Cassidy, University of Strathclyde; Elaine Hall, Legal Education and Professional Skills; Carol Robinson, Brighton University
Discussant: Sara C. Michael-Luna, University of Central Florida

79.044. Education in the Trump Era at the Intersections of Latinidad y Discapacidad: Unraveling and Resisting the Ideological Braid of Neoliberalism and Nationalism. SIG-Hispanic Research Issues; Symposium
Metro Toronto Convention Centre, 200 Level, Room 205B; 12:20-1:50pm
Chair: Juliana Capel Velasco, University of South Florida - Tampa
Participants:
Wanting to Leave, Needing to Stay: Issues for Undocumented Mothers With Children With Disabilities. María Cío Pérez, Montclair State University
Sobreviviendo sin sacrificando: An Intersectional Testimony From a Tired Mother-Scholar of Color. Lisette Esmeralda Torres-Gerald, Nebraska Wesleyan University
Including Undocumented Latina College Students With Disabilities’ Experiences and Opinions in Immigration Activism, Policy, and Law. Katherine Perez, National Coalition for Latinxs with Disabilities
Discussant: Federico R. Waiteles, University of Illinois at Chicago

79.045. Examining Successes and Challenges From Five Different Science Teacher Professional Development Projects Around the Next Generation Science Standards. SIG-Learning Sciences; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206C; 12:20-1:50pm
Chair: William A. Sandoval, University of California - Los Angeles
Participants:
“Learning While Teaching”: Virtual Study Groups to Support the Implementation of Next Generation Science Standards--Aligned Curricula. Leila Duhalongpood, Salem State University; Jean Moon, Tidemark Institute; Sarah Michaels, Clark University; Margaret E. Foster, Next Generation Science Exemplar System; Renee A. Affolter, University of Massachusetts - Amherst
Using Expansive Co-Design Practices to Promote Equity and Coherence. Deb Morrison, University of Washington - Seattle; Gina Tesoriero, University of Washington - Seattle; Philip L. Bell, University of Washington; Tiffany Neil, Oklahoma Department of Education
The SEPC RPP: Partnering With Districts for Co-Designing Meaningful Framework-Aligned Professional Learning. Hena Lakhani, University of Washington - Seattle; Enrique (Henry) Suarez, University of Washington - Seattle; Deb Morrison, University of Washington - Seattle; Philip L. Bell, University of Washington; Mary Margaret Welch, Seattle Public Schools; Alisha Taylor, Seattle Public Schools; William Lippitt
Educative Curriculum Material to Support In-Service Science Teachers’ Learning About Argumentation. Suzanna Jane Loper, University of California - Berkeley; Megan Goss, Lawrence Hall of Science, University of California - Berkeley; Katherine L. McNeill, Boston College
Helping Teachers Conceptualize the Radical Reorganization of Their Practice. William A. Sandoval, University of California - Los Angeles; Jarad N. Kawasaki, University of California - Los Angeles; Jon Kovach, University of California - Los Angeles; Leticia Perez, University of California - Los Angeles; Alexander Kwaku, University of California - Los Angeles; Heather F. Clark, University of California - Los Angeles; Anahid S. Modrek, University of California - San Diego; Lynn Kim-John, University of California - Los Angeles
Discussant: Matthew J. Kloosy, University of Notre Dame

79.046. Studies Addressing Issues Related to the Modeling of Multiple Membership Data. SIG-Multilevel Modeling; Paper Session
Fairmont Royal York Hotel, Mezzanine Level, Nova Scotia; 12:20-1:50pm
Chair: Bethany A. Bell, University of South Carolina
Participants:
Prevalence of Multiple Membership in a Statewide Longitudinal Data System. Angela K. Hemeberger, University of Maryland; Yi Feng, University of Maryland - College Park; Tessa Johnson, University of Maryland - College Park; Yating Zheng, University of Maryland - College Park; Bess A. Rose, University of Maryland; Laura M. Stapleton, University of Maryland
The Effect of Correlated Clusters on Parameter Estimates in Multiple Membership Models. Yi Feng, University of Maryland - College Park; Tessa Johnson, University of Maryland - College Park; Laura M. Stapleton, University of Maryland; Yating Zheng, University of Maryland - College Park
Estimating a Three-Level Quadratic Cross-Classified Multiple-Membership Growth Curve Model With Cross-Classified Multiple-Membership Data. Hyewon Chung, Chungnam National University; Jisun Kim; Ryungsun Park, Kidaptive; Hyeongjeong Jeon, Chungnam National University; Seoyoung Park, Chungnam National University
**79.047. How Do Different Pathways in the Educational Ecosystem Support Productive Evidence Use?** SIG-Research Use; Symposium
Fairmont Royal York Hotel, Mezzanine Level, Alberta; 12:20-1:50pm
Chair: Elizabeth N. Farley-Ripple, University of Delaware
Participants:
- An Ecosystem Approach to Mobilize Evidence and Knowledge. Katina E. Pollack, University of Western Ontario; Carol Campbell, University of Toronto – OISE; Erica H. van Roosmalen, Ontario Ministry of Education; Kelly Bairo, KNAER, Western University; Davoud Sarfaraz; Kristen L. Davidson, University of Colorado - Boulder
- Opportunities and Oversights: Potential Linkages Between Research and Practice. Elizabeth N. Farley-Ripple, University of Delaware; Horatio Blackman, University of Delaware
- Knowledge Mobilization Networks in Action: A Scoping Review of Research-Practice Partnerships in Education. Amanda Cooper, Queen’s University; Samantha Jo Shewchuk, Queen’s University - Kingston; Stephen William MacGregor, Queen’s University - Kingston
- How Might Research-Practice Partnerships Support Educational Leaders’ Research Use? Caitlin Farrell, University of Colorado - Boulder; Kristen L. Davidson, University of Colorado - Boulder; William R. Peniel, University of Colorado - Boulder; Mélia E Repko-Erwin, University of Colorado - Boulder; Mary Quantz, University of Colorado - Boulder

Discussants: Daniel A. Laitsch, Simon Fraser University; Vivian Tseng, William T. Grant Foundation

**79.048. The Role of State Education Agencies and the New Wave of School Reforms.** SIG-School Turnaround and Reform; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206B; 12:20-1:50pm
Chair: Brian Robert Beabout, The University of New Orleans
Participants:
- School Improvement Grant Effects and Their Sustainability Across Contexts and Subgroups of Students. Alec Kennedy, University of Washington; Min Sun, University of Washington - Seattle; Susanna Loedy, Brown University
- Mapping the Landscape of State Education Agencies’ Use of External Providers for School Turnaround Services. Bryan A. VanGroningen, University of Virginia; Coby Meyers, University of Virginia; Caitlin Scott, Learning Policy Institute; Traci Fantz, Education Northwest; Lenay D. Dunn, WestEd
- Analyzing the Implementation of the Every Student Succeeds Act State Plans: The Role of Local Education Agencies in School Improvement. Eric Ambroso, Arizona State University; Lenay D. Dunn, WestEd
- What Do States Need to Support Low-Performing Schools? Evidence-Based Interventions Top the List. Caitlin Scott, Learning Policy Institute; Traci Fantz, Education Northwest

Discussant: Beverly J. Irby, Texas A&M University - College Station

**79.049. Supporting and Sustaining Capacity: Leadership in Special Education.** SIG-Special Education Research; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 206C; 12:20-1:50pm
Chair: Kristine Joan Melloy, University of Northern Colorado
Participants:
- Exploring the Relationship Between Administrative Support and the Self-Efficacy of Special Education Teachers. Angelina Dickey, California State University - Bakersfield
- Enhancing Special Education Teacher Leadership. Marie Tejero Hughes, University of Illinois at Chicago; Maggin Daniel, University of Illinois at Chicago; Skip Koom, University of Illinois at Chicago; Amy Psomos, University of Illinois at Chicago
- Retention of Special Education Teachers: Longitudinal Evidence From Washington State. Syeda Farwa Fatima, University of Pennsylvania
- Identifying Characteristics of Dissatisfied Teachers of Students With Special Needs: A Cross-Country Investigation With the Teaching and Learning International Survey. Soyoung Park, The University of Texas at Austin; North Cooc, The University of Texas at Austin

Discussant: Kristine Joan Melloy, University of Northern Colorado
Open the Doors: A Collaborative and Digital Exploration of Inclusive Secondary Schools. Kathryn MacLeod, Syracuse University
Empowering Young People With Learning Disabilities to Speak Up: Experiences of Mainstream Education and Adulthood. Eleni Dimitriou, University of Derby; Deborah Robinson, Derby University; Geraldin Codina, University of Derby
Understanding Preservice Teachers’ Conceptualizations of Disability and Inclusion Through Visual Representations. Chris Ostrowski, University of Calgary; Man-Wai Chu, University of Calgary; Jennifer Locke; Miwa Takeuchi, University of Calgary

79.050-5. Reading, Writing, and Reflecting: Teacher Experiences in English Language Arts. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Amy Rector-Aranda, Texas A&M University - College Station
Participants:
- Emotion and Curriculum: Teaching English Language Arts While Grieving a Death. Mandie B Dunn, Michigan State University
- Literacy Curricula, Common Core, and Defending an Unpopular Profession: The Lived Experiences of Preservice Teachers. Susan A. Storm, Nazareth College
- Questions Teachers Ask When They Are Not “Playing Teacher.” Mary Hauser, Stanford University; Sarah Levine, Stanford University
- Shades of W/riterly: A Narrative Inquiry Into English Teachers’ Writerly Identity Negotiation. Christy Goldsmith, University of Missouri - Columbia

79.050-6. Teachers as Learners: Unearthing the Black Boxes of Computer-Supported Technological and Pedagogical Innovations. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Mamta Shah, Drexel University
Participants:
- A Decade of Research on Teacher Education in Game-Based Learning: Advancements and Trends From 2008–2018. Mamta Shah, Drexel University
- Developing In-Service Teachers’ Planning for Collaboration in Lessons With Digital Texts and Digital Internships. Aaron Kessler, Massachusetts Institute of Technology; Kathryn M. Wiezniak, Concordia University - Chicago
- Teachers as Makers and Learners: A Study of Teacher Learning in Makerspaces. Emily Ward Schindler, University of Wisconsin - Madison
- Scaffolding Productive Teacher Practice in a CAD-Enabled Engineering Design Learning Environment. Chandan Dasgupta, Indian Institute of Technology Bombay; Alejandro J. Magana, Purdue University
- Skyscraper Games: Professional Development to Promote Computational Thinking Using Custom Tools. Matthew Duvall, Drexel University; Frank J Lee, Drexel University; Brian Keith Smith, Drexel University
- Discussant: Susan A. Yoon, University of Pennsylvania

79.050-7. Complexities of Defining Equity in Audit Culture. SIG-Leadership for Social Justice; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Participants:
- Research-Practice Equity Audit: Understanding High School Opportunity Gaps. George Theokaris, Syracuse University; Christine Elaine Ashby, Syracuse University; Meredith Devennie, Syracuse University; Nate Franz, Syracuse City School District; Sarah Gentile, Syracuse City School District; Corey Williams, Syracuse City School District
- Equity-Driven Leadership Perpetuating Racialized Outcomes: Failing to Recognize Educational Opportunity as an Expectation of Whiteness. Jason Salisbury, University of Illinois at Chicago
- Identifying Diverse Schools: The Ever-Dwindling N. Paige Tooley, Texas Christian University; Erin Atwood, Texas Christian University
- Discussant: Ann E. Lopez, OISE/University of Toronto

79.050-8. Content Specific: Science Teaching and Learning SIG Roundtable Session. SIG-Science Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Is Ero-Tolliver, Hampton University
Participants:
- Chemistry Teaching Assistants’ Beliefs in Project-Based Guided Inquiry Instruction. Vivien Mvocate Chabalengula, University of Virginia; Frackson Mumba, University of Virginia; Laura Ochs
- Designing a Multimodal Open-Access Lab Methods in Geosciences Textbook: An Action Research Study. Juhong Christie Liu, James Madison University; Elizabeth Johnson, James Madison University; Cenna Adams; Jin Mao, Wilkes University; Ritu Kansal, Northern Virginia Community College
- Development of Cross-Linked Content Knowledge in Chemistry. Kábra Nur Celik, University of Duisburg-Essen; Maik Walpuski, University of Duisburg-Essen
- Fostering Inquiry-Based Education Methods in Science Education Through Evaluation Capacity-Building. Fabio Dovigo, Aarhus University
- Synthesizing Frameworks of Evolution Learners: A Promising New Direction. Kathryn Green, North Carolina State University; Cesar Delgado, North Carolina State University

79.050-9. Success in Online Higher Education Environments. Division J - Postsecondary Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Samantha Tackett-Brad, Florida State University
Participants:
- Delivering Advising as Teaching in a Technology-Mediated Environment: Evidence From the Field. Andreas Lopez, Teachers College, Columbia University; Lauren Pellegriino, Community College Research Center; Hoori Santikian Kalamarikian, Community College Research Center
- Does Online Course-Taking Increase Distal Student Success? Examining Impacts on College Graduation Rates and Time to Degree. Christian Fisher, University of California - Irvine; Rachel Baker, University of California - Irvine; Quigie Li, University of California - Irvine; Gabriel Orona, University of California - Irvine; Mark Warschauer, University of California - Irvine
- Educational Background and Knowledge of Refugees as Determinants of Study Success in Higher Education. Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University of Mainz; Roland Happ, Johannes Gutenberg University of Mainz; Tobias Dorbo, Johannes Gutenberg University of Mainz; Sarah Madeleine Nell-Mueller, Johannes Gutenberg University of Mainz; Franziska Reinhardt, Johannes Gutenberg University of Mainz
- Moving From Access to Success: A Multi-Institutional Case Study of Online Student Retention. Justin C. Ortagus, University of Florida; Melvin J. Tanner, University of Florida

79.050-10. Supporting Emergent Bilinguals in STEM. SIG-Second Language Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Audrey Figueroa Murphy, Saint John’s University
Participants:
- Academic Conversations as Psychological Tool for English Learners’ STEM Explanations: Integrating Linguistic Supports With Systemic Functional Linguistics. Zenaida Aguirre-Munoz, University of Houston; Michelle Pantoya, Texas Tech University; Magdalena Pando, New Mexico State University
- Teachers’ Use of Instructional Practices for Teaching Mathematics to Emergent Bilinguals. Melissa A. Gallagher, University of Louisiana at Lafayette; Maria Isolina Ruiz, University of Louisiana at Lafayette
- The Effect of Conceptual Model-Based Intervention on Improving Mathematics Word Problem-Solving Performance of At-Risk English Language Learners. Qingli Lei, Purdue University; Yan Ping Xin, Purdue University; Bingyu Liu, Purdue University; Soojang Kim, Purdue University; Shuang Wei, Purdue University; Wudong Wang, Purdue University

79.050-11. Study Abroad Programs. SIG-International Studies; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 12:20-1:50pm
Chair: Tang T. Heng, Nanyang Technological University - National Institute of Education
Participants:
Global Ethics Frameworks in the Internationalization of Higher Education in Canada. Sharon Stein, The University of British Columbia

Global + Personal: Exploring the Digitally Mediated Communication of American Undergraduate Study Abroad Sojourners. Sophie Lam, Lower Manhattan Cultural Council

Internationalization of Higher Education in an East Asian Context: A Hong Kong Experience. Sophie Paterson, University of Hong Kong; Liz Jackson, University of Hong Kong; Lucy Jordan, University of Hong Kong; Clare Pemberton, University of Hong Kong; Yulia Nestorova, University of Hong Kong; Gizem Arat, University of Hong Kong

79.050-12. Self-Study and Learning in Clinical Field Experiences. Participants: Chair:

79.050-13. Literacy Research in Adolescence. SIG-Research in Reading and Literacy; Roundtable Session

79.050-13. Literacy Research in Adolescence. SIG-Research in Reading and Literacy; Roundtable Session

79.051-2. Interrogating Whiteness. Division G - Social Context of Education; Roundtable Session

79.051-3. Explorations of Biliteracy. SIG-Bilingual Education Research; Roundtable Session

79.051-4. New Approaches to Teacher Education in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session

79.051-5. Building Theory and Conceptual Frameworks Through the Study of the Black Educational Experience. SIG-Research Focus on Black Education; Roundtable Session
79.051-6. Complexities of Collaborative Research on School Community Partnerships. SIG-School/University Collaborative Research; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm Chair: Nichole Walsh, California State University - Fresno Participants:

New Faculty Perspectives: Negotiating and Navigating Challenges in an Emerging Research-Practice Partnership. Candice Guy-Gaytán, University of Nevada Reno; Elizabeth Xeng de los Santos, University of Nevada - Reno; Adam Kirn, University of Nevada - Reno; Amber N. Warren, University of Nevada - Reno; Dave Fell-Seifer, University of Nevada - Reno.

Purpose-Driven Engagement: An Experimental University-Community Research Partnership. Constance C. Beecher, Iowa State University; Craig Van Pay, Iowa State University.

79.051-7. Complexities of Using Statistical Contexts to Pursue Equity and Social Justice. SIG-Research in Mathematics Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm Chair: Mahtab Nazemi, Thompson Rivers University Participants:


Identity and Social Justice: Leveraging Learning Experiences in Differential Equations. Nicholas Fortune, North Carolina State University; Justin Dunnnyre, Frostburg State University; Chris L. Rasmussen, San Diego State University; Karen Allen Keen, North Carolina State University; Tiana Bogart, Frostburg State University.

The Contextualization of Statistics in High School Mathematics Texts. Travis Weiland, Appalachian State University.

79.051-8. Religion, Teachers, and Teaching. SIG-Religion and Education; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm Chair: Richard Kitchen, University of Wyoming Participants:


White and Christian: How Preservice Teachers Think About Identity. Yune Kim Tran, Montclair State University; Amy Lynn Dee, George Fox University.

79.051-9. Research and Problems in Practice. SIG-Graduate and Postdoctoral Education across the Disciplines; Roundtable Session Metro Toronto Convention Centre, 800 Level, Hall F; 12:20-1:50pm Participants:

Beyond Anecdotal Evidence of Problems of Practice: A Document Analysis. Lesley F. Leach, Tarleton State University; Credence Baker, Tarleton State University; Catherine Genice Leamons.


Research-Practice Partnerships With University-Partnered Community Schools as Contexts for Graduate Student Training: Structures and Outcomes. Karla Antonia Rivera-Torres, University of California - Los Angeles; Ung-Sang Lee, University of California - Los Angeles; Sidorina Jacobo, University of California - Los Angeles; Shante Stuart McQueen, University of Pittsburgh; Janelle Franco, University of California - Los Angeles; Evelyn Wang, University of California - Los Angeles; Lilia Rodriguez, University of California - Los Angeles; Karen Hunter Quartz, University of California - Los Angeles.

Division and SIG Posters

79.052. MTCC Poster Session 19; Poster Session

79.052-1. Division A Section 1 Posters: Leadership in a Mosaic of Contexts. Division A - Administration; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm Posters:

1. Are They Similar or Different? Identifying Leadership Skills and Competencies Necessary to Lead High-Needs Schools. Hajime Mitani, Rowan University; Cecile Huynh Sam, Rowan University.


6. Examining Broad-Based Pedagogical Leadership: How Teachers Perceive and Are Engaged in Their School’s Strategic Development? Raisa Susanna Alhunen, University of Helsinki; Tapio Juhani Lahtero, University of Helsinki; Arto Juha Viljami Kallioniemi, University of Helsinki.

7. Expressing Care Through the Lens of Black Male School Administrators. Antonio Lattrell Ellis, Howard University; Lisa Maria Grillo, Howard University; DeMarcus A Jenkins, The University of Arizona; Chaz Gipson, Howard University; Janelle M. Burt, Bowie State University.

9. Hiccups and Success: Principals Speak Out on Performance Pay in a South Texas Border District. Rebecca Garza, Pharr-San Juan-Alamo Independent School District; Gerri Marie Maxwell, Texas A&M University - Corpus Christi; Lisa McNair, Marsha Sowell, Texas A&M University - Kingsville; Don Jones, Texas A&M University - Kingsville

10. ‘Outsiders Within’ Our Leadership Paradigms: Portraits of Black Women Head Teachers in the United Kingdom. Lauri Johnson, Boston College


12. The Portfolio in Action: How New Governance Models Influence Leadership for Learning. Chris Torres, Michigan State University; Katrina E. Bulkley, Montclair State University; Taeyon Kim, Michigan State University

13. Understanding Attrition Among New Principals in Chile. Joseph J. Flessa, University of Toronto - OISE; Carmonta Menteconos, Universidad Católica de Valparaíso

14. Understanding the Role of School Leaders in Developing Inclusive Practices Among Preservice Teachers: Insights From Reflections on Experiences. Grace Louise Howell, The University of Western Ontario; Jacqueline A. Specht, University of Western Ontario; Steve Sider, Wilfrid Laurier University; Linda Ismailos, Brock University; Michael Fairbrother, University of Ottawa; McKenzie Vanderloo, The University of Western Ontario


16. The Global Observatory of Leadership Standards: A Digital Resource for Researchers and Policy Makers. Gas Riveros, University of Western Ontario; Phillipa Myers, University of Western Ontario; Wei Wei, University of Western Ontario

79.052-2. Educational Measurement, Psychometrics, and Assessment Poster Session. Division D - Measurement and Research Methodology; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posts:

17. Applying AdaBoost to Improve Diagnostic Accuracy: A Simulation Study. Zhehan Jiang, The University of Alabama - Tuscaloosa

18. Applying Unidimensional Models for Semi-Ordered Data to Scale Data With Neutral Responses. Sophie Cohn, University of Florida; Anne Corinne Huggins-Manley, University of Florida


20. Cohesion in Primary School Classes: Comparison of Psychometric and Sociometric Measures. Sophie Michalke, WWU Münster; Sina Schierer, WWU Münster; Stefanie van Ophuyse, WWU Münster

21. Developing a Tree-Thinking Diagnostic Test to Assess Individual Elements of Representational Competence. Carrie Jo Bucklin, Southern Utah University; Kristy Daniel, Texas State University - San Marcos; Zachary Nolen, Texas State University - San Marcos; Louise Mead; Kristin Jenkins; David Baum


23. Doubly Latent Multilevel Mediation Models: An Illustration of School Climate Influences on Teasing and Bullying. Yuane Jia, University of Virginia; Timothy R. Konold, University of Virginia; Kelly D Edwards, University of Virginia

24. Extracting Trait Variance From Multiple Informant Sources in Applications of Multilevel Structural Models. Timothy R. Konold, University of Virginia; Dewey G. Cornelius, University of Virginia; Yuane Jia, University of Virginia; Marissa Malone, University of Virginia

25. Growth of Noncognitive Factors During Adolescence. Ji Eun Park, University of Pennsylvania


On the Relationship Between Item Characteristics and Linguistically Motivated Item Features. Janet Mee, National Board of Medical Examiners; Peter Baldwin, National Board of Medical Examiners; Le An Ha, University of Wolverhampton; Victoria Yaneva, National Board of Medical Examiners


29. Pairwise Comparison Using an Adaptive Selection Algorithm: Efficient Holistic Measurement. Elise Cromptveld, Tilburg University; Anton Beguin, City Klass Stijlmus, Tilburg University

30. Simultaneous Linking: Developing an Item Response Theory Calibrated Item Pool From Numerous Chain-Linked Test Forms. Tsung-Han Ho, ETS

31. The Different Effects of Collapsing Categories on Graded Response Model and Generalized Partial Credit Model. Shengyu Jiang, University of Minnesota - Twin Cities; Chun Wang, University of Washington

32. Using Assessment Items to Identify Distinguishable Dimensions of Teachers’ Mathematical Knowledge for Teaching Secondary Geometry. Inah Ko, University of Michigan - Ann Arbor; Patricio G. Herbst, University of Michigan - Ann Arbor

79.052-3. Assessment and Outcomes Posters. Division J - Postsecondary Education; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:

33. Does College Experience Matter? A National Study Understanding Graduates’ Job Satisfaction. Kevin Richard Majewski, Union County College; Rong Chen, Seton Hall University; Robert Kelchen, Seton Hall University

34. Examining STEM Graduate School Intentions in the Early Years of College. Katie Shoemaker, University of Michigan - Ann Arbor; Trevor S. Henderson, University of Michigan - Ann Arbor; Lisa R. Lattuca, University of Michigan; Christina S. Morton, University of Michigan - Ann Arbor; Erika Mosyjowks, University of Michigan - Ann Arbor; Selena Beverly, University of Michigan - Ann Arbor

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79.052-4. Teaching Across Multiple Spaces. Division K - Teaching and Teacher Education; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:

35. Better Teaching: Unpacking Instructional Improvement. Carolina Buitrago, Tripod Education Partners; Sarah Phillips, Tripod Education Partners; Jacob Rowley, Tripod Education Partners; Lars Dietrich, Humboldt University, Berlin; Ronald F. Ferguson, Harvard University

36. Challenges of Urban Novice STEM Middle School Teachers. Bobby J. Jeangier, University of Central Florida

37. Disciplinary Literacy Perceptions and Realities: A National Survey of Middle School and Secondary School Teachers. Michael Manderino, Northern Illinois University; Phillip Michael Wilder, Clemson University; Paola Di Domenico, Leyden High School District #212; Lorraine Jacques, Clemson University

38. Early Mathematics Teaching Profiles. Bilge Cerecci, St. John’s University

39. Examining Teacher Noticing of Students’ Thinking in a Formative Assessment Context and Focused on Classroom Artifacts. Melissa J. Luna, West Virginia University; Sarah Selmer, West Virginia University

40. Illuminating the Enactment of Core Practices in the Teaching Foreign Languages Video Library. Ling Zhai, University at Buffalo - SUNY; Yiren Kong, University at Buffalo - SUNY

41. Problematizing the Power of Literacy: A Multimodal Inquiry Into Teachers’ and Students’ Constructs of Reading. Marilyn J. Narey, Narey Educational Consulting, LLC

42. Shades of Deeper Meaning: Studying Dialect Variance Among 21st Century Rural Midwestern High School Students. Rebecca M Nelson, University of Nebraska - Kearney

43. Social Justice Teaching in an English Methods Course: How Far Can Enduring Assumptions Take Us? Terrl L. Rodriguez, College of Saint Benedict; Catherine M. Bohn-Gettler, College of Saint Benedict; Madeleine Sarah Heins Israelson, College of Saint Benedict

44. Teacher Agency, Racial Literacy, and Antiracist Curricular Choices in a Secondary Reading and Writing Classroom. Alina Adonyi Pruitt, The University of Texas at Austin

45. Teacher Responses to Student Mistakes: Observations of Instruction in Four Kindergarten Classrooms. Maleka Donaldson, University of Hartford
46. Teachers’ and Students’ Perception of Error Situations: Analyses From Video Observation and Stimulated Recalls. Patricia Köpfer, The University of Frankfurt - Frankfurt Germany

47. Teaching English Language Learners: How Better Understanding Content-Area Teaching Might Improve Teacher Education. Meghan Odiliv Bratkovich, Montclair State University

48. Theory and Practice of Micro-Affirmations and Culturally Relevant Pedagogy in the English Language Arts Classroom. Shalander Samuels, University of Central Florida; Amanda Wilkerson, University of Central Florida

49. Using Electodermal Activity to Explore the “Work” in the Work of Teaching. Arnick Rougee, Washington State University - Tri-Cities

79.052-5. Critical Educators for Social Justice Poster Session. SIG-Critical Educators for Social Justice; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
50. Deconstructing Discipline: A Mixed-Methods Analysis of Disciplinary Policies in New York State’s Capital District. Emily Casey-Wagemaker, St. Lawrence University; Jessica Sierk, St. Lawrence University; Daniel Look, St. Lawrence University

51. Responding to Challenges in Group Processes Involving Diverse Students: An Expectation States Theory Perspective. Jun Fu, Oklahoma State University - Stillwater; Sue C. Jacobs, Oklahoma State University

52. The Hijab Project: Art as a Tool for Self-Authorship and Collective Action. Ana Carolina Fernandes de Bessa Antunes, University of Utah


79.052-6. Exploring Biographical and Documentary Research. SIG-Biographical and Documentary Research; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
54. Reality-Based Research. Dr. Sylvia Rose-Arn Walker, Education resource consultant; Patricia Briggs, The University of Trinidad and Tobago

55. The Road of Trials: He’s a Good Worker. Donald Joseph Ohlinger, Purdue University Fort Wayne

79.052-7. Exploring Issues in Large-Scale Assessments. SIG-Large-Scale Assessment; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
56. An Empirical Study of Contextual Teaching Factors on Student Science Performance at the Eighth Grade. Jianjun Wang, California State University - Bakersfield

57. Deliberative Democracy in Educational Assessment Validation. Marten Koomen, Victoria University - Melbourne

58. Learning from Chile: A National Interim Assessment that is valued and used by teachers. Valeria Carolina Zunino, UC Davis; Megan E. Welch, University of California - Davis

59. Reducing Subjectivity in Value Tables: An Empirically Based Approach. Derek Sauder, James Madison University

60. Relationship Between Teachers’ Collaboration, Group Use in Reading Teaching, and Student Achievements. La Guo, Texas Tech University; Jian Wang, Texas Tech University; Nan Wu, Texas Tech University; Joseph Junlong Ji, Texas Tech University

79.052-8. Informal Learning Environments Research Poster Session. SIG-Informal Learning Environment Research; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Chair: Heather Toomey Zimmerman, The Pennsylvania State University

61. Centering Multiplicities of Meanings From Materials in STEAM Professional Development. Blakely K. Tsurusaki, University of Washington Bothell; Carrie T. Teou, University of Washington - Bothell; Laura Comer, University of Alaska Fairbanks


63. Culturally Relevant STEM Education for Native American Youth: A Critical Component for Community Self-Governance. Kathleen Torsor, University of Idaho; Anne L. Kern, University of Idaho

64. Measuring and Problematizing Black Girls’ STEM Experiences in Informal Learning Environments. Monica B. Mitchell, MERASassociates; Nicole Michelle Joseph, Vanderbilt University; Jakita Thomas, Auburn University


66. “Una biblioteca viva”: Community-Based Library Learning in a Rural Indigenous Community in Mexico. Luis Urrieta, The University of Texas at Austin

67. How Museum Teachers Facilitate Emergent Bilingual Learners’ Meaning-Making During Field Trips. Johanna M. Tígert, University of Massachusetts - Lowell; Sheila Kirschbaum, University of Massachusetts - Lowell

68. High-Leverage Practices in Informal Science Education Toward Equitable and Transformative Pathways in STEM. Won Jung Kim, Michigan State University; Angela Calabrese Barton, Michigan State University; Micaela Balzer, Impression 5 science museum; Sinead C Brien, Michigan State University

69. Using Art to Tell Stories About Failure When Learning to Code. Maggie Dulan, University of California - Los Angeles; David DeLaema, University of California - Berkeley; Noel D. Enyedy, Vanderbilt University


71. After-School STEM Clubs: Exploring Their Potential to Fill Learning Opportunity Gaps. Margaret R. Blanchard, North Carolina State University; Kristie Gutierrez, Old Dominion University; Christopher Alred, North Carolina State University; Kylet Jeyne Swanson Hoyle, University of Colorado - Colorado Springs

72. University--Informal Education Institution Partnerships for Teacher Education. Jenna Sanei, Concordia University - Chicago; Lara Smetana, Loyola University Chicago

79.052-9. Poster Session. SIG-Hispanic Research Issues; Poster Session Metro Toronto Convention Centre, 300 Level, Hall C; 12:20-1:50pm

Posters:
73. Identifying Perceptual Patterns of Resilience Among First-Generation Mexican Immigrant Parents. Cheryl Marie Bowen, Santa Clara University

74. Peer Effects in Heritage Language Literacy: A Social Network Analysis. Teresa Satterfield Linares, University of Michigan - Ann Arbor; Daniel Romero, University of Michigan - Ann Arbor; Tanya Rosenblat, University of Michigan - Ann Arbor; Jose Benk

75. “Respect Their Reality”: Intergenerational Stories of Survival and Success Among Latinx Pregnant and Parenting Youth. Laura Ruth Johnson, Northern Illinois University

76. Status Disclosure and Schooling: Student Strategies and Educator Accountability. Ana K. Soltelo Loepe, Fresno State University

77. Teacher/School Support, Academic Goals, and Proportion of Latino Students: A Hierarchical Linear Modeling Study. Jose R. Palm Zamora, University of Minnesota; Mireya Carmen-Martinez Smith, University of Minnesota - Twin Cities; Alejandra Miranda, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota

78. Turning Point or Business as Usual? The Social Construction of Merit. Ömör Davila Jr, University of California - Berkeley

79. Using Theory of Planned Behavior to Predict Mexican American Middle School Students’ Behaviors for Addressing Violence. Arturo Olivarez, The University of Texas - El Paso; Sarah E. Peterson, University of Texas at El Paso; Hector Hernandez, The University of Texas - El Paso; Josefina V. Tinajero, The University of Texas - El Paso

80. “We’re Free but Not Free at the Same Time. It’s Like, Where Do We Belong?” Exploring Recently Arrived Undocumented Youth Perceptions of Citizenship, Identity, and Belonging in the U.S. South. Sophia Rodriguez, University of North Carolina - Greensboro
Tuesday, April 9, 2:15 pm

Presidential Sessions

81.010. Cross-Cutting Session 4. Beyond the Schoolhouse Door: Expanding the Physical Boundaries of Education. AERA Presidential Session; Invited Speaker Session

Metro Toronto Convention Centre, 100 Level, Room 104A; 2:15-3:45pm
Chair: Tatiana Suspitsyna, The Ohio State University
Participants:
"A Beautiful Struggle": Reimagining Neighborhood Schools in Urban Communities. Karen Hunter Quartz, University of California - Los Angeles; Rebecca Cooper Gelles, University of California - Los Angeles; Shanto Stuart McQueen, University of Pittsburgh
Bridging the Gap: Cultural Wealthy and College Transitions for Upward Bound Students. Ashley Carpenter, University of Massachusetts - Amherst
Expansive Framing for Pruductive Disciplinary Engagement and Generative Online Learning. Daniel T. Hickey, Indiana University; Grant T. Chardtand, Indiana University - Bloomington
"People Should See Themselves Reflected": Recognizing Contestation Around Representations of Indigeneity in Artwork on University Campuses. Velta Douglas, University of Toronto; Fiona Purton, OISE/University of Toronto; Dawn Michelle Zinga, Brock University; Sandra Styres, University of Toronto - OISE
Discussant: Sandra Styres, University of Toronto - OISE

Division Sessions

81.011. Leadership, Policy, and Language: Implication for Dual Language Teachers and Learners. Division A - Administration; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 201A; 2:15-3:45pm
Chair: Claudia Maria Costa Dias
Participants:
A Framework for School Leaders’ Support of High School English Language Learner Departments and Teachers. Aliza Fones, University of Iowa
Enhancing Immigrant Students Opportunities to Learn and Stay in School: Lessons From the Sanctuary School. Chandler Patton Miranda, New York University; Collen L. Larson, New York University
In Search of Successful Equity-Policy Leadership: Brokering Agreements in Support of Dual Language Implementation. Stephanie Forman, University of Washington - Seattle
Multiple Languages as Assets: Leadership and Emergent Bilinguals. Hilda Maldonado, Los Angeles Unified School District; Imelda Nava-Landeros, University of California - Los Angeles; Marco A. Nava, Los Angeles Unified School District
Politicing Leadership to Depoliticize Education: Politics Misrecognized as Leadership in Building an English Multi-Academy Trust. Steven John Courtney, University of Manchester; Ruth McGinity, UCL Institute of Education
Discussant: Martin Scanlan, Boston College

Metro Toronto Convention Centre, 700 Level, Room 710; 2:15-3:45pm
Chair: Krista L. Cortes, University of California - Berkeley
Participants:
"Brujeria Lite": Living and Learning Blackness in the Everyday Spirituality of Afro-Latinxs. Krista L. Cortes, University of California - Berkeley
From Santa Maria to Santeria: Honoring All of Our Religious Heritages Through the Curriculum. Maria Roberta Diaz, Central Queens Academy
African Religions and Student Engagement: Classroom Ethnography as Counternarrative. Juliette Rorie, Educators for Excellence
Discussant: Elizabeth Mendezza, University of California - Irvine
Participants: Cindy M. Walker, Duquesne University; Donna L. Wiseman, University of Maryland; Richard J. Shavelson, Stanford University; Stephanie L. Knight, Southern Methodist University; Patricia A. Alexander, University of Maryland - College Park; Darius Derron Prier, Duquesne University; Amy Michelle Olson, Duquesne University; Stephen G. Sireci, University of Massachusetts - Amherst

Discussant: Vickie L. Cartwright, Ohkosh Area School District

81.017. Supporting Students’ Workforce Readiness. Division J - Postsecondary Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202A; 2:15-3:45pm
Chair: Nirusha Thavarajah, University of Toronto
Participants: Investigating Engineering Students’ Career Thinking After Year 1 and Year 2 in College. Trevison S. Henderson, University of Michigan - Ann Arbor; Katie Shoemaker, University of Michigan - Ann Arbor; Lisa R. Lattuca, University of Michigan The Effects of Alignment of Educational and Occupational Expectations on Labor Market Outcomes. Soohn Kim, Michigan State University; Christopher R Klager, Michigan State University; Barbara Schneider, Michigan State University

Working During College: Stumbling Block or Stepping-Stone? Daniel Douglas, Trinity College; Paul Atwell, City College of New York - CUNY

Developing Tech Leaders: How Undergraduate Women Make Meaning of Their Leadership Experiences. Jennifer M Blaney, Utah State University

Into the Wild: An Empirically Based Framework for Understanding STEM Pedagogy in University Education. Viet Vu, University of California - Irvine; Gabriel Orona, University of California - Irvine; Mark Warschauer, University of California - Irvine

Discussant: Fim Annapam, Central Michigan University

81.018. Who Sets the Agenda? Exploring the Role of the Courts, Intermediary Organizations, and State Regulators. Division J - Postsecondary Education; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202B; 2:15-3:45pm
Chair: Ramon Emilio Fernandez, Pace University
Philanthropic Foundations and Intermediary Organizations: Mapping the College Completion Agenda. Nabih Haddad, Michigan State University

Regulating for Equity? Estimating the Impact of State Regulation of For-Profit Colleges. James Dean Ward, Ithaka S+R

Desegregation by Consent Decree? Necessary, Brief, Insufficient. Matthew Patrick Shaw, Vanderbilt University

Discussant: Kristin Venegas, University of La Verne

81.019. A Luta Continua: Navigating the Profession as Latinx Educators. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 707; 2:15-3:45pm
Chair: Zachary A. Casey, Rhodes College
Participants: Language Loss in the 21st Century: Latinx Scholars Losing the Mother Tongue in the United States. Níñá J. Thorsos, National University; James Martínez, Valdosta State University; María L. Gabriel, Poudre School District

The Future of DACmented Teachers. Claudia Triana, University of Wisconsin - Madison

“We’re All in This Boat Together” - Embodied Pedagogies of Care in K–16 Contexts. Gavina Reyes, Miami University - Oxford; Rachael M Rothrock, Miami University - Oxford; Blanca Caldas, University of Minnesota - Twin Cities

Stories of Leaving: Examining Bilingual Teacher Shortage Through a Latina Spanish Bilingual Teacher’s Narratives. Christine Beaudry, Nevada State College; Leslie M Gauna, University of Houston - Clear Lake; Jane McIntosh Cooper, University of Houston

Discussant: Ursula S. Aldana, University of San Francisco

New Teacher Development. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 706; 2:15-3:45pm
Chair: Beth C. Rubin, Rutgers University
Participants: Youth Participatory Action Research in Teacher Education: Developing Critical and Capacity-Oriented Understandings of Children and Youth. Thea R. Abu El-Hay, Barnard College, Columbia University; Beth C. Rubin, Rutgers University

Provoking Struggle and Insight: Facilitating Youth Participatory Action Research as a Teacher Education Practice for Social Justice. Jared Issels, Rutgers University; Nicole Mira, Rutgers University; Lauren Leigh Kelly, Rutgers University Graduate School of Education; Ana Paulina Morron, Rutgers University; Beth C. Rubin, Rutgers University

Holding Space: An Examination of Critical Stances to Support Preservice Teachers in Centering Youth Epistemologies. Danielle Filipiak, Teachers College; Límaris Caraballo, Queens College - CUNY

Structural and Relational Entanglements in Teacher Education and Participatory Inquiry and Action Involving Youth. Vanessa Michelle Jones, Artivist Ink, Ltd.; Auburn Sandstrom; Carmine Stewart; Anne M. Galletta, Cleveland State University

Discussant: Michelle Fine, City College of New York - CUNY

81.021. Cultivating Change and Innovation in Teacher Education. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 703; 2:15-3:45pm
Chair: Nichole Walsh, California State University - Fresno
Participants: Compassionate Practice in Social Justice Teacher Education: Evaluating the Lens of Relational-Cultural Theory. Amy Rector-Aranda, Texas A&M University - College Station

Cultivating Democratic Practices Within Teacher Education in a “Post-Truth” Era. Mary Kay Delaney, Meredith College; Susan Jean Mayer, Critical Exploration Press

What Ails Teacher Change in Initial Teacher Education? Cross-Country Perspectives From India and Portugal. Tiara Ratnam, Independent Teacher Educator; Maria A. Flores, Minho University, Portugal

What Drives Innovation? Investigating Innovation Network of Preservice Teachers and Self-Concept. Yi-Hwa Liu, National Taipei University of Education; Alan J. Daly, University of California - San Diego

Discussant: Amy Marisa Barrios, University of the District of Columbia

81.022. Dismantling Our Delusions: Mindful Reflexivity as Liberation. Division K - Teaching and Teacher Education; Symposium
Metro Toronto Convention Centre, 700 Level, Room 705; 2:15-3:45pm
Chair: Erendira Rueda, Vassar College
Participants: Using Reflexivity Protocols to Strengthen Preservice Teachers’ Ideological Stance Toward Liberation. Clifford H. Lee, St Mary’s College of California

Liberatory Family Engagement in Urban Schools: Supporting School Leaders in Mindful Reflexivity and Praxis With Families. Rebecca Anguiano, St. Mary’s College of California; Cynthia Martinez, Saint Mary’s College of California

Becoming Comfortable With the Uncomfortable: Cultivating Critical Practitioner Scholars in Educational Leadership. G. T. Reyes, California State University - East Bay

Discussant: Kris D. Gutiérrez, University of California - Berkeley

81.023. Striving for Equity in Classroom Teaching and Learning. Division K - Teaching and Teacher Education; Paper Session
Metro Toronto Convention Centre, 700 Level, Room 709; 2:15-3:45pm
Chair: Allison Ritchie, University of Toronto
Participants: Coaching, Collaboration, and Math Instructional Improvement in Low-Performing Schools. Hayley Ryan Weddie, University of California - San Diego; Marie Lockton, University of California - San Diego

Grouping for “Diversity” : An Equitable Practice? Cara Haines, University of Missouri - Columbia; Charles Munter, University of Missouri - Columbia

Seeing Is Believing: Supporting Educators to Reconsider Their Expectations of Students With Disabilities. Jenna Gravel, CAST; Heather Francis, Boston College
81.024. Market Discourses and the Realities of Choice in Urban Contexts. Division L - Educational Policies and Politics; Paper Session
Metro Toronto Convention Centre, 200 Level, Room 202C; 2:15-3:45pm
Chair: Taharee A. Jackson, University of Maryland - College Park
Participants:
Heretical Discourses in Louisiana Charter School Applications. Kevin Lawrence Henry, University of Arizona
Proving I'm Right: Charter School Policy and Selective Exposure to Information. Richard Blissett, Seton Hall University
The Realities of School Choice for the Latinx Community in Mecklenburg County. Laura Katherine Handler, University of North Carolina - Charlotte; Roslyn Airln Mickelson, University of North Carolina - Charlotte
Discussant: Brian Robert Beabout, The University of New Orleans

81.025. Innovating MOOC Pedagogies. SIG-Advanced Technologies for Learning; Structured Poster Session
Metro Toronto Convention Centre, 800 Level, Room 801A; 2:15-3:45pm
Chairs: Laurie Harrison, University of Toronto; Carol N. Rolheiser, OISE/University of Toronto
Participants:
1. Opportunities for Collaboration and Reflection in a Teacher Professional Development MOOC. Hediheh Najafi, University of Toronto; James D. Slotta, Boston College; Stian Håklev, OISE/University of Toronto; Alisa Acosta, Blockchain Research Institute
2. Facilitating Collaborative Learning in a Teacher Professional Development MOOC. Jingmin Miao, The Open University of China; Qiong Wang, Peking University; Bodong Chen, University of Minnesota - Twin Cities
3. Engaging MOOC Learners in the Creation of Data Science Problems. Rebecca M. Quintana, University of Michigan; Christopher Brooks, University of Michigan; Cinzia Smothers, University of Michigan; Yuanyua Tan, University of Michigan - Ann Arbor
4. Enhancing Design Through Instructor-Centered Approaches to Experimentation. Joseph Jay Williams, Harvard University; Anna Rafferty, Carleton College; Dustin Tingley, Harvard University; Andrew Ang, Harvard University; Walter Laskezi, University of Michigan - Ann Arbor; Juho Kim, Korea Advanced Institute of Science and Technology
5. By Learners, for Learners: Reviewing a MOOC on Climate Change. Perman Gochyyev, University of California, Berkeley; Lydia A. Saravia, DePaul University; Nour Ghalyoun; Eduardo Ruiz; Sandra Rojas; Clemencia Garnica Palaño
Reflections From a DACumented Teacher: Navigating the Implications of Status Within Multiple, Shifting Contexts. Syeda Samanara Raza, University of Illinois at Chicago
Immigrant-Origin College Students’ Sense of Belonging. Joanna Maravilla-Cano, University of Illinois at Chicago; Haeyoung Chung, University of Illinois at Chicago; Hanae Kim, University of Illinois at Chicago; Lydia A. Saravia, DePaul University
3:45pm
Undocumented Youths’ Identities Under the Trump Administration. Dalal Katsikas, University of Illinois at Chicago; Joanna Maravilla-Cano, University of Illinois at Chicago; Hanae Kim, University of Illinois at Chicago; Haeyoung Chung, University of Illinois at Chicago
Discussant: Shiv Raj Desai, University of New Mexico

Metro Toronto Convention Centre, 200 Level, Room 203B; 2:15-3:45pm
Chair: Karen L. Draney, University of California - Berkeley
Participants:
The Policy Implications of Using the Desired Results Developmental Profile (2015) and Criterion-Zone Boundary Approach for Statewide Aggregate Reporting. Peter L. Mangione, WestEd
Aligning Early Learning Foundations and Standards From Infancy Through Kindergarten With a Developmental Assessment Instrument. Perry Krisner-Althen, WestEd
Multidimensional Item Response Theory Analysis to Support Formative, Longitudinal Assessment of Early Childhood Development. Joshua Sussman, University of California - Berkeley; Pernan Gochyyev, University of California, Berkeley
The Criterion-Zone Boundary Approach to Studying Progress Toward Reaching Statewide Early Learning Goals. Emily Newton, WestEd
High-Quality Individual and Group Reports for Early Childhood Development. Linda Morell, University of California - Berkeley; Rebecca Freund, University of California - Berkeley
Discussant: Debra J. Ackerman, Educational Testing Service (ETS)

81.029. Young Children's Cognitive and Social-Emotional Development. SIG-Constructivist Theory, Research, and Practice; Symposium
Metro Toronto Convention Centre, 200 Level, Room 201D; 2:15-3:45pm
Chair: Sohyun Meacham, University of Northern Iowa
Participants:
Early Teacher-Child Relationships of Multilingual Children. Anna Rhood-Drogalis, The Ohio State University; Robin Sayers, The Ohio State University - Columbus; Laura M. Justice, The Ohio State University; Tzu-Jung Lin, The Ohio State University; Jessica Logan, The Ohio State University - Columbus; Kelly Purtell, The Ohio State University
University
Identifying Predictors of Suspension and Expulsion in Preschool. Nicole DiCrecchio, National Institute for Early Education Research; William S. Barnett, Rutgers University
The Effects of a Multimodal Music Program on Executive Functions in Preschool Children. Jennifer A. Bogeun, University of South Florida; Darlene DeMarie, University of South Florida
Writing Letter to Characters in Bullying-Themed Stories: Approach to Preventing Bullying in Early Childhood. Su-Jeong Wee, Purdue University Northwest

A Review of Curricula: Examining Early Childhood Policies and Practices to Foster Self-Regulation. Kristy Timmons, Queen’s University; Janette P. Pelletier, University of Toronto; Carl M. Corter, University of Toronto - OISE; Heather Braund, Queen’s University - Kingston

Metro Toronto Convention Centre, 700 Level, Room 711; 2:15-3:45pm
Chair: Kim Lebak, Stockton University
Participants:
Critical Literacy Skills and Practices on Scientific Environmental Problem Solving in a Science Classroom. Suzanna So-Har Wong, University of Alberta; Mijung Kim, University of Alberta; Qingna Jin, University of Alberta
A Chameleon Effect of Inquiry-Based Science Teaching on Science Achievement: Evidence From PISA 2015. Xian Wu, University of Kentucky
Epistemological Understanding as an Organizing Principle for Inquiry and Nature of Science in Secondary Science Classrooms. Araceli Enrıques-Andrade, University of Houston
The Effect of the Interdisciplinary Agenda on Science Learning. Pakon KO, The University of Hong Kong; Jackie Shi; Yan Kei Mak; Nancy Law, The University of Hong Kong
Professional Development (PD) for Inquiry Science: Examining Variation in PD Intensity and Student Kit Learning. Emily A. Diaz, Westat; Gwendolyn Perea Warniment, LANL Foundation; Eric L. Effussi, Westat
The Impact of Virtual Professional Development on Science Teachers’ Fidelity of Implementation in a Randomized Study. Rafael Lara-Alecio, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Shih-Fang Tang, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University - College Station; Suoying Wang, Texas A&M University - College Station; Fuhui Zhen, Texas A&M University - College Station; Raya Pathmrofoos, Texas A&M University - College Station; Sharmila Pathikonda, Texas A&M University - College Station

81.031. The Complexity of Mixing Research Paradigms: Mixed-Methods Research Combining Qualitative With Single-Case Designs. SIG-Special Education Research; Symposium
Metro Toronto Convention Centre, 200 Level, Room 206C; 2:15-3:45pm
Chair: Carly A. Roberts, University of Washington
Participants:
Exploring the Landscape of Mixed-Methods Research in Special Education: A Systematic Review. Melinda R. Snodgrass, Illinois State University; Catherine Corr, University of Illinois at Urbana-Champaign; Hailey Love, University of Kansas; Ian M. Scott, University of Illinois at Urbana-Champaign; Jye Kim, University of Illinois
Integrating Qualitative and Behavioral Analytic Methods: Using the Criteria of “Successful Working.” Charles A. Peck, University of Washington
Alternating Treatments and Qualitative Inquiry: Engaging in an Iterative, Researcher-School Partnership for Students With Intellectual Disability. Carly A. Roberts, University of Washington; Erin Margaret Stuart, University of Washington - Seattle
Discussant: Andrea Ruppar, University of Wisconsin

81.032. MTCC Roundtable Session 37; Roundtable Session
81.032-1. Modeling the Effects of Organizational Factors on Student and Educator Outcomes. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Josip Burusic, Institute of Social Sciences Ivo Pilar
Participants:
Examining the Effect of Superintendent Turnover on Principal Turnover. Ed Fuller, The Pennsylvania State University; Andrew Pendola, Auburn University; Liz Hollinsworth, University of Iowa
Predicting Teacher Mobility With Their Perceptions of School Leadership and Organizational Factors. Bryan J Duarte, The University of Texas - San Antonio; Guan Saw, The University of Texas - San Antonio
Organizational Habitus and College Choice: A Comparative Case Study of Two Minority–Affirmative African Neighborhood High Schools. Alexios Rozario-Moor, University of Illinois at Chicago
Trajectories Toward University in a Stratified but Permeable System: Do Persistence and Effort Pay Off? Kaspar Burger, University of Minnesota - Twin Cities
Utilizing the Bowers and Sprott Dropout Indicator in a Single High School Setting. Tracy Davis, Lehigh University; Robert Jeffrey Steckel, Northampton School District; Kimberly Levin, Northampton Area School District; Craig Dennis Hochbein, Lehigh University

81.032-2. Utilizing Care to Improve Ethics in Leadership. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Yvonne Hefner, Georgia Gwinnett College
Participants:
Cries of Care and Critique: School Leaders and Narratives of Compassion Fatigue. James F Lane, University of Phoenix; Yvonne Hefner, Georgia Gwinnett College; Sarah Everts, University of Phoenix; Ramona M. Phillips, University of Phoenix; Karyn Hawkins-Scott
Exploring School Leaders’ Dilemmas and Practices in Response to Tensions Related to Teacher Professional Agency. Monika Leonie Louwes, Utrecht University; Rosanne Zwart, The Netherlands Initiative for Education Research (NRO); Itzel Zauker, Utrecht University
Linking Empowering Leadership to Innovative Behavior: The Role of Psychological Empowerment and Team Psychological Safety. Jingjie Zhu, Beijing Normal University; Jihao Yao, Beijing Normal University; Lili Zhang, Beijing Normal University
Social, Emotional, and Practical Intelligence: How Principals Get Their Work Done. Fei Wang, The University of British Columbia
Transformative Leadership and the Ethics of Care and Community. James F Lane, University of Phoenix

81.032-3. Interrogating Suburban Schools: Race, Class, and Opportunity in the Suburbs. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Participants:
Latinx Youth in White Suburbia: Understanding Identity, Opportunity, and Belonging. Gabriel Rodriguez, University of Illinois at Chicago
Middle-Class Korean Americans and the Racialized Pursuit of Educational Advantage. Eujin Park, University of Illinois at Chicago
“We Were Being Undermined”: Resistance to Teachers’ Racial Justice Work in a Suburban High School. John B. Diamond, University of Wisconsin - Madison; Van T Lac, The University of Texas - San Antonio

81.032-4. Alternative Routes and Residencies: Networks, Third Spaces, and Mentors. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Participants:
Sponsors of Independent Teacher Preparation Programs: A Network Analysis. Wei-jia Wang, University of Washington - Seattle; Yiting Chu, University of Louisiana at Monroe
Teacher Development in an Urban Residency Program: A Comparison of Two Cases. David T. Marshall, Auburn University; Divya Varier, George Mason University; Samantha Hope, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University; Jesse Senechal, Virginia Commonwealth University; Bryan Arnold, Virginia Commonwealth University
Teacher Preparation Pathways: Differences in Program Selection and Teacher Retention. James P Van Overschelde, Texas State University; Af Y. Wiggins, The University of Texas at Austin
Third-Space and Triple Helix as an Analytical Perspective: The Case of Universities’ Teacher Education Programs. Rony Ramot, Tel Aviv
81.032-5. Chinese Language Education: Insights and Challenges. SIG-Bilingual Education Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Tarian Qiu, University of Georgia - Athens
Participants:
- Teachers’ Questions and Comments and Bilingual Preschoolers’ Chinese Learning: A Complex Dynamic System Perspective. He Sun, Nanyang Technological University - National Institute of Education
- Metalinguistic Transfer: Cross-Language Facilitation of Early Literacy Skills Among Chinese-English Bilingual Children in Diverse Contexts. Guofang Li, University of British Columbia; Zhue Sun, The University of British Columbia; Haoyun Li
- Chinese Plurilingual Students’ (Re)Shaping of Identity Through Code-Switching Practices in Writing Short Stories. Wales Wong, University of Toronto
- “Chinese Is Not a Distraction!” Exploring the Bilingual Experiences of First-Semester Chinese International College Students. Qiangjian Zhang-Wu, Boston College

81.032-6. Cartographies of Black Educational Experiences: Spaces, Memories, and Mentorship. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Eric Mayes, Johns Hopkins University
Participants:
- Belonging or Not? West African Youth’s Negotiations of Everyday Spaces. Sandra Schmidt, Teachers College, Columbia University; Michelle G. Knight-Manuel, Teachers College, Columbia University
- Historical Presentations of the “Truth” and Black Educators’ Memories as Counternarratives. Cleveland Hayes, Indiana University - Indianapolis; Brenda Gayle Juarez, University of Massachusetts - Amherst; Andrew J. Schiera, University of Pennsylvania
- Informal Black Educational Space: Tracing the Shifting Conceptions of Pan-Africanism. Shukita Thomas, University of Minnesota - Twin Cities; Brian Lozenski, Macalaster College
- The World Is Ours: Mapping Identity With Black Girl Cartography. Courtney Camille Maidlin, Michigan State University; Cierra Presberry, Michigan State University
- Mentoring to EXCEL: Black Male Perception of Effective Mentorship in a Social Justice Intervention Program. TrVel Lyons, University of California - Los Angeles

81.032-7. Community, Peer Feedback, and Adaptive Learning. SIG-Online Teaching and Learning; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Paul William Eaton, Sam Houston State University
Participants:
- Improving the Classroom Community Scale (CCS): Toward a Short Form of the CCS. Jeff (Jaehyang) Cho, University of Alberta; Carrie Demmans Epp, University of Alberta
- Individual Characteristics, Learning Motivation, and Willingness to Provide and Receive Peer Feedback in a Collaborative Online Learning Environment. Victoria Lynn Powell, Purdue University; Yishi Long, Purdue University
- Sense of Community in a Special Education Online Graduate Program. Heidi R. Cornell, Wichita State University; Donna M. Sayman, Wichita State University; Jason Philip Herron, Wichita State University

81.032-8. Critical Theories in the Sociology of Education. SIG-Sociology of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Lindsay Jarratt, The University of Iowa
Participants:
- Deconstructing Elite Institutions: How Students Inhabit Race Frames at Liberal Arts Colleges. Ingrid Nelson, Bowdoin College; Beatrice Cabrera, Bowdoin College; Hannah Graham, Bowdoin College; Natalie Rudin, Bowdoin College
- Navigating the Social Space of Elite Universities: Graduate Students' Experiences in the United Kingdom and United States. Kalwant Bhopal, University of Birmingham; Martin Myers, University of Portsmouth

81.032-9. Supporting Multilingual Learners Across Diverse Teaching Contexts. SIG-Second Language Research; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Christine Montecillo Leider, Boston University
Participants:
- Quality Content Teaching for Multilingual Students: An International Examination of Instructional Practices in Four Nations. Kara Mitchell Viesca, University of Nebraska - Lincoln; Svenja Hammer, Leuphana Universität Lüneburg; Jenni Alisari, University of Turku; Sara Routarinne; Amela Tumtan, Indiana University - Purdue University at Indianapolis; Ratha Perumal; Naomi Flynn; Emmanuel Opoku Akwah, University of Turku
- Fostering Communication Through Collaboration, Judy Yu-Li Hsu, Shaofeng Ma, Tsinghua University; Melissa A. Bowles, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
- “Every Good Learner Uses Resources”: Scaffolding Resource Use for Language Learners in the Sheltered English Classroom. Rebecca Linares, Montclair State University
- Effects of Social Skills Training on Oracy and Foreign Language Anxiety of Language-Minority Children. Wai Ming Cheung, The University of Hong Kong; Michelle N.K. Kong, University of Hong Kong

81.032-10. Who Is Good at Mathematics? Conceptions in Classrooms and Popular Culture. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Veronique W. Merritt, Teachers College Columbia University
Participants:
- Coasting and Crashing: Syllogisms Within Narratives of Hyperaccelerated Algebra I. Terrie McLaughlin Galanti, George Mason University; Megan Call-Cummings, George Mason University
- Marginalized Within a Marginalized Community: Supporting Meaning-Making. Jessica Heather Hunt, North Carolina State University; Jonne Wilson, North Carolina State University
- Community College Mathematics Students’ Beliefs About Their Capabilities in Mathematics: An Exploration Through Narrative Inquiry. Paula J. Malachias, Shenandoah University
- Mathematics in Popular Culture: An Investigation Through Videos. Gabor Salopek, The City University of New York; Gregory Benoit, Boston University

81.032-11. Problem-Based Learning Effects on Engagement, Learning Strategies, and Outcomes. SIG-Problem-Based Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Kristin L. Kew, New Mexico State University
Participants:
- Problem-Based Learning and Technology: Impact on Preservice Teachers’ Learning Strategies. Bee Long Chua, National Institute of Education - Nanyang Technological University
- The Impact of STEM Project-Based Learning on Students’ Affective Mathematics Engagement. Yuin Lee, Texas A&M University - College Station; Robert M. Capraro, Texas A&M University - College Station; Ali Bicer, University of Wyoming; Mary Margaret Capraro, Texas A&M University - College Station
- What Effects Does Problem-Based Learning Have on Student Learning Outcomes? Mahnaz Moallem, Towson University, Towson Maryland

81.032-12. Professional Development, Educational Entrepreneurs, and Equity. SIG-Educational Change; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Chair: Kristin L. Kew, New Mexico State University
Participants:
- A Secondary Qualitative Data Analysis: Teacher Resistance to Educating English Learners. Clara Lee Brown, The University of Tennessee - Knoxville; Natalia Ward, East Tennessee State University; Eileen Galang, Rome City Schools; Betty Thomason, Maryville City Schools; Robin F. Stern, Knox County Public Schools
- Between Being Internal and External: About the Semi-Embedded Position of Educational Entrepreneurs. Hilla Tal, Ben-Gurion University of the Negev; Dorit Tuvia, Ben-Gurion University of the Negev
- “Tight” and “Loose” Structures Within Communities of Practice in Action: An Evaluation of a School-Wide Community of Practice
81.032-13. Improving Science Pedagogical Approaches. Division A - Administration; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall F; 2:15-3:45pm
Participants:
Exploring English Learner Science Performance and Urban Teacher Satisfaction in Massachusetts. Mary A Mitchell, Lynn Public Schools; Maura Walsh, Lynn Public Schools.
Leadership in District Turnaround: Improvement Science and Experimental Science Approaches to Change. Kim Evert, University of Virginia
Institutional Tensions Surrounded by Pedagogical Reform: Next Generation Science Standards Implementation in a “No-Excuses” Context. William Edward Lindsay, University of Colorado - Boulder; Valerie K. Otero, University of Colorado - Boulder.
Discussant: Gokhan Arastaman, Hacettepe University

81.033. MTCC Roundtable Session 38; Roundtable Session
81.033-1. Navigating, Building, and Accessing Spaces for Learning and Transformation. Division G - Social Context of Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Participants:
Access to Upward Mobility for Arizona English Learner Students: Geographic Access to STEM College Requirements. Lyndsie Marie Schultz, University of Missouri - Columbia
Building a Culturally Sustaining and Responsive Informal Summer STEM Academy for Latina Students. Jsi A. Spencer, University of San Diego; Vitaliy Popov, University of San Diego; Vaoran Li, University of San Diego; Perla Myers, University of San Diego; Odesma Onika Dalrymple, Arizona State University
Teacher and Student Participatory Action Research: A Methodology to Utilize While Navigating Oppressive Schooling Conditions. Annie S. Adamian, California State University - Chico

Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Enrique David Dgollado, The University of Texas
Participants:
“Because We Care So Deeply About It”: Dimensions and Tensions of Youth Worker Persistence. Deepa Sriya Vasudevan, Harvard University
Locating Place in Learner Assets: An Analysis of a Regional Youth Initiative. James Fabionar, University of San Diego
10-Fold Lessons: Teen Staff Leadership Praxis. Jonell Taculad Molina, San Francisco State University

Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Participants:
Bounded Jazz: Reimagining Identity, Access, and Participation in an After-School Classroom. Noor Marina Jones-Bey, New York University; Jasmine Y. Ma, New York University
Making the Learner-Explorer Through Curiosity. Johanna Sitomaniemi-San, University of Oulu
What Is a Leader? New Insights Into the Complexity of Children’s Perspectives About Leadership. Maya Claire Longtin, University of California - Berkeley; Aynsley Lemon; Jasmine Kyle McBeath, University of California - Santa Barbara; Diana J. Arya, University of California - Santa Barbara

Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Participants:
Critical Pedagogy Versus Culturally Responsive Teaching: The Struggle for Hegemony in Teacher Education. Eric J. Weiner, Montclair State University
Indebted Criticism. Omi S Salas-SantaCruz, University of California - Berkeley
Testing the Vygotskian Model of Double Stimulation in a Change Laboratory. Daniele Morselli, University of Bolzano; Annalisa Sannine, University of Tampere
The Public and Our Problems: Education and Public Scholarship in a World Out of Joint. Anthony A Berryman, University of California - Los Angeles

81.033-5. Beyond Technology for Technology’s Sake: Enhancing Preservice Teacher Learning. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Laura Baucher, Hunter College - CUNY
Participants:
Challenging the Technology Myth in STEM Teacher Education: From Theory to Practice. Marina Milner-Bolotin, The University of British Columbia; Svetlana Chachashvili-Bolotin, Ruppin Academic Center
Collaborative Online Learning Across Cultures: Narratives From the United States and New Zealand. Marek Tresar, The University of Auckland; Sonja Arndt, University of Waikato; Samara Madrid Akpovo, The University of Tennessee - Knoxville; Macy Halliday
Improving the Academic Writing of Preservice Teachers Through Multimodal Interventions: A Two-Year Design-Based Study. Jason Ribeiro, University of Calgary; Sam Ulmer-Krol, University of Calgary; David Michael Scott, University of Calgary
Preservice Teachers’ Scaffolded Use of the Technology Integration Planning Cycle. Kristi Bergeson, Minnesota State University - Mankato; Beth Beschorner, Minnesota State University - Mankato

81.033-6. Analyzing Teacher Education Accountability Policies: Multiple Voices and Different Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Marilyn Cochran-Smith, Boston College
Participants:
Evaluation of Teacher Education Programs in South Korea: Quality Control for What? Jina Ro, National Institute of Education - Nanyang Technological University
Analysis of New Teacher Education Policy in Brazil. Kilwang Kya Kaphtango-a-samba, Universidade do Estado de Mato Grosso
Reinterpretation and Enactment of Teacher Education Policies in Chile. Maria Beatriz Fernandez Cofre, Universidad de Chile; Lorete Fernandez Developing a Tool for Reflective Analysis of Teacher Education Accountability Policies. Maria Beatriz Fernandez Cofre, Universidad de Chile; Ivan Salinas, Universidad de Chile; Jina Ro, National Institute of Education - Nanyang Technological University
Discussant: Marilyn Cochran-Smith, Boston College

81.033-7. Breaking Barriers in Social Studies Instruction. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Mark Hoover, University of Michigan
Participants:
Guiding Preservice Teachers Into a Post-Truth Educational Landscape Through Detournement: A Multiple-Case Study. Seth David French, University of Arkansas; Christian Zachary Gowing, University of Arkansas
Teachers’ Perspectives About Ideal Text Use to Support Student Learning in Social Studies. Jacquelyn S. Popp, Lake Forest College; Paula DiDomenico, Leyden High School District #212; Joanna Makhlouf, Lake Forest College
The Development of Prospective Economics Teachers’ Explaining Skills. Stefanie Findse, University of Mannheim; Viola Deutscher, University of Mannheim; Juergen Seifried, University of Mannheim
What Are Teachers’ Perspectives on Implementing Disciplinary Literacy Approach? History Teachers’ Perspectives in Collaborative Discussion. Yongjun Lee, University of Minnesota - Twin Cities; Laura Lemaniski, University of Minnesota - Twin Cities; Megan McDonald VanDeventer, Weber State University

81.033-8. Preservice Teachers Experiences in Teaching and Learning Beyond the University. Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Alice Hays, California State University - Bakersfield
Participants:
Beyond University Classroom Walls: Novice Teachers’ Insights as They Position Themselves to Reach At-Risk Learners. Yvonne Franco, University of South Florida - Tampa; Margaret Billings Krause, University of South Florida; Angela Hooser, Middle Tennessee State University
81.033-9. Comparative Analyses in Mathematics Education. SIG-Research in Mathematics Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Margaret J. Ford, Southern New Hampshire University
Participants:
A Cross-Cultural Study of Gender Differences in Mathematics-Related Affect. Ehsan Ghasemi, Texas Tech University; Hansel Barley, Texas Tech University
A Comparative Analysis of Proportional Reasoning in U.S. and Korean Mathematics Textbooks. Ji-Won Son, University at Buffalo - SUNY; Seungl Jung Jo, University at Buffalo - SUNY; Oh Hoon Kwon, University of Wisconsin - Madison; Hee-Jeong Kim, Hongik University, South Korea
Measuring Alignment Between National College Entrance Examinations and Mathematics Curriculum Standards: A Comparison Between Korea and China. Dae S. Hong, University of Iowa; Yejun Bae, The University of Iowa; Yu-Fen Wu, University of Iowa

81.033-10. Lives of Teachers SIG Roundtable: Teacher Candidates and Early Career Studies. SIG-Lives of Teachers; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Juliana E. Kershner, The University of Oklahoma
Participants:
Perspectives of Teacher Candidates and Teacher Educator: Teaching Literacy. Joy Myers, James Madison University; Melissa Eileen Adams-Budd, West Chester University of Pennsylvania; Christy Howard, East Carolina University; Claire Lambert, High Point University
Reaching in, Across, and Through With Preservice Teachers: Examining a Curriculum of Reradings of Self. Meghan Phadke, University of Minnesota - Twin Cities; Elise Toedt, University of Minnesota - Twin Cities; Abby Boehm-Turner, University of Minnesota - Twin Cities
The Long-Term Effects of International Student Teaching Placements on the Lives of Teachers. Ann Gaudino, Millersville University; Eleanor V. Wilson, University of Virginia
Examining the Evolution of ESL Preservice Teachers' Metaphorical Epistemology During Clinical Experiences. Gang Zhu, East China Normal University; Mary F. Rice, The University of New Mexico
The Power of Being Remembered on a Teacher's Pedagogical Development. Jeff Henning-Smith, University of Minnesota

81.033-11. Promoting Caregiver and Child Well-Being Across Contexts. SIG-Family, School, Community Partnerships; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Katherine Norris, West Chester University of Pennsylvania
Participants:
Poverty, Stress, Trauma, and Academic Performance: ACE Scores and Student Outcomes in an Urban District. Corey Bunje Bower, SUNY - Buffalo; Kerri Tobin, Louisiana State University
Parent and Student Perceptions of Parental Involvement: Associations With Middle School Students' Well-Being and Achievement. Valerie Thomas, Vrije Universiteit Brussel; Jael Mula, Vrije Universiteit Brussel; Koen Lambaerts, Vrije Universiteit Brussel
Parent University in Alternative Schools: Asset-Based Programming for Parents of Formerly Incarcerated Youth. Jennifer Stacy, California State University - Dominguez Hills
Supporting Healing-Centered Engagement in Rural Schools and Communities. Catharine Biddle, University of Maine; Lyn Mikel Brown, Colby College; Mark B. Tappan, Colby College; Ashley Girone, Britanny Ray; Sarah Strickland; Laura Thomas

81.033-12. Queering Educational Practice: Building Capacity for LGBTQ-Affirming Classrooms. SIG-Queer Studies Cosponsored with Division K - Teaching and Teacher Education; Roundtable Session
Metro Toronto Convention Centre, 800 Level, Hall G; 2:15-3:45pm
Chair: Melissa J. Smith, University of Central Arkansas
Participants:
Leveraging the Perspectives of Novice Teachers to Reenvision Supporting Healing-Centered Engagement in Rural Schools and Parent University in Alternative Schools: Asset-Based Programming With Middle School Students’ Well-Being and Achievement. Catherine Biddle, University of Maine; Lyn Mikel Brown, Colby College; Mark B. Tappan, Colby College; Ashley Girone, Britanny Ray; Sarah Strickland; Laura Thomas
Learning to Be: Curriculum-Making and Identity-Making Around Gender and Sexuality. Derek A Hutchinson, The University of Kansas
Never Take Sides: Preservice Teachers’ Understandings of Teachers’ Role in Supporting LGBTQ Students. Kathleen Elliott, University of Wisconsin - Whitewater
Queering Moments in Classrooms: An Arts-Based Research Project Using Songs to Teach. Kate Reid, University of Toronto
Training Preservice Teachers to Improve Their Knowledge, Attitudes, and Self-Efficacy for Working With LGBTQ Students. Robert W.S. Coulter, University of Pittsburgh; Sharon Cohlin, University of Pittsburgh; Thomas Akiva, University of Pittsburgh

81.034. MTCC Poster Session 20; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:15-3:45pm
Posters:
1. Addressing Dilemmas in the Design of Diverse Informal Learning Environments That Support Youth Computational Thinking. Hui Yang, University of Delaware; Diane Coddington, University of Delaware; Christylo Zachia, University of Delaware; Lori Pollock, University of Delaware
2. Caring Comes First: Task Value, Emotions, and Empathy With a Mobile Queer History App. Jason Matthew Hurley, University of Alberta; Yang Liu, University of Alberta; Byunghoon Tony Ahn, University of Alberta; Susanne P. Lajoie, McGill University; Andre Grace; Eric G. Poitras, University of Utah; Chaye Haldane, University of Alberta; Andrea Whittaker, University of Alberta; Brea McLaughlin, University of Alberta; Kayla Lucas, University of Alberta
3. I’ve Got This: The Influence of Usability Ratings of a Queer History App on Emotions. Jason Matthew Hurley, University of Alberta; Yang Liu, University of Alberta; Byunghoon Tony Ahn, University of Alberta; Susanne P. Lajoie, McGill University; Andre Grace; Eric G. Poitras, University of Utah; Chaye Haldane, University of Alberta; Andrea Whittaker, University of Alberta; Brea McLaughlin, University of Alberta; Kayla Lucas, University of Alberta
4. Refugees as a High-Risk Group for Dropping Out of MOOCs. Tebo Derib, Johannes Gutenberg University of Mainz; Franciska Reinhardt, Johannes Gutenberg University of Mainz; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University of Mainz; Roland Hopp, Johannes Gutenberg University of Mainz; Sarah Madeleine Nell-Mueller, Johannes Gutenberg University of Mainz
5. Supporting Rural Children in Developing Self-Efficacy: School-Based Asthma Instruction via Telemedicine. Catanya Stager, The University of Alabama - Tuscaloosa; Nathan Culmer, The University of Alabama; Karen Burgess, The University of Alabama - Tuscaloosa; Elizabeth Smith, The University of Alabama - Tuscaloosa; Madison Desch, The University of Alabama; Samantha Johns, The University of Alabama
6. Democratizing Reading Evidence in a Computer-Adaptive Learning Environment: The Quest for Improving Achievement Inequalities. Claudia C Satter, University of Central Florida; Laurie O. Campbell, University of Central Florida; Gloria W Lambie, University of Central Florida; Jaime Stiek Haugan, University of Central Florida
8. Using the Language Muse Palette to Support Language, Literacy, and Content Learning in English Learners. John P. Sabatini, ETS; Jill Burstein, ETS; Daniel P. McCaffrey, ETS; Nitin Madnani, Educational Testing Service

81.034-2. Student Engagement and Academic Success; Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:15-3:45pm
Posters:
9. Emotional and Cognitive Engagement in Knowledge-Building: A Case Study of Grade 1. Gaoxu Zhu, University of Toronto; Zoe Donohue, University of Toronto; Mingning Fan, University of Toronto; Brain zijlstra; Marlene Scardamalia, University of Toronto
10. Examining Collaborative Engagement: A Comparison of Interaction Versus Component Dominant Approaches. Jonathan C. Hilpert, Georgia Southern University; Gwen C. Marchand, University of Nevada - Las Vegas
11. Exploring How Emotional Engagement Before and During Reading Predicts Achievement. Philip H. Winne, Simon Fraser University;
12. The Role of Social Skills, Behavioral Engagement, and Gender in Early Adolescents’ Academic Achievement. Xiaodan Tang, University of Illinois at Chicago; Ting Dai, University of Illinois at Chicago

81.034-3. Virtual Worlds and Presence. Division C - Learning and Instruction; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:15-3:45pm
Posters:
13. AV1: An Avatar for Hospitalized Students With Long-Term Illness. Cecilia Pedersen Dalland, Oslo and Akershus University College of Applied Sciences; Silje Hoelland, Oslo and Akershus University College of Applied Sciences; Marit Haldan, Oslo and Akershus University College of Applied Sciences
14. Creating Virtual Reality Artifacts to Develop 21st Century Skills and Environmental Literacy. Hsiao-Ping Hsu, The University of Texas at Austin; Wenting Zou, The University of Texas at Austin; Joan E. Hughes, The University of Texas at Austin; Yi Shi, The University of Texas at Austin
15. Toward the Development of Personalized Learning Companion Robots for Early Speech and Language Assessment. Gary Joseph Yeung, University of California - Los Angeles; Alison L. Bailey, University of California - Los Angeles; Amber Afshar, University of California - Los Angeles; Carlisa Quinto Perez, University of California - Los Angeles; Alejandra Martin, University of California - Los Angeles; Samuel Spaulding, Massachusetts Institute of Technology; Hai Won Park, Massachusetts Institute of Technology; Abeer Alwan, University of California - Los Angeles; Cynthia Lynn Breazeal, Massachusetts Institute of Technology

81.034-4. Cognition and Assessment Poster Session. SIG - Cognition and Assessment; Poster Session
Metro Toronto Convention Centre, 300 Level, Hall C; 2:15-3:45pm
Posters:
17. Designing a Formative Assessment Tool to Support the Development of English Learners’ Argumentation Skills. Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service; Danielle Guzman-Orth, Educational Testing Service
19. Examining the Impact of Differential Item Functioning on Classification Accuracy in Cognitive Diagnostic Models. Justin Paulsen, Indiana University - Bloomington; Montserrat Beatriz Valdivia, Indiana University - Bloomington; Dubravka Svetina, Indiana University - Bloomington; Yinan Feng, Indiana University - Bloomington
20. Examining the Student Persistence When Playing an Online Game Called Playing Physics Playground: A Survival Analysis. Seyfullah Turgut, Florida State University; Russell Ackond, Florida State University; Valerie J. Shute, Florida State University
21. Inside the “New Black Box” of Formative Assessment: Validating the Model of Responses to Feedback. Angela M. Lui, University at Albany - SUNY; Heidi L. Andrade, University at Albany - SUNY
23. The Metacognitive Awareness Inventory for Teachers: A Validation Study. Seth A. Parsons, George Mason University; Melissa A. Gallagher, University of Louisiana at Lafayette; Margaret Vaughn, University of Idaho; Roya Qualls Scales, Western Carolina University; Julie Winner Ankrum, Indiana University of Pennsylvania; H. Emily Haye, Iowa State University
24. Cognitive Models for Accessible Science Assessments. Lori Andersen, The University of Kansas; Russell E. Swinburne Romine, The University of Kansas; Sue Bichard, University of Kansas - Lawrence

Wednesday, April 10, 8:30 am

AERA Related Activities

8.010. AERA–World Education Research Association Meeting. AERA Related Activities; Board Meeting
Metro Toronto Convention Centre, 200 Level, Room 206D; 8:30am to 5:00pm
Chair: Ingrid Gogolin, Universität Hamburg