Monday, 7:30 am

Governance Meetings and Events

68.001. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Gold Coast; 7:30-10:15am
Chair: Ruth Lopez Turley, Rice University

Monday, 8:00 am

AERA Related Activities

69.010. AERA–Education Writers Association Reporters Seminar: Invitation Only (Day 2 of 2). AERA Related Activities; Seminar
Sheraton, Second Level, Michigan A; 8:00am to 12:00pm

Monday, 8:15 am

Governance Meetings and Events

70.001. AERA Open Business Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Gold Level, Toronto; 8:15-9:45am
Chair: Joyce E. King, Georgia State University

Presidential Sessions

70.010. Film Expo: The Watsons Go To Birmingham. AERA Presidential Session; Invited Speaker Session
Sheraton, Second Level, Michigan B; 8:15-10:15am
Chairs: Jonathan I Gayles, Georgia State University; Robert L. Selman, Harvard University

70.011. Professional Ethics, Pedagogy, and Research in the Human Sciences: Psychological Views From the Colonized. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency C; 8:15-9:45am
Chair: Cirecie West-Olatunji, University of Cincinnati
Participants:
From Historical Trauma to Psychotic Terrorism: Behavioral Sciences’ Theft of Humanity. Wade Nobles, San Francisco State University
Tools of Oppression and Control: Making Them Visible. Edil Torres-Rivera, Chicago School of Professional Psychology; Cirecie West-Olatunji, University of Cincinnati
Ma’afa, the Black Holocaust: A Discussion of Transgenerational Trauma Symptoms in the Lived Experiences of African American Students as Secondary Effects of Systemic Oppression. Cirecie West-Olatunji, University of Cincinnati
Discussant: Jeremiah A. Wright, Jr., Virginia Union University

70.012. Toward Collective Action to Reclaim Public Narratives for Justice: Ameliorating an Impoverished Cultural Discourse on Affirmative Action in Higher Education. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency AB; 8:15-9:45am
Participants:
Opening Commentary. Daniel Gilbert Solorzano, University of California - Los Angeles
- University Park; Uma Madhure Jayakumar, University of San Francisco; Julie J. Park, University of Maryland - College Park
Moving Beyond the Diversity Rationale. Nicholas A. Bowman, Bowling Green State University; Kimberly Griffin, University of Maryland; Stephen John Quaye, Miami University
Advancing a Remedial Rationale. Julianne Hing, Colorlines; Maria C. Ledesma, University of Utah; O'Ilan A. Poorn, Loyola University Chicago

Committee Sessions

70.013. Black Education: 10 Years Later - Co-sponsored by the World Education Research Association. AERA Related Activities; Seminar
Hyatt, West Tower - Gold Level, Hong Kong; 8:15-10:15am
Chair: Kofi Lomotey, Western Carolina University
Participants: Carol D. Lee, Northwestern University; Hassimni Maiga, The Academy for Diaspora Literacy, Inc.; Petronilha Beatriz Goncalves e Silva, Federal University of Sao Carlos; Beverly Lindsay, University College London; Jerome E. Morris, University of Georgia
Discussants: Mwalimu J. Shujaa, Southern University, New Orleans; Veronica Villaran, Group for the Analysis of Development (GRADE), Peru; Ibrahim Ahmad Bajunid, INTI Laureate International Universities, Malaysia

Division Sessions

70.014. District Partnerships, Community Collaboration, and Programmatic Innovation: The Impact of Planning, Technology Use, and Building Capacity on School Improvement. Division A - Administration; Paper Session
Swissotel, Event Centre First Level, Munich; 8:15-9:45am
Chair: Nathalie Carrier, OISE/University of Toronto
Participants:
Consensus Versus Concreteness: Tensions in Designing for Scale. Marisa A. Cannata, Vanderbilt University; Tuan Nguyen, Vanderbilt University - Peabody College
District-Led Instructional Improvement in a Remote Town. Ryan Fink, University of Pennsylvania
Reimagining the Boundaries: District–Community Collaboration in Student (Re)assignment Reform. Tirza Wilbon White, University of Maryland - College Park
Technology-Enriched Learning Communities Creating Change Through Equitable Opportunities and Access for Improved Learning. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Sharon Ann Wilbur, University of Oklahoma; Jean Cate, University of Oklahoma; Nicki Watkins, University of Oklahoma; Sharon Dean, University of Oklahoma
Translating Educational Research Into Practice: A Cross-Institutional Telephone Game? Christopher Harrison, University of North Carolina - Chapel Hill; Stephanie Brown, Florida State University; Stacey A. Rutledge, Florida State University; John Wachen, University of North Carolina - Chapel Hill
Discussant: Elizabeth C. Reilly, Loyola Marymount University

70.015. Leveraging Social Networks Among School Leaders. Division A - Administration; Paper Session
Swissotel, Lucerne Level, Alpine I; 8:15-9:45am
Participants:
Evolving Ties in Common Core: Social Networks, Leader Beliefs, and
Organizational Learning. Yi-Hwa Liou, University of California - San Diego; Alan J. Daly, University of California - San Diego; Yun-Jia Lo, University of Michigan - Ann Arbor


Unpacking "Everyone": The Assemblage of Accountants to Whom Principals Are Accountable. Alexander Mishra Hoffman, AlDev Consulting


Mediating Social Identity: Leadership Approaches and Interschool Relationships at Co-Located School Sites. Alice Huguet, University of Southern California

Discussant: Nona A. Prestine, The Pennsylvania State University

70.016. Daisaku Ikeda and Relationality in Educational Philosophy, Policy, and Practice: Critical and Postfoundational Approaches. Division B - Curriculum Studies; Symposium

Chair: Julie Nagashima, University of Pittsburgh

Daisaku Ikeda, Jacques Rancière, and Human Education for Justice and Relational Growth. Jason Gough, DePaul University


Relationality and Relational Ways of Knowing in Daisaku Ikeda’s Theory and Practice at Soka Schools. Julie Nagashima, University of Pittsburgh

Ikeda’s Proposal for the Separation of Four Powers: Ensuring Political Neutrality in Education Through Public Participation. Hiroki Ishizaka, Naruto University of Education

Teachers’ Experience of Value-Creating Pedagogy: A Phenomenological Study. Melissa Riley Bradford, DePaul University

Discussant: Barbara J. Thayer-Bacon, The University of Tennessee

70.017. Resisting the Standardization of Our Souls: Building Collective Power to Stop Neoliberal Reforms. Division B - Curriculum Studies; Symposium

Chair: Gary L. Anderson, New York University

Participants:
Chicago School Reform in an Era of Austerity and Revanchism. Jackson Potter, Chicago Teachers Union

“Alto al SIMCE” Campaign: Challenging the Common Sense of Standardized Testing. Javier Campos-Martinez, University of Massachusetts - Amherst; Maria Beatriz Fernandez Cofre, Boston College; Jorge Luis Inunza, Delavan Durien School District; Andrea Lira, Teachers College, Columbia University; Mauricio Pino-Yancovic, University of Illinois at Urbana-Champaign; Sergio Alejandro Saldivia, New York University; Ivan Salinas, The University of Arizona


What Testing Is Hiding: The Saskatchewan Teachers’ Struggle. Colin Kees, Saskatchewan Teachers’ Federation


Discussant: Barbara Madelon, University of Massachusetts - Amherst

70.018. The Not-So-Idel Flaneur: A Metaphor for Knowing, Being Ethical, and Negotiating New Data Production. Division B - Curriculum Studies; Symposium

Chair: Anna Rylko, The University of British Columbia

Participants:
Strolling Along With the Flaneur: An Inquiry Into the Concept of Encounter. Marie France Berard, The University of British Columbia

Inquiry While Being in Relation: Flaneurial Walking as a Creative Practice and Research Method. Elsa Lenz Kothe, The University of British Columbia

Walking With the Photo Flaneuse: Traversing Inner and Outer Landscapes of Our Lives as Research. Blake Smith

Mindful Walking: The Serendipitous Journey of Community-Based Ethnography. Yuna Juang, University of Georgia - Athens

Discussant: Rita L. Irwin, The University of British Columbia

70.019. Division C Section 1e: Fostering Students’ Interest and Attitudes in Computer Science and Engineering Education. Division C - Learning and Instruction; Paper Session

Chair: Rayne A. Sperling, The Pennsylvania State University

Participants:
Examining Student Learning in a Mobile Phone-Based, Community Research, Computer Science Curriculum. Jean J. Ryoo, Exploratorium

Integrating Engineering Design Into Secondary Classrooms: Case Studies of Science and Mathematics Teachers. Helen Meyer, University of Cincinnati; Kathleen Koenig, Wright State University; Lindsay Owen, University of Cincinnati; Lori Cargile, University of Cincinnati; Cyj Elizabeth Sunny, University of Cincinnati

Outcomes From Bringing Computational Thinking Into STEM Classrooms. David Weintrop, Northwestern University; Kai Orton, Northwestern University; Michael S. Horn, Northwestern University; Elham Beheshi, Northwestern University; Laura Trouille, Northwestern University; Kemi Jona, Northwestern University; Uri J. Wilensky, Northwestern University

Selecting STEM College Majors: The Influence of High School Engineering Courses. L. Allen Phelps, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin; Sookweon Min, University of Wisconsin - Madison

Toward Justice in Computing Education: From Pipeline to Computer Science for All. Joanna Goode, University of Oregon; Jane S. Margolis, University of California - Los Angeles; Jean J. Ryoo, Exploratorium

70.020. Methods and Methodologies for Researching Emotions in Teaching, Learning, and Motivation. Division C - Learning and Instruction; Symposium

Sheraton, Ballroom Level, Sheraton 1; 8:15-9:45am

Chairs: Michalinos Zembylas, The Open University of Cyprus; Paul A. Schutz, The University of Texas - San Antonio

Participants:
Measuring Affect in Educational Contexts: A Circumplex Approach. Lisa Linnenbrink-Garcia, Michigan State University; Stephanie V. Worthington, Michigan State University

Gauging the Affective: Becoming Attuned to Its Impact in Education. Megan Watkins, University of Western Sydney

Assessing Academic Emotions via Experience Sampling Methods. Thomas Goetz, University of Konstanz; Madeleine Bieg, University of Konstanz; Nathan C. Hall, McGill University

A Critical Review of Interdisciplinary Methods Used to Examine the Role of Emotions and Computer-Based Learning Environments. Roger Azevedo, North Carolina State University; Michelle Taub, North Carolina State University; Nicholas Mudrick, McGill University

Using Multiple and Mixed Methods to Investigate Emotions in Educational Contexts. Paul A. Schutz, The University of Texas - San Antonio; Jessica T. Decuir-Gunby, North Carolina State University; Meca R. Williams-Johnson, Georgia Southern University

Discussant: Reinhard Pekrun, University of Munich

70.021. Multiple Perspectives on the Complexity of First-Grade Texts Over the Past 50 Years. Division C - Learning and Instruction; Structured Poster Session

Sheraton, Ballroom Level, Sheraton V; 8:15-9:45am

Chair: Elfrieda H. Hiebert, TextProject

Participants:
1. The Rationale for and Sample of the First-Grade Text Complexity Project. Elfrieda H. Hiebert, TextProject; Leigh Ann Martin, University of Michigan

2. 50 Years of Text Complexity: A Coh-Metrix Assessment of Changes in First-Grade Texts Over Time. Nia M Dowell, The University of Memphis; Arthur C. Graesser, The University of Memphis

3. The Complexity of a First-Grade Core Reading Program Over Seven Decades: The Early-Grades Lexile Text-Complexity System Analysis. Jill Fitzgerald, MetaMetrics and UNC Emerita and Research Professor; Jeffrey Elmore, MetaMetrics; Heather Hughes Koons, MetaMetrics
4. Lexical Difficulty and Diversity of First-Grade Reading Textbooks: Changes in the Last 50 Years. David A. Gamson, The Pennsylvania State University; Sarah Anne Eckert, Agnes Irwin School; Xiaofei Lu, The Pennsylvania State University

5. A Diachronic Analysis of First-Grade Reading Texts: Shifts and Patterns Detected Using Automatic Analyses. Scott A. Crossley, Georgia State University; Laura K. Allen, Arizona State University; Danielle S. McNamara, Arizona State University

6. Using TextEvaluator to Analyze the Comprehension Challenges Presented Within Grade 1 Reading Texts. Kathleen M. Sheehan, ETS; Michael Flor, Educational Testing Service; Diane Napolitano, Educational Testing Service; Chaitanya Ramineni, ETS

7. Analysis of Reading Passages With the Reading Maturity Metric. Peter W. Foltz, Pearson; Mark Rosenberg, Pearson

Discussant: Timothy E. Shanahan, University of Illinois at Chicago

70.022. Science Education in Early Childhood. Division C - Learning and Instruction; Paper Session Sheraton, Ballroom Level, Sheraton II; 8:15-9:45am

Participants:
- Evolving Minds: Young Children Learning Natural Selection From Explanation-Rich Picture Storybooks. Deborah Kelemen, Boston University; Natalie Emmons, Boston University
- Objects in the Sky: A Cross-Cultural Examination of Preschoolers’ Ideas. Kathy Cadhe Trundle, North Carolina State University; Mesad Sackes, Balikesir University; Mandy McCormick Smith, The Ohio State University - Columbus
- Modeling in the Primary Grades: Examining Second Graders' Emerging Particulate Models of Matter in the Context of Learning Through Model-Based Inquiry. Ala Samarapungavan, Purdue University; Lynn A. Bryan, Purdue University; Jamison Wills, Purdue University; Tugba Yukset, Purdue University
- STEM Education in Pre-Kindergarten: A Head Start. Jale Aldemir, University of North Carolina - Wilmington; Hengameh Kermani, University of North Carolina
- Teaching Pre-Kindergarten Students Science and Inquiry. Celeste Alexander, The University of Texas - Austin; Mary Elizabeth Hobbs, The University of Texas; Robert A. Williams, The University of Texas; James P. Barufaldi, The University of Texas - Austin

70.023. Students’ Choices of, and Responses to, Varying Types of Feedback. Division C - Learning and Instruction; Paper Session Hyatt, East Tower - Gold Level, Columbus CD; 8:15-9:45am

Chair: Ellen L. Usher, University of Kentucky

Participants:
- A Game-based Assessment of Children’s Choices to Seek Feedback and to Revise. Maria Cutumisu, Stanford University; Kristen Pilner Blair, Stanford University; Daniel L. Schwartz, Stanford University; Doris B. Chin, Stanford University
- Choosing Between Person- and Process-Praise: Exploring Students’ Preferences for Feedback in Success Versus Failure Conditions. Charissa Tansomboon, Berkeley University of California; Allison Master, University of Washington; Carol Dweck, Stanford University
- Student Perceptions of Feedback: Exploring the Relationship Between Self-Efficacy, Writing Ability, and Feedback. Charles Hewes, Bacon Academy
- Understanding Secondary Student Perceptions of Writing Feedback. Sharon Zumbrun, Virginia Commonwealth University; Heather Carlsson-Jaquez, Virginia Commonwealth University; Sarah Anne Marrs, Virginia Commonwealth University; Caitlin Mewborn, Virginia Commonwealth University

Discussant: Daniel H. Robinson, Colorado State University

70.024. The Impact of Multimodal Composing on Youth Transformative Disciplinary Identity Work Across Settings. Division C - Learning and Instruction; Structured Poster Session Sheraton, Ballroom Level, Sheraton IV; 8:15-9:45am

Chair: Leah A. Bricker, University of Michigan

Participants:
1. Positioning Learners for Community Engagement Through Invitations to Author Media Artifacts: An Example From Citizen Science. Brigid J.S. Barron, Stanford University; Caitlin Kennedy Martin, DePaul University - Digital Youth Network
2. Innovators Together: Collaborative, Strategic Resource Use and Movement for Identity Work in After-School Science. Day W Greenberg, Michigan State University; Angela Calabrese Barton, Michigan State University; Myungwhan Shin, Michigan State University; Christina Restrepo Nazar, Michigan State University
3. Reel Multimodalities: Engaging in Science Through Embodiment and Filmmaking With Underrepresented Youth. Rachel Chaffee, University of Rochester; April L. Luebmann, University of Rochester
5. Science Stories and Life Stories. Sara Hagenah, University of Washington; Jessica J. Thompson, University of Washington
6. Identity and the Maker Movement: Community Ethos and Individual Stances. Breanne K. Litts, University of Pennsylvania; Abigail W Konopasky, George Mason University; Erica Rosenfeld Halverson, University of Wisconsin - Madison; Kimberly Marie Sheridan, George Mason University
7. A Situated Analysis of Multimodal Composing in Rural and Urban Classrooms: Disrupting Routines, Affording Resources for Disciplinary Understanding. Suzanne M. Miller, University at Buffalo - SUNY; David L Bruce, University at Buffalo - SUNY
9. When Are You a REAL Scientist? The Impact of Teacher Positioning of Students on Middle School Latina Girls’ Engagement in Science Across In/formal Contexts. Edna Tan, University of North Carolina at Greensboro; Tess Anne Hegedus, University of North Carolina - Greensboro
10. Who Gets to Save the World? Negotiating Science, Community, and Gender Identities During Climate Change Action Filmmaking. Elizabeth Walsh, San José State University

Discussant: Naijah Saad Nast, University of California - Berkeley

70.025. Understanding the Role Participation and Communication Play in Mathematical Understanding. Division C - Learning and Instruction; Paper Session Sheraton, Ballroom Level, Sheraton III; 8:15-9:45am

Chair: Misfer Saud AlSalouli, King Saud University

Participants:
- Mathematical Problems and Performance on Large-Scale Assessments. Candace A. Walkington, Southern Methodist University; Virginia E. Clinton, University of North Dakota; Pooja Shrivaj, Southern Methodist University; Paul Yovanoff, Southern Methodist University
- Emergence of Argument in Children’s Mathematical Writing. Karl Wesley Kosko, Kent State University; Belinda Zimmerman, Kent State University
- Mathematical Reasoning at the Elementary School Level: Students’ Strategies for Solving Written Reasoning Tasks. Gabriele Moll, Technical University of Munich (TU München); Kristina Maria Reiss, Technische Universitaet Munich
- Using Improvement Research to Design Language and Literacy Supports for Developmental Mathematics Teaching and Learning. Katherine Rodela, Washington State University; Emily Horton, University of California - Los Angeles; Kimberly Gomez, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles

70.026. School Belonging, School Connection, and School Climate. Division E - Counseling and Human Development; Paper Session Hyatt, West Tower - Bronze Level, Buckingham; 8:15-9:45am

Participants:
- A Latent Class Analysis of Perceived School Climate Among Middle and High School Students: Findings From the California Healthy Kids Survey. Kris M. De Pedro, Chapman University; Tamika Gilreath, University of Southern California; Ruth Berkowitz, University of Southern California
- Assessing Intergroup Attitudes to Understand Risk and Resilience for Academic Achievement and Health Among Ethnically Diverse LGB
Monday Morning, April 20, 2015

70.027. History, Ideas, and Theory in Education. Division F - History and Historiography; Paper Session
Swissotel, Lucerne Level, Lucerne II; 8:15-10:15am
Chair: Donald Warren, Indiana University
Participants:
- Agnotology: Game Changer for History of Education? A.J. Angulo, Winthrop University
- Grit: The History of a Useful Concept. Ethan W Ris, Stanford University
- Rise of the Humanists: Combating Liberal Internationalism at Yale and Dartmouth, 1930s and 1940s. Bryan McAllister-Grande, Harvard University
- The Ivory Tower From Below: Toward a Multicultural Framework for the History of Higher Education. Lauren Ilano, University of California - Los Angeles; Hope Katherine McCoy, University of California - Los Angeles; Rick Wagoner, University of California - Los Angeles; Imelda Zapata, University of California - Los Angeles
Discussant: Philo A. Hutcheson, The University of Alabama

Marriott, Sixth Level, Purdue/Wisconsin; 8:15-9:45am
Chair: Jayne White, University of Waikato, Hamilton
Participants:
- Carnival, Drama, and Middle School English Learners: The Language of Play and Resistance. Anneliese Cannon, University of Wisconsin - Madison
- Carnival Body in the Drama Classroom: A Visual Ethnographic Inquiry. Po Chi Tam, Hong Kong Institute of Education
- Pre-school Discourse Interactions: Playful Meaning Making From a Carnival Lens. Lynn E. Cohen, Long Island University - C.W. Post Campus
- The Laughing Truth: Race and Humor in a Documentary Filmmaking Class. Jessica Dockter Tierney, University of Minnesota
Discussant: Timothy J. Lensmere, University of Minnesota - Twin Cities

70.029. Examining Resilience and Agency Across Race and Ethnicity. Division G - Social Context of Education; Paper Session
Marriott, Sixth Level, Northwestern/Ohio State; 8:15-10:15am
Chair: Delila Omerbasic, University of Utah
Participants:
- Digital Authoring: Negotiations of Identity, Agency, and Power Among Girls Resettled as Refugees From Thailand. Delila Omerbasic, University of Utah
- From the Hood to the School: Middle School Students’ Experiences With Racial/Ethnic Discrimination. Feliz Quinones, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles
- Examining the Educational Experiences of High-Achieving Native American Youth. Adam Hengen, University of Michigan
Discussant: Leah Stauber, The University of Arizona

Marriott, Fourth Level, Armitage; 8:15-9:45am
Chair: Enrique Alaman, University of Utah
Participants:
- Cosas que uno no Sabía: Making Meaning of Narratives, Experiences, and Resilience. Eduardo Coronel, University of Illinois at Urbana-Champaign; Eduardo Coronel, University of Illinois at Urbana-Champaign
- Para mi Mamá: A Mexicana Mother’s Educational Her-story Told by Her Daughter. Alma Itze Flores, University of California - Los Angeles
- El Hogar es Donde Está el Corazón: Making Meaning Through Oral History Interviews With Family. Gabriel Rodriguez, University of Illinois at Urbana-Champaign

70.031. New Materialisms and the Ontologies of Social Context: Critical Inquiry on Equity and Justice in Education. Division G - Social Context of Education; Invited Speaker Session
Marriott, Sixth Level, Indiana/Iowa; 8:15-9:45am
Chair: Korina Jacson, University of Massachusetts - Amherst
Participants:
- Re-Visioning Social, Re-Visioning Context, Re-Visioning Agency. Eve Tuck, SUNY - College at New Paltz
- Educational Research as Assemblage: Moving Beyond Research Demographics. Lisa (Leigh) Patel, Boston College
- Spatial Analytics and the Study of Neighborhood Effects in Education. Ezekiel J. Dixon-Roman, The University of Pennsylvania
- Pornographic Pedagogies: Social Media, Sexual Health, and Queer Youth of Color. Edward Brockenbrough, University of Rochester
- Vectors of Difference, Media Production, and the Limits of Place-Based Pedagogy. Korina Jacson, University of Massachusetts - Amherst
- Complicating Contexts: The Political Project of Community-Engaged Research. David O. Stoval, University of Illinois at Chicago
Discussant: Dolores Delgado Bernal, University of Utah

70.032. Possibilities and Challenges in New Methods and Frameworks for Multimodal Research. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Lincolnshire; 8:15-9:45am
Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
- Methods for Representing Multimodal Analyses for Research Audiences: Challenges and Opportunities. Deborah Rowe, Vanderbilt University
- Multimodal Timescape: A Tool to Analyze and Visually Represent Students’ Multimodal Composition Processes. Bridget Dalton, University of Colorado - Boulder; Blaine Elizabeth Smith, University of Miami
- “Be Where Your Hands Are”: From Visual Information to Haptic Interactivity. Jennifer Rossell, Brock University
- Using Collaborative Multimodal Analysis in Dramatic Inquiry Pedagogy to Make Research Agentic, Dialogic, and Inclusive. Brian W. Edmiston, The Ohio State University - Columbus; Kathleen Farrand, The Ohio State University - Columbus
Discussant: Carmen L. Medina, Indiana University - Bloomington

70.033. Reciprocal Mentoring for Critical, Activist Scholarship. Division G - Social Context of Education; Symposium
Marriott, Fifth Level, Kansas City; 8:15-9:45am
Chair: Beth Blue Swadener, Arizona State University
Participants:
- Communities of Inclusion and Exclusion in Mentoring: Who Has the Legitimacy to Speak Truth, or Truth in Relation to Power/Knowledge in the Academy? Marianne N. Bloch, University of Wisconsin - Madison
- Enacting Feminist Alliance Principles in a Doctoral Writing Support Group. Lacey Elizabeth Peters, Hunter College - CUNY; Kimberly Ann Eversman, Wartburg College; Beth Blue Swadener, Arizona State University
- Time to Come From the Shadows: Reflections on Reciprocal Mentoring and a “New” Activist Scholarship. Mark Nagasawa, Erikson Institute; Beth Blue Swadener, Arizona State University
Discussant: Rebisizwe S. Ndiamo, The University of Texas - San Antonio
70.034. Building Capacities Between Researchers and Policy Makers: Experiences From the Regional Educational Laboratory–Southeast (REL-SE). Division H - Research, Evaluation and Assessment in Schools; Symposium
Mariott, Fourth Level, Clark; 8:15-9:45am
Chair: Yaacov Petscher, The Florida Center for Reading Research
Participants:
Facilitating the Research in the Research Alliance. Barbara R. Foorman, Florida State University; Kevin Smith, Florida State University
Comparing Methodologies for Developing an Early-Warning System in Florida. Sharon Koon, Florida State University; Yaacov Petscher, The Florida Center for Reading Research
Improving Leadership in the Southeast. LaTara D. Osborne-Lampkin, Florida State University - Regional Educational Laboratory-Southeast; Jessica Sidler Folsom, The Florida Center for Reading Research
Building the Capacity in South Carolina to Identify Beating the Odds Schools. Yaacov Petscher, The Florida Center for Reading Research; Sharon Koon, Florida State University; John Hughes, Florida Department of Education
Discussant: Joy Lesnick, Institute of Education Sciences

70.035. Feminist Community Engagement: Achieving Praxis. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich C; 8:15-10:15am
Chairs: Susan V. Iverson, Kent State University; Jennifer H. James, University of Georgia
Participants:
Conversations From Within: Critical Race Feminism on the Routes of Change. Begum Verjee, Adler School of Professional Psychology; Shauana Jane Butterwick, The University of British Columbia
Transgressing Intellectual Boundaries Begins With Transgressing Physical Ones: Feminist Community Engagement as Activist-Apprentice Pedagogy. Dana Bisignani, Purdue University
The Personal Is the Political: Community Engagement With Men as Feminist Border Crossing. Lamea Shaaban-Magana, The University of Alabama; Melanie Miller, University of Alabama
Pay It Forward: Possibilities and Poignancies of Feminist Service-Learning Enacted in a Collegiate Health Education Classroom. Christin L Seher, The University of Akron
Discussant: Susan Marine, Merrimack College

70.036. Higher Education Access and Choice for Latino Students: Critical Findings and Theoretical Perspectives. Division J - Postsecondary Education; Symposium
Swissotel, Event Centre First Level, Zurich E; 8:15-10:15am
Chair: Patricia A. Perez, California State University - Fullerton
Participants:
Unpacking the Layers: Financial Aid and Latino High School Students’ Postsecondary Plans. José Muñoz, University of Missouri; Blanca E. Rincon, University of Illinois at Urbana-Champaign
Rising Voices: College Opportunity and Choice Among Latina/o Undocumented Students. Patricia A. Perez, California State University - Fullerton; James L. Rodríguez, California State University - Fullerton; Josue Guadarrama, Washington State University
The Behavioral Typology of First-time Latina/o Students: The Application in Three Hispanic-serving Community Colleges. Sunny Liu, University of LA Verne; Barbara E. McNiece-Stallard, Mt. San Antonio College; Dustin Tamashiro, Claremont Graduate University; John Barkman, Pasadena City College; Lan Hao, University of Southern California
Community Cultural Wealth and Latina/o College Choice: The Role of a College Access Program. Brianne Davila, University of California - Santa Barbara; Roseanne Macias, California State University - Dominguez Hills
Discussant: Miguel Ceja, California State University - Northridge

70.037. International Issues in Higher Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 8:15-10:15am
Participants:
Degrees of Contrition: Institutional Image and the Reassertion of Whiteness through University Redress. Amy Scott Metcalf, The University of British Columbia; Sharon Stein, The University of British Columbia
A Qualitative Study of Qatari Female College Graduates: Motivators for Pursing Higher Education. Claire Jacobson, University of Maryland - College Park
College Experiences and Outcomes Among International Undergraduate Students at Research Universities in the United States: A Comparison to Their Domestic Peers. Young K. Kim, Azusa Pacific University; Christopher S. Collins, Azusa Pacific University; Liz A. Rennick, Azusa Pacific University
The Hidden Dynamics of the Expansion of Higher Education. Jontorfi Jonasson, University of Iceland
Voices of Mainland Chinese Undergraduates: What They Need to Transition to U.S. Colleges. Tang T. Heng, Teachers College, Columbia University
Discussant: Kristen J Shanahan, Christopher Newport University

70.038. Issues of Gender and Higher Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich G; 8:15-10:15am
Chair: Michelle M. Espino, University of Maryland - College Park
Participants:
Anatomy of an Enduring Gender Gap: The Evolution of Women’s Participation in Computer Science. Linda J. Sax, University of California - Los Angeles; Kathleen Lehman, University of California - Los Angeles; Jerry A. Jacobs, University of Pennsylvania; Allison Kenny, University of California - Los Angeles; Gloria Lim, University of California - Los Angeles; Laura Nicole Paulson, University of California - Los Angeles; Hilary Zimmerman, University of California - Los Angeles
Cultural Pluralism Increases Difficulties in Learning Experiences yet Advances Identity Formation for Muslim Arab Female Students in Higher Education. Khalid Arar, The Center for Academic Studies
Micro Support Systems for College Women in Male-Dominated Majors. Meghan Stallworth, University of Tennessee-Chattanooga; Joan Barth, The University of Alabama
Sexual Coercion and Assault Goes to College Too: Disarticulating Culture, Language, Heritage, and the Cheating of Justice. Jason Laker, San José State University; Erica Misako Bous, University of California - Berkeley
”Losing Who I’m Supposed to Be”: Undergraduate Women (Re)Construct the Risks of Intimate Relationships. Elizabeth E. Blair, University of Wisconsin - Madison
Discussant: Amy Aldous Bergerson, University of Utah

70.039. The Importance of Institutional Contexts for College Student Outcomes: Looking at Minority-Serving Institutions and Predominantly White Institutions. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre Second Level, St. Gallen 3; 8:15-9:45am
Participants:
Black Females Attending Predominantly White Institutions: Fostering Their Academic Success Using African American Motherwork Strategies. Chasity Bailey-Fakhoury, Grand Valley State University; Maegan Hopson, Grand Valley State University
Exploring Curricular and Co-Curricular Effects on Civic Engagement at Hispanic-Serving Institutions (HSIs) and Emerging HSIs. Gina Ann Garcia, University of Pittsburgh; Marcela Cuellar, University of California - Davis
Interpersonal Relationships in the Culture of Stress: Examining Strategies. Charles Smith, Hampton University; Dawn G. Williams, Howard University; Lorraine Fleming, Howard University; Leonard B. Bliss, Florida International University; Fabiana Brunetta, Florida International University
Discussant: Linda Deangelo, University of Pittsburgh

Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Chicago FGH; 8:15-9:45am
Chair: Nicholas Daniel Hartlep, Illinois State University
Participants:
Papers for Teacher Education. Linda Clarke, University of Ulster
Foreign Ways, Chinese Meanings: Impact of Western-Based Education
on Chinese English Language Teachers. Faridah Pavan, Indiana University
Professional Path to Become a Teacher Educator: Commonalities and
Differences. Helena Loreto Montenegro, Pontificia Universidad Catolica de Chile
Discussant: Kenneth James Fasching-Vaner, Louisiana State University

Marriott, Fourth Level, Belmont; 8:15-9:45am
Participants:
How Preservice Preparation Affects the Preparedness of Alternative-Route Mathematics Teachers. Andrew M. Brandtlinger, University of Maryland; Beverly Selkirk Smith, City College of New York - CUNY
Preservice Teachers' Conception and Metaphor of Problem Solving and Their Problem-Solving Performance: Challenges and Strategies. Ji-Won Son, University at Buffalo - SUNY; Mi Yeon Lee, Arizona State University; Talal Arabayat, University at Buffalo - SUNY
The Impact of a Physics Inquiry Course on a Physics Teacher: A Narrative Inquiry. Paige K. Evans, University of Houston
Discussant: Nicole Alaine Bannister, Clemson University

70.042. International Teacher Education: Promising Pedagogies. Division K - Teaching and Teacher Education; Symposium
Marriott, Fifth Level, Los Angeles/Miami; 8:15-10:15am
Chair: Cheryl J. Craig, University of Houston
Participants:
Pedagogies of Teacher Selection: A South Korean Case. Jeong-Ae You, Chung-Ang University
Pedagogies of Teacher Preparation: Case of Mathematics Enhancement Courses in England. John Clarke, University of East London; Jean M.F. Murray, University of East London
Dialogical Professional Development Schools in Israel. Arie Kizel, University of Haifa; Arie Kizel, University of Haifa
Self-Study of Teacher Education Practices as a Pedagogy for Teacher Educator Professional Development. Mary Lynn Hamilton, The University of Kansas; Stefaniee E. Pinnegar, Brigham Young University
Literacy Narratives for 21st-Century Curriculum Making: The Three Rs to Excavate Diverse Issues in Education. Darlene Clieffetelli-Parker, Brock University
Narrative Teacher Education Pedagogies From Across the Pacific. Edward R. Howe, Thompson Rivers University; Masahiro Arimoto, Tokoku U
Discussant: Lily Orland-Barak, University of Haifa

70.043. Investigating Knowledge for Teaching Secondary Mathematics. Division K - Teaching and Teacher Education; Symposium
Marriott, Third Level, Cook; 8:15-9:45am
Chair: Jill Annette Newton, Purdue University
Participants:
Investigating Domains of Teacher Knowledge in the Context of Solving Equations. Rick Alan Hudson, University of Southern Indiana
How Much Can Assessment of Secondary Mathematical Knowledge for Teaching (MKT) Learn From Elementary MKT? Yvonne Lai, University of Nebraska - Lincoln; Heather Howell,ETS; Geoffrey C. Phelps, Educational Testing Service
The Lost Domain: Unpacking and Investigating Curricular Knowledge. Lorraine Marie Males, University of Nebraska - Lincoln
Studying Secondary Teachers’ Knowledge for Teaching Mathematics. Cynthia E. Taylor; Millersville University of Pennsylvania; Fran Arbaugh, The Pennsylvania State University
Mathematical Understanding for Secondary Teaching Framework: A Tool for Research. Patricia S. Wilson, University of Georgia - Athens
Discussant: Mary Kathleen Heid, The Pennsylvania State University

70.044. Online Tools for Professional Development. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 8:15-9:45am
Chair: Jane E. Neapolitan, Towson University
Participants:
Democratizing Online Learning. Anne Jones, The University of Alaska - Southeast; Lee Graham, The University of Alaska Southeast
Finding Community: A Case Study of an Online Critical Friends Group. Julie A. Moore, Kennesaw State University; Leslie Pourreau, Kennesaw State University
Impacting Online Teacher Practice, Epistemic Frames, and Agency With Design-Based Implementation Research. Rebecca Ito, Indiana University; Daniel T. Hickey, Indiana University
Learning Experiences in a Hybrid, “Flipped Classroom” Versus a Face-to-Face-Only Classroom. Paul F. Bulakowski, Mind My Education, LLC; Frank C. Worrell, University of California - Berkeley
“I Learned That Online”: The Internet and the Professional Development of Science Teachers. Samia Khan, The University of British Columbia; Elise Green, The University of British Columbia; Kendal Bergman, The University of British Columbia; Eric Meyers, The University of British Columbia
Discussant: Stephanie L. Knight, The Pennsylvania State University

70.045. Perspective on Teacher Knowledge, Licensure, and Evaluation: Mapping the “Strange Land” of Teacher Quality. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Denver/Houston; 8:15-9:45am
Chairs: Antonio Latrell Ellis, College of Charleston; Jaquial Durham, College of Charleston
Participants:
Council for the Accreditation of Educator Preparation Admissions Standards and Principal Evaluations of First-Year Teachers. Susan M. Tracy, California State University - Fresno; Paul Beare, California State University - Fresno; Colleen W. Torgerson, California State University - Fresno; James E. Marshall, California State University - Fresno
Strangers in a Strange Land: Race, Space, and Uncertainty During Teacher Licensure Test Events. Emery Marc Petchauer, Oakland University; Kira J. Baker-Doyle, Arcadia University
The Association Between Elementary Teacher Mathematics Licensure Test Scores and Student Growth in Massachusetts. Life LeGeros, Milton Public Schools
Discussant: Peter A. Youngs, University of Virginia

70.046. Teacher Identity: Examining Perceptions of Race and Cultural Identity. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Michigan/Michigan State; 8:15-9:45am
Chair: Melanie M. Acosta, The University of Alabama
Participants:
Imagination as Discourse Awareness: Preparing Preservice Teachers to Navigate School Cultures. Jackie Sydnor, Ball State University; Tammi R. Davis, University of Louisville; Sharon Dely, Indiana University - Bloomington; Linda Coggin, Indiana University
To See, or Not to See? A Diversity Course’s Impact on Preservice Teachers’ Color Blindness. Anthony Kline, Trine University; Patricia Clark, Ball State University; Kathleen Kreuzelmeyer, Ball State University; Eva M. Zygmont, Ball State University
“Teachers Really Have a Bias in Their Head”: Two Teacher Candidates’ Conceptions of Racial Profiling. Hannah Carson Boggatt, North Carolina State University; Crystal G Simmons, North Carolina State University
Discussant: Christopher C. Martell, Boston University

70.047. The Diverse Contexts of Teachers’ Growth in Mathematical Content Knowledge. Division K - Teaching and Teacher Education; Paper Session
Marriott, Tenth Level, O’Hare; 8:15-9:45am
Chair: Andrei Weinberg, Colorado State University
Participants:
An Investigation of Elementary Teachers’ Mathematical Knowledge for
70.048. Toward Racial Justice and Democratization of the Teaching Force. Division K - Teaching and Teacher Education; Symposium Marriott, Third Level, Kane/McHenry; 8:15-10:15am

Chairs: Christine E. Sleet, California State University - Monterey Bay; La Vonne Isabelle Neal, Northern Illinois University

Participants:
- Tactics and Strategies for Breaking the Barriers to a Diverse Teaching Force. Kitty Kelly Epstein
- Teach Tomorrow in Oakland: History, Teacher Profiles, and Lessons Learned. Rachelle Lanette Rogers-Ard, Mills College; Kimberly L. Mayfield, Holy Names University
- Contextualizing the Demographic Imperative: Teacher Education for Students of Color in a Rural Community. Anne Burns Thomas, SUNY - College at Cortland
- The Turning Point of One Teacher Education Program. Ominuotu N. Ukpokodu, University of Missouri - Kansas City
- Newcomers Entering Teaching: The Possibilities of a Culturally and Linguistically Diverse Teaching Force. Flynn M. Ross, University of Southern Maine
- Pathways2Teaching: Being and Becoming a “Rida.” Madhavi Tandon, University of Colorado - Denver; Margarita Bianco, University of Colorado - Denver; Shelley Zion, University of Colorado - Denver
- A Competing Theory of Change: Critical Teacher Development. Conra D. Gist, University of Arkansas; Belinda Bastos Flores, The University of Texas - San Antonio; Lorena Claeys, The University of Texas - San Antonio

Discussant: Kevin Kumashiro, University of San Francisco

70.050. The Media and the Neoliberal Privatization of Education: Understanding, Critiquing, and Resisting Capital's Current Agenda for Education. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium Hyatt, West Tower - Gold Level, San Francisco; 8:15-10:15am

Chair: Julia Hall, D'Youville College

Participants:
- The Media and the Neoliberal Privatization of Education. Derek Ford; Bradley J. Porfilio, California State University, East Bay
- Reprivatizing the Family: How “Opt-Out” and “Parental Involvement” Narratives Support School Privatization. Amy B. Shuffelton, Loyola University Chicago
- The Mass Media and Educational Reform: Simulations of Experience and Dialogue. Dave Wolken
- Teach For America: The Intersection of Social Media and Education Reform. T. Jameson Brewer, University of Illinois at Urbana-Champaign; Matthew Wallis

Discussants: Peter L. McLaren, Chapman University; Rebecca A. Goldstein, Montclair State University

70.051. Assessment and Young Dual Language Learners in Pre-Kindergarten and Kindergarten: Issues to Consider. SIG-Early Education and Child Development; Symposium Hyatt, East Tower - Gold Level, Grand B; 8:15-9:45am

Chair: Mari Estrada-Gonzalez, University of California - Santa Barbara

Participants:
- Informing Teachers’ Practice Through the Assessment of Young Dual Language Learners: Reliability and Validity Issues. Debra J. Ackerman, Educational Testing Service (ETS)
- Translanguaging and the Assessment of Young Dual Language Learners. Danielle Guzmán-Ortín, Educational Testing Service; Alexis Lopez, Educational Testing Service
- Head Start Systems and Assessments: A Case for Dual Language Learners. Carola Materia, California State University - Channel Islands
- Assessing Classroom Quality in Settings Serving Young Dual Language Learners. Marlene Zepeda, California State University - Los Angeles

Discussant: Keira Gebbie Ballantyne, The George Washington University

70.052. Researching Policies and Programs: Critical Analysis of Assessments and Evaluation Measures. SIG-Environmental Education; Paper Session Swissotel, Lucerne Level, Lucerne III; 8:15-10:15am

Chair: David W. Hursh, University of Rochester

Participants:
- Studying the Work of a Sustainability Tracking, Assessment, and Rating Metric Within Two Canadian Universities. Steve J. Alsup, York University; David A. Greenwood, Lakehead University; Philip Vought, York University, Canada; Ana Maria Martinez, York University; Christopher Matthew Richards-Bentley, York University
- Sustainable Schools Programs: What Influence on Schools, and How Do We Know? Mark Rinkson, Monash University; Alan D. Reid, Monash University; Matthew Hall, Monash University
- How Green Is the Big Apple? Social Inequality and School Engagement With Environmental and Sustainability Education. Oren Pizmony Levy, Teachers College, Columbia University; Rosa Fernandez, Teachers College, Columbia University
- Needs Assessment for Data-Driven Planning of a National Expansion of a Professional Development Program for Residential Outdoor Science Schools. Valeria Romero, University of California - Berkeley; Juna Z. Snow, University of Illinois at Urbana-Champaign; Bernadette S. Chi, University of California - Berkeley

Discussant: Arjen E. Wals, Wageningen University

70.053. Discourse, Ethics, Biopower. SIG-Foucault and Education; Paper Session Swissotel, Event Centre Second Level, St. Gallen 2; 8:15-9:45am

Chair: Jie Qi, Utsunomiya University

Participants:
- Performativeness of Discourse of Sushi in Differentiating Place-People in Post-Mao China. Lei Zheng, University of Wisconsin - Madison

SIG Sessions

70.049. Race and Equity Issues in Schools. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session Marriott, Third Level, Dupage; 8:15-9:45am

Chair: Marlon C. James, Texas A&M University - College Station

Participants:
- Conceptualizing a Critical Race Spatial Analysis in Education. DeMarcus Antonio Jenkins, University of California - Los Angeles
- Constructions of Race and Equity in a Suburban School. Leticia Villarreal Sosa, Dominican University; Corrie Wallace, Equity and ELL District 219
- Inequitable Education: An Examination of the Educational Landscape of K-12 Predominantly White and Black Schools. Abiola A. Faruque, University of Pittsburgh; Tempest Richardson Adams, University of North Carolina at Charlotte
- Justice for All? Creating an Urban Elite Cohort in a Working-Class Latino School. Inequitable Education: An Examination of the Educational Landscape of K-12 Predominantly White and Black Schools. Abiola A. Faruque, University of Pittsburgh; Tempest Richardson Adams, University of North Carolina at Charlotte
A Changing Discourse of Curriculum Reform in Taiwan: A Foucauldian Approach. Chin-Ju Mao, National Taiwan Normal University
Foucault, Ethics, and the Making of Traditional Chinese Children. Tingwei Rong, Hangzhou Normal University
Understanding Special Education and Standards-Based Reform as Biopolitical Systems. Jessica K. Bacon, Lehman College - CUNY

70.054. The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market. SIG-Hispanic Research Issues; Invited Speaker Session
Swissotel, Event Centre Second Level, Montreux 3; 8:15-9:45am
Chair: Richard P. Duran, University of California - Santa Barbara
Participants:
The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market. Rebecca M. Callahan, The University of Texas - Austin; Patricia C. Gandara, University of California - Los Angeles
Discussants: Claudia G. Cervantes-Somo, University of North Carolina - Chapel Hill; Veronica E. Valdez, University of Utah; Augustine Reyes, University of Houston; Adam Sawyer, Bard College

70.055. Toward Social Justice Through Expansion of STEM Opportunities: The Influence of After-School and Summer Programs. SIG-Informal Learning Environment Research; Symposium Sheraton, Second Level, Arkansas; 8:15-9:45am
Chair: Bernadette Shhua, Education Development Center, Inc.
Participants:
The Middle School Science Readiness Program. Alana Newell, Baylor College of Medicine; Nancy P. Moreno, Baylor College of Medicine
Preparing Teachers to Engage Rural and Indigenous Students in Computational Thinking Through Game Design. Jacqueline Leonard, University of Wyoming; Monica B. Mitchell, MERRA Associates; Olatokunbo S. Fashola, MERRA Associates; Tarcia LaShua Hubert, University of Houston
Back to the Earth: A Culturally Intertwined STEM Learning Experience. Anne L. Kern, University of Idaho; Melinda Howard, University of Idaho; Sameer Honwad, New York University; Laura Anne Launatia, Coeur d'Alene Tribe of Indians
Junior and High School Students' Perceptions of the Effects of Attending Science Camp: One-Year Follow-Up. Karen L. Yanowitz, Arkansas State University; Debbie L. Huhs-Vaughn, University of Central Florida; Tanja McKay, Arkansas State University; Carol Ann Ross, retired
Studio STEM: An Out-of-School Design-Based Science Learning Program for Rural Middle School Youth. Michael A. Evans, North Carolina State University; Christine G. Schnittka, University of Virginia; Brett D. Jones, Virginia Polytechnic Institute and State University; Carol B. Brandt, Temple University
Discussant: Tony Streit, Education Development Center, Inc.

70.056. Developing 21st-Century Skills for All Students: Results From the International Study of City Youth. SIG-International Studies; Symposium Hyatt, West Tower - Gold Level, Atlanta; 8:15-9:45am
Chair: Russell W. Rumberger, University of California - Santa Barbara
Participants:
21st-Century Skills in Context: The Sacramento and Santa Barbara School System. Russell W. Rumberger, University of California - Santa Barbara; Jay Plasman, University of California - Santa Barbara
Behavioral Disengagement as A Reaction to Structural and Cultural School Disadvantage? The Role of Academic Mindsets. Jannick Demanet, Ghent University; Michel Janoos, University of Montreal
21st Century Skills in Context: Equity in the Montreal School System. Jonathan Levesque, University of Montreal; Michel Janoos, University of Montreal; Isabelle Archambault, University of Montreal; Sophie Pascal, University of Montreal; Véronique Dupére, University of Montreal; Marie-Josée Richer, University of Montreal; Marie-Philippe Prouzeau, University of Montreal

70.057. Prospects and Challenges in Teacher Curricular Adaptation Across Disciplines. SIG-Learning Sciences; Symposium Marriott, Fourth Level, Sheffield; 8:15-9:45am
Chair: Iris Tabak, Ben-Gurion University of the Negev
Participants:
Ambitious Curriculum Use: Coordinating the Use of Curriculum Materials With Responding to Children’s Mathematical Thinking. Corey Drake, Michigan State University; Tonia Jo Land, Drake University
Teacher Adaptation of Document-Based History Curricula. Bradley Fogo, Stanford University; Abby Reisman, University of Pennsylvania; Joel Breakstone, Stanford University
Affordances and Constraints of a Minimalist Approach to Teacher Curricular Adaptations. Eleni A. Kyza, Cyprus University of Technology; Iris Tabak, Ben-Gurion University of the Negev; Iray Asher, Israeli Ministry of Education; Christothea Herodotou, The Open University (UK); Samira Nasser, Beit Berl Academic College; Jolie Nicolaïdou, Cyprus University of Technology
Adapting a Nascent Science and Data Journalism Model to Diverse Educational Contexts Over Time. Joseph L. Polman, University of Colorado - Boulder; Michelle Whitacre, University of Missouri - St. Louis; Angela Kohnen, University of Missouri; Rose Davidson, St. Joseph’s Academy; Engida Haileye Gebre, University of Colorado - Boulder
Discussant: Marcia Linn, University of California - Berkeley

70.058. A Dream Deferred: A 20-Year Retrospective on Culturally Relevant Pedagogy. SIG-Research Focus on Black Education; Symposium Swissotel, Lucerne Level, Lucerne I; 8:15-10:15am
Chairs: Vanessa Diane Dodo Seriki, Loyola University Maryland; Cory T. Brown, Murray State University
Participants:
Culturally Relevant Teaching: Where Do We Go From Here? Implications for Theory, Practice, and Policy. Tyrone C. Howard, University of California - Los Angeles; Brian Woodward, University of California - Los Angeles
Culturally Relevant Pedagogy and Teacher Professional Development in a Laboratory for School Reform. Celia Rousseau Anderson, The University of Memphis; Angeline Powell, The University of Memphis; Beverly E. Cross, The University of Memphis; Erika C. Bullock, The University of Memphis
Distorted Mirrors and Clean Hands: Reflections and Realities of Teacher Education’s Deferred and Unfinished Work Within Culturally Responsive Pedagogy. Tehia Starker Glass, University of North Carolina - Charlotte; Ayana Allen, University of North Carolina - Charlotte; Chance W. Lewis, University of North Carolina - Charlotte
The Intractability of White Supremacy: Race, Culturally Relevant Pedagogy, and the Professional Development of Teachers in a Small Urban School District. Adrienne D. Dixson, University of Illinois - Urbana-Champaign; Rema Ella Reynolds, University of Illinois at Urbana-Champaign
Culturally Relevant Pedagogy and English Language Arts Teaching: Addressing the Backstage, Front-Stage Priority. Rich Milner, University of Pittsburgh
Reconsidering Culturally Relevant Pedagogy in an Era of Hyperaccountability and Hyperstandardization. Simone Gibson, Morgan State University; Camika Royal, Loyola University Maryland; Thurman L. Bridges, Morgan State University
Discussant: Gloria J. Ladson-Billings, University of Wisconsin - Madison

70.059. Confident and Competent Black Males Doing STEM. SIG-Research Focus on Black Education; Paper Session Swissotel, Event Centre Second Level, St. Gallen 1; 8:15-9:45am
Participants:
Development of the Conditions for Black Male Success in STEM Survey. Vinetta C. Jones, Howard University; Kenneth Alonso Anderson, Howard University; Casilda Maxwell, Howard University; Mohammad Mahmod, Howard University; Oral B. Grant, Howard University; Linell Darcell Edwards, Howard University
Exploring the Mathematics and Science Identity Development of Black Male University Students. Kimi J. Wilson, California State University - Los Angeles; Lois Andre Bechely, California State University - Los Angeles
Diverse Perspectives on Race, Gender, and Identity Among Black Males in STEM Education. James Earl Davis, Temple University; Terrell Lamont Strayhorn, The Ohio State University; Edward Fergus, New York University; Ebony Omotola McGee, Vanderbilt Peabody College

Ivy League Bound: The Case of a Brilliant African American Male Mathematics Major. Christopher Charlie Jett, The University of West Georgia

Uncompromising Success of the Greene Scholars: A Program for African American Students in STEM. Stephen D. Hancock, University of North Carolina - Charlotte; Debra Watkins, California Alliance of African American Educators

70.060. Creative Teaching and Policy Implications in Gifted Education.
SIG-Research on Giftedness, Creativity and Talent; Paper Session
Sheraton, Second Level, Missouri; 8:15-9:45am
Chair: Jeb S Puryear, University of North Texas
Participants:
21st-Century Creativity: How the P21 Frameworks Reflect the Four Principles of Creativity. Sarah L. Woulfin, University of Connecticut; Jiajuan Guo, University of Connecticut
Effects of Explicit Instructions, Metacognition, and Motivation on Creative Performance. Eunsook Hong, University of Nevada - Las Vegas; Harold F. O’Neil, University of Southern California; Yun Pong, University of Nevada - Las Vegas
Teachers’ and Principals’ Perceptions and Attitudes Toward Educating the Gifted and Students as Coresearchers. Manoj Chandra Handa, Macquarie University, Sydney, Australia; Anne Louise McLaugh, Macquarie University; Penny Van Bergen, Macquarie University
Using Critical Components and Theoretical Underpinnings to Justify Modifications to a Gifted Literacy Intervention. Lisa Hall Foster, Development Services Group
Discussant: Michael S. Matthews, University of North Carolina - Charlotte

70.061. When and Where I Enter: Students Voice Their Perceptions on School and Where They Belong. SIG-School Community, Climate, and Culture; Paper Session
Swissotel, Lucerne Level, Alpine II; 8:15-10:15am
Chair: Adrienne C Goss, Ohio Northern University
Participants:
A New Scale for Measuring Student Sense of Belonging in School. Joe McIntyre, Harvard University
Student Voice: A Catalyst for Changing School Culture. Brad Talley, Norman Public Schools; Katherine J. Gutierrez, University of Oklahoma
The Effect of School Climate on Students’ Well-Being, Resilience, and Moral Identity. Helen Mary Riekie, Cardijn College; Jill M. Aldridge, Curtin University
The Relationship of Middle School Climate and Academic Performance. Adam Voight, Cleveland State University; Thomas Hanson, WestEd
Scholarship Students: Squeezing Through the Glass Ceiling of an Affluent Private School. Barbara J Sherman, North Shore Country Day School
Cultivating School Success of Children in City Schools Through a Trauma-Informed Framework of Educational Resiliency. Peter C. Murrell, Loyola University Maryland
Discussant: Colleen L. Larson, New York University

70.062. Evidence of Equity and Access Effects on Student Achievement and Choice in International Contexts. SIG-School Effectiveness and School Improvement; Paper Session
Swissotel, Event Centre First Level, Zurich D; 8:15-9:45am
Chair: Coby Meyers, American Institutes for Research
Participants:
Can Educational Systems Achieve Both Quality and Equity? Secondary Analyses of PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) Studies. Leonidas Kyriakides, University of Cyprus; Evi Charalambous, Department of Education, University of Cyprus; Bert Creemers, University of Groningen; Charalambos Y. Charalambous, University of Cyprus; Antra Dimosthenous, University of Cyprus
Primary and Secondary Effects of Students’ Socioeconomic Background on Educational Choices in the German Context of Full- and Part-Time Schooling: Evidence From PIRLS (Progress in International Reading Literacy Study) and TIMSS (Trends in International Mathematics and Science Study) 2011. Ariane S. Willems, (IFS) Institute for School Development Research; Dominik Becker, Heinrich Heine University; Heike Wondt, Technical University of Dortmund; Wilfried Bos, University of Dortmund
Stability of Academic Performance Across Science Subjects Among Students: Emerging Evidence From Representative Chinese Data. Xin Ma, University of Kentucky; Meng Fan, University of Delaware

70.063. STEM Education in the Postsecondary and University Classroom.
SIG-Science Teaching and Learning; Paper Session
Marriott, Fourth Level, Addison; 8:15-9:45am
Chair: Sybil Kelley, Portland State University
Participants:
Adapting Nanoscale Science Education to Large Class Sizes. Jennifer G. Wells, Portland State University
Developing an Engineering Design Process Assessment Using Mixed Methods: An Illustration With Rasch Measurement Theory and Cognitive Interviews. Stefanie Anne Wind, Georgia Institute of Technology; Meltem Alemdar, Georgia Institute of Technology; Jessica Gale, Georgia Institute of Technology; Jeremy Lingle, Georgia Institute of Technology; Roxanne Moore, Georgia Institute of Technology
Electrons Certainly Follow Laws: Integrating Complexity Thinking With How Learners View Knowledge. Katherine Grace Nelson, Arizona State University; Jonathan C. Hilpert, Georgia Southern University; Benjamin C. Heddy, University of Oklahoma; Sarah K. Brem, Arizona State University
How Do Engineering Students Perceive Their Lecturers’ Pedagogical Content Knowledge? David F. Teague, Curtin University; Mamoroka Caroline Selepe, Tshwane University of Technology; A. L. Chandrasegaram, Curtin University
Discussant: Sybil Kelley, Portland State University

70.064. Research, Teaching, and Learning in Urban Classrooms. SIG-Urban Learning, Teaching, and Research; Paper Session
Swissotel, Event Centre Second Level, Montreux 1&2; 8:15-10:15am
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
Addressing Challenges in Urban Teaching and Learning Math Using the Model-Strategy-Application With Reasoning Approach in Linguistically and Culturally Diverse Classrooms. Zhonghe Wu, National University; Shuhua An, California State University - Long Beach; Jing Cheng, East China Normal University; Jia Chen, Zhejiang International Studies University
Impact of Ninth-Grade Academies on Academic Outcomes in an Urban District. Alan Davis, University of Colorado - Denver; Christine De Baca, ScholarCentric
Information and Digital Literacies of Kindergarten and Second-Grade Urban Teachers and Students: An I-LEARN Project. Mary Jean DeCarlo, Drexel University; Vera J. Lee, Drexel University; M. Delia Neuman, Drexel University; Allen Grant
Trauncy Among Urban Middle School Students: A Latent Growth Curve Modeling Analysis. Chin-Chih Chen, Virginia Commonwealth University; Dennis P. Culhane, University of Pennsylvania; Stephen Metraux, University of Sciences in Philadelphia; Jung Min Park, University of Illinois; Jessica Christina Vobule, Virginia Commonwealth University
Welcome to the (W)righting Workshop: Hip-Hop Pedagogy, Spoken Word Poetry, and Wounded Healing in the Urban English Language Arts Classroom. H. Bernard Hall, West Chester University of Pennsylvania
Discussant: Jeffrey Stuart Kaplan, University of Central Florida

Division and SIG Roundtables

70.065. Roundtable Session 27; Roundtable Session

70.065-1. Issues in College and Career Readiness. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Michael F. Suarez, University of Colorado - Boulder
Participants:
Applied and Service-Learning Quantitative Outcomes. Thomas Penniston, University of Maryland - Baltimore County
Getting Ready for College While the State Transitions Toward the Common Core. Zeyu Xu, American Institutes for Research; Kennan Cepa, American Institutes for Research
Ready or Not: Engaging With the College Readiness Binary of Arizona
Move On When Ready. Michael Silver, Arizona State University

70.065-2. Teacher Perspectives on Teacher Evaluation and Performance
Pay Programs, Division L - Educational Policies and Politics;
Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Benjamin Alcott, University of Michigan - Ann Arbor
Participants:
Does Teacher Evaluation Policy That Incorporates Student Growth
Measures Exacerbate or Ameliorate Educational Inequities? Kimberly
Kappler Hewitt, University of North Carolina - Greensboro
Implementation Factors That Affect the Impact of Teacher Evaluation
Policy. Laura Gutmann, Stanford University
Procedural Justice: Teachers’ Perceptions of a Teacher Incentive Program.
Jennifer Flynn, Westat; Liam M. Ristow, Westat; Karin Katterfeld, Westat
When Theoretical Models Meet School Realities: Educator Responses to
Student Growth Measures in an Incentive Pay Program. Jennifer K.
Rice, University of Maryland; Betty Malen, University of Maryland

70.065-3. Teachers and Teaching in the United States Today: Illustrations
From K–12 and Higher Education, Division L - Educational Policies
and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Andrew Saulz, Miami University - Oxford
Participants:
Disposable Teachers: Neoliberal Flexploitation and the Proletarianization
of North Carolina’s Educators. Mark Andrew Johnson, University of North
Carolina - Chapel Hill
The Role of Teach For America Alumni in Public Policy. Vikash Reddy,
Teachers College, Columbia University
Institutionalizing Openness in Academe: Influences on Faculty Publishing
Practices. Samantha Bernstein, University of Southern California

70.065-4. Inequality: School Factors, SIG-Sociology of Education;
Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Jacob Hibel, University of California - Davis
Participants:
School-Level Predictors of Placement Into Special Education. Dara Renee
Shifrer, Rice University - Kinder Institute; Rachel Elizabeth Fish,
University of Wisconsin - Madison
The Sears of School Discipline? A National Study in the Effects of
Exclusionary School Discipline. Megan Andrew, University of Notre
Dame; Mary Kate Blake, University of Notre Dame
Are Educational Inequilities Uniform? Comparing Variation in Gender,
Race, and Class Disparities Across U.S. High Schools. Hannah K.
Miller, University of Wisconsin - Madison

70.065-5. Rethinking Normative Literacy, Literacy Practices, and
Research on Literacy, SIG-Critical Perspectives on Early Childhood
Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Megan Baker, Boston College
Participants:
Complicating What Counts as a Text for Young Children: Teaching
Multicultural Literature in Teacher Education Courses. Tamara
Spencer, Montclair State University; Adrian D. Martin, Montclair State
University; Elisa Lee, Montclair State University
Racialized Depictions of Literacy Events: An Analysis of 100 Children’s
Picture Books. Sue Mary Nicholas, University of South Australia
Reading From the Screen: Making Reading Salient During Young
Children’s Use of Digital Technologies. Christina R. Davidson,
Charles Sturt University; Susan J. Danby, Queensland University of
Technology; Karen Thorpe, Queensland University of Technology
Rethinking Literacy: Digital Devices and Practices at School and at Home
With Young Learners. Linda Laidlaw, University of Alberta; Joanne
O’Mara, Deakin University; Suzanne So-Har Wong, University of
Alberta; Maureen Dockendorf, School District 43 Coquitlam
Rethinking Normative Literacy Practices, Behaviors, and Interactions:
Learning From Young Immigrant Boys. Mariana Souto-Manning,
Teachers College, Columbia University; Bessie Dernikos, Teachers
College, Columbia University; Haemin Yu, Teachers College, Columbia
University

70.065-6. Rewriting and Rethorizing Literacies in Early Childhood. SIG-
Writing and Literacies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Beryl Exley, Queensland University of Technology
Participants:
Technology-Mediated Writing Instruction in the Early Literacy Program:
Perils, Procedures, and Possibilities. Sandra Lee Beam, Cincinnati
Christian University; Cheri Williams, University of Cincinnati
Recapturing a “Praxis” Orientation in Educational Practice: Expanding
the Local Through Technologies in Kindergarten Literacy. Christine
Edwards-Groves, Charles Start University
Poetic Language, Interdiscursivity, and Intertextuality in Fifth Graders’
Poetry: An Interpretive Study. Janine L. Certo, Michigan State
University
Writing Differently: Using Theories of New Materialism to (De/re)
territorialize Multimodal Literacies. Jaye Johnson Thiel, The University
of Tennessee - Knoxville

70.065-7. Novel Approaches to Studying Learning Within and Across Art
Domains, SIG-Arts and Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Angela Rose Hines, Arizona State University
Participants:
Drawing Children Into Reading: Investigating How a Drawing Program
Supports First-Grade Writers. S. Rebecca Leigh, Oakland University
Up and Down the (Musical) Ladder: How Open-Ended Activities Promote
Sophisticated Domain Discourse. Michael Downton, St. John’s
University
The Use of Tableau to Increase the On-Task Behavior of Students with
Language-Based Learning Disabilities. Katherine Adams Berry, The
George Washington University; Alida Anderson, American University;
Jennifer Frey, The George Washington University
Closing the Achievement Gap Through Arts Integration. Kathleen
Panagopoulos, Anne Arundel County Public Schools; Margaret Ellen
Mahoney, Notre Dame of Maryland University; Catherine Sarther;
Notre Dame of Maryland University
Arts Integration Improves Student Achievement. Robert A. Southworth,
The Schoolworks Lab, Inc.

70.065-8. Action Research in and With the Community, SIG-Action
Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Rachel Louise Geesa, Department of Defense Education Activity
Participants:
The Challenges and Successes of Partnering With a Community
Organization in a Participatory Action Research Project. Lesley Wood,
North-West University
(Des)Conocen El Camino (The Un/Known Path): The Contours of
Participatory and Civically Engaged Educational Spaces With/by
Latina/o Youth Researchers in Utah. Alicia De Leon, University of Utah
Collaborative Writing for Academic Publication as a Participatory Action
Research Team: Moving From Distance and Distaste Toward a Process
of Transformative Engagement. Morgan Gardner, Memorial University
Lessons From Teaching Engineering Design in a Summer Camp for
High-Ability Students: A Chain Re-Action Research Study. Niels
Pereira, Purdue University; Shawn S Jordan, Arizona State University
Polytechnic; Odesma Onika Dalrymple, Arizona State University
Toward Social Justice: Increasing the Cultural Proficiency of University
Resident Advisers Through Ongoing Diversity Training. Joshua
Wood, Colorado Christian University; Susan R. Warren, A.aspxa
University

70.065-9. Revitalizing Race-Radicalism in Bilingual Education. SIG-
Bilingual Education Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Luis Urrieta, The University of Texas - Austin
Participants:
A Tale of Two Visions: Hegemonic Whiteness and Bilingual Education.
Nelson Flores, University of Pennsylvania
Challenging Race-Erasd Perspectives of Language in Whitestream
Bilingual Education: Toward a Race-Radical Vision. Christian J. Faltis,
University of California - Davis
A Race-Radical Vision in the Preparation of Critical Preservice Bilingual Teacher Candidates. Margarita I. Berta-Avila, California State University - Sacramento

Toward a Race-Radical Vision in Bilingual Education Policy and Advocacy in Texas. Patricia D. Lopez, The University of Texas - Austin; Brenda Oriana Fuentes, The University of Texas - El Paso

70.065-10. Uncovering Social Justice via Vignettes, Photographs, and People. SIG-Leadership for Social Justice; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Colleen A. Capper, University of Wisconsin - Madison
Participants:
Justice as a Moral Obligation: Principals Responding to Vignettes of Prejudice. Rosa L. Rivera-McCutchan, Lehman College - CUNY
Photographs as Pedagogic Tools for Social Justice. Gerry Jefferis, National University of Ireland - Maynooth
Professors of Social Justice Leadership: Using Intersectional Dialogues to Improve Teaching. Sharon J. Rudd, St. Catherine University; Latish Cherie Reed, University of Wisconsin - Milwaukee

70.065-11. Democratic Citizenship in Education SIG Roundtable Session #3. SIG-Democratic Citizenship in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: James M. Mitchell, California State University - East Bay
Participants:
Leading Schools in Partnership With Students: Critical Questions for Creating Democratic Participatory Schools. Catharine Biddle, The Pennsylvania State University
Student Political Engagement in the Co-Curriculum: Understanding the Role of Senior Student Affairs Officers. Demetri L. Morgan, University of Pennsylvania; Cecilia M. Orphan, University of Pennsylvania
What, to the Colonized, Is Citizenship? The Dilemma of Democratic Education. Dinoah Sanchez Loza, University of California - Berkeley

70.066-12. Division I Roundtable D. Mentoring of Experts by Experts: Dyadic Workplace Learning in Education and Other Professions. Division I - Education in the Professions; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Deborah Loewenberg Ball, University of Michigan - Ann Arbor
Participants:
Mentoring and Unmentoring Leaders in Education and Other Professions. Daniel Maron, Mandel Leadership Institute
Joint Work on Teaching and Teacher Learning: Exchanging Expertise. Sharon Feiman-Nemser, Brandeis University
Coaching Between Experts: The Process and Its Outcomes. Miriam Ben-Perez, University of Haifa; Eli Gottlieb, Mandel Leadership Institute

70.066-13. Teacher–Student Influences on Classroom Management. SIG-Classroom Management; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Candace M. Schleim, University of Missouri - Kansas City
Participants:
(Re)Locating the Problem: Toward Classroom Management Theory That Foregrounds the Way Teachers Provoke Student Resistance. Eric Toshalis, Lewis & Clark
What Do Adolescent Perceptions of a Classroom Experience Tell Us About Classroom Management? Tanner LeBaron Wallace, University of Pittsburgh; Benjamin Kelcey, University of Cincinnati; Erik Ruzek, University of Virginia
A Teacher’s Decision Making and Practices to Increase Student Engagement. Ashwini Tawari, The University of Texas - Pan American; Mi-Hwa Park, Murray State University; Ajay K. Das, Murray State University

70.066-14. Pride or Prejudice? Motivation for Choosing Black Colleges. SIG-Research Focus on Black Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Participants:
The Role of Historically Black Colleges and Universities as Pathway Providers: Institutional Pathways to the STEM PhD Among Black Students. Rachel Upton, American Institutes for Research (AIR); Courtney Tanenbaum, American Institutes for Research
An Investigation of Noncognitive Factors for Developmental Students at Historically Black Colleges and Universities. Pamela Renee Finley, LeadershipHBCU; Jerrel Moore, Prairie View A&M University; Brian Rowland, Prairie View A&M University; Lucian Yates, Prairie View A&M University; Danielle Hairson, Prairie View A&M University; Terence LaMar Finley, Prairie View A&M University
Pride or Prejudice? Motivations for Choosing Black Colleges. Jennifer Michelle Johnson, Bowie State University
They Were There: What Can We Learn From Those Who Were There in 1954. Cleveland Hayes, University of La Verne

70.066-15. Queer Intersections. SIG-Queer Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 8:15-9:45am
Chair: Stephanie Anne Shelton, University of Georgia
Participants:
Queering Constructs: Proposing a Fluid and Multiplicitic Gender and Sexuality Model. T.J. Sourian, Loyola University Chicago
It’s About (Queer/Disabled) Time: Temporal Experiences of Disability and Sexuality in Higher Education. Ryan Miller, The University of Texas - Austin
Queer LatCrit as Theoretical Framework to Analyze the Experiences of Latinas/os in Education. Juan Rios, University of North Carolina - Greensboro

70.066. Roundtable Session 28; Roundtable Session

70.066-1. Theoretical Considerations for Qualitative Research Practice. SIG-Qualitative Research; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Jessica Nina Lester, Indiana University
Participants:
Capeoric Openings and Rhizomatic Possibilities: Plugging Capeoira Into Foucault’s Genealogy. David L. Carlson, Arizona State University; Mirka E. Koro-Ljungberg, Arizona State University
Exploring the Nonrational Through Ritual Critique. Lauren P. Hoffman, Lewis University
Methodological Drag: Performances of Conflicting Epistemologies and Theories in Qualitative Research. Susan Naomi Nordstrom, The University of Memphis; Alison Happel, The University of Memphis
Of Performances and Performativities: Reconsidering Theoretical Boundaries and Possibilities. Michael Macaluso, Michigan State University

70.066-2. High School and University Students’ Mathematical Thinking. SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Barbara Anne King, Florida International University
Participants:
Information-Based Problems in Quantitative Literacy Courses: A Cross-Case Analysis. Ander Willard Erickson, University of Michigan
Multiple Meanings of an Inscription During Group Work on a Geometry Problem. Ana Friconio DeJarnette, University of Cincinnati; Gloriana Gonzalez, University of Illinois at Urbana-Champaign
On the Need for Proof by Contradiction: The Case of —. Stacy Ann Brown, California State Polytechnic University - Pomona
Secondary Students’ Understanding of Mathematical Proofs: Can Grade Level Be a Predictor? Tating Liu, Old Dominion University; Cherng-Jyh Yen, Old Dominion University
Semantic and Logical Negation: Students’ Nonnormative Interpretations of Negative Mathematical Properties. Paul Christian Dawkins, Northern Illinois University; John Paul Cook, University of Science & Arts of Oklahoma

70.066-3. Trends in Second Language/Multilingual Reading Research. SIG-Second Language Research; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Diana J. Arya, University of California, Santa Barbara
Participants:
Emergent Literacy Experiences of Young Latino English Learners. Stephanie Wessels, University of Nebraska - Lincoln; Gay Trainin,
University of Nebraska - Lincoln
Minding the Seductive Details: Text Features in Second Language
Content-Area Reading Comprehension. Sanni I. Sonnenburg, Texas
A&M University - College Station; Katherine Landau Wright, Texas
A&M University - College Station; Zohreh R. Esfami, Texas A&M
University - College Station
Working Memory: Reading Time Allocation Strategies in Spanish
Readers and Learners of Spanish as L2. Alejandro A. Lazarte, Auburn
University; Sue Barry, Auburn University
70.066-4. Multicultural/Multietnic Education: Perspectives on Latina/o
and Immigrant Youth. SIG-Multicultural/Multietnic Education:
Theory, Research and Practice; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Noni Mendoza-Reis, San José State University
Participants:
Examining the Intersection of Culture and Institutional Support Praxis for
Latino Students’ Academic Success: Remedial Versus Empowering
Interventions. Regina J Giraldo-Garcia, Cleveland State University
Latina Youths, Citizenship, and the Politics of Belonging in a Globalized
World. Jennifer M. Bondy, Virginia Polytechnic Institute and State
University
Paving STEM Pathways With Urban Immigrant Young Adults: The
Potential of STEM Outreach. Jeremy Benjamin Heyman, Teachers
College, Columbia University; Christopher Emdin, Teachers College,
Columbia University
Why Teenagers Are Losing Their Heritage Language: A Study of High
Schools. Liam Morgan, University of Technology Sydney; Ken
Crucikshank, University of Sydney
70.066-5. The Many Faces of Freire: Exploring Local Interpretations
of Freirean Theory by Social Justice Educators. SIG-Paulo Freire,
Critical Pedagogy, and Emancipation; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Gustavo E. Fischman, Arizona State University
Participants:
From Language to Theory of Resistance: Critical Pedagogy, the Limits
of “Framing,” and Social Change. Rebecca Tarlau, Soka University of
America
Pedagogy of Reconciliation: Navigating Critical Pedagogy and
Accountability. Victor Diaz, Isaac School District
The Presence of Paulo Freire in Social Movements: The Brazilian Landless
Rural Worker’s Movement. Paolo Vittoria, Universidade Federal do
Rio de Janeiro
Comparing Two Cases of Freirean Nonprofits: Theorizing Critical
Consciousness at the Organizational Level. RolfStraubhaar, University of
Georgia
70.066-6. Applications of Advanced Item Response Theory Models.
Division D - Measurement and Research Methodology; Roundtable
Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Pei-Hua Chen, National Chiao Tung University
Participants:
Comparison of Model-Data Fit Evaluation Methods for Multidimensional
Item Response Theory and Structural Equation Modeling: A Monte
Carlo Study. Mengao Cui, Florida State University; Yanyun Yang,
Florida State University
Fitting an Item Response Theory–Latent Growth Curve Model in a Single-
Group Anchor Test Design. Chun Wang, University of Minnesota; Nidhi
Kohli, University of Minnesota - Twin Cities
Multidimensional Item Response Theory Models for the Assessment of
Children’s School Readiness. Sira Park, UC Berkeley; Mark R. Wilson,
University of California - Berkeley
and Research Methodology; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Bo Zhang, University of Wisconsin - Milwaukee
Participants:
Comparability of Scores and Passing Decisions for Different Item Pools
of Computerized Adaptive Examinations. Shichao Wang, University of
Iowa; Wei Wang, Educational Testing Service; Michael J. Kolen,
University of Iowa; Won-Chan Lee, University of Iowa
A Comparative Analysis of Linking Approaches for Admission Test
Subscores Assessed by Subpopulation Invariance. Sooyeon Kim,
Educational Testing Service
Comparison of Kernel Equating and Item Response Theory Equating
Methods. Yu Meng, Western Governors University; Ronald K.
Hambleton, University of Massachusetts - Amherst; Min Zhu, Excelsior
College
Grouping Effects on Jackknifed Variance Estimates of Item Response
Theory Linking for Assessments With Multiple Forms. Lin Wang, ETS;
Jiahe Qian, ETS; Y-Hssuan Lee, Educational Testing Service
70.066-8. Evaluating Teachers and Students. Division D - Measurement
and Research Methodology; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Stacey S. Merola, Merola Research LLC
Participants:
Assessing Students’ Commitment to School Using a Sample of Ghanaian
Middle School–Age Youth. David Ansong, The University of North
Carolina at Chapel Hill; Gina Chow, University of North Carolina -
Chapel Hill; Jackieun Nam, Columbia University
Fair and Balanced Teacher Evaluation: Integrating Scores From Multiple
Observational Tools. Ryan J. Kettler, Rutgers University; Linda Reddy,
Rutgers University; Alexander Kurz, Arizona State University
Measurement Issues in Teacher Self-Efficacy and Commitment to the
Teaching Profession: A Meta-Analysis. Steven Randall Chesnat, Texas
Tech University; Hansel Bulrey, Texas Tech University; Lucy Barnard-
Brak, Texas Tech University
Outcome Measurement in Evaluation of Educational Interventions: State
Assessments and the Concept of Alignment. Josh Sussman, University
of California - Berkeley
70.066-9. Evaluation of Validity. Division D - Measurement and Research
Methodology; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Chien-Lin Yang, American Dental Association
Participants:
Evaluating the Validity of Filtering Disengaged Examinees From Low-
Stakes Assessment. Joseph A. Rios, Educational Testing Service;
Hongwen Gao, ETS; Ou Lydia Liu, ETS
Multilevel Factor Structure and Concurrent Validity of a Teacher-Based
School Climate Survey. Francis Howard Lim Huang, University
of Missouri - Columbia; Dewey G. Cornell, University of Virginia;
Timothy R. Kondol, University of Virginia
School Climate and Student Engagement: A Concurrent Validity
Investigation Through a Multilevel Multivariate Approach. Kathan
Dushyan Shukla, University of Virginia; Timothy R. Kondol, University
of Virginia; Dewey G. Cornell, University of Virginia
Validation of the College Self-Efficacy Scale for Students in the United
States and Turkey. Ipek Ozer, Bahcesehir University
70.066-10. Interrogating Distinctions Between and Misconceptions of
Qualitative Methods. Division D - Measurement and Research
Methodology; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am
Chair: Jill P. Koyama, The University of Arizona
Participants:
Percell, Illinois State University
Transdisciplinary Convergence: Enhancing the Validity of Discourse
Analysis. Kamini Jaipal-Jamani, Brock University
What Counts in Discourse and Policy? Mapping Ways of Knowing Across
Qualitative Discursive Studies of Educational Policy. Kate T. Arizona;
Arizona State University; Jessica Halloway-Lihl, Arizona State
University - Tempe; Stuart Rice, Arizona State University - Tempe
When Research Paradigms Talk Past Each Other: Coping With
Misconceptions About Qualitative Research. Ralph Brower, Florida
State University; Rebecca Brower, Florida State University; Linda B.
Schraeder, Florida State University
Which One of These Is Not Like the Other? Clarifying Epistemological
and Technical Distinctions Among Similar Types of Qualitative
Research. Elizabeth E. Heilman, Michigan State University
70.066-11. Technology as an Agent of Change in Teaching and Learning
SIG Roundtable 6: Models and Frameworks of Technology as a
Chair: Elizabeth J. Oyer, EvalSolutions Inc.

Participants:
An Emerging Professional Development Model for Technology Integration. Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Kenneth E. Graves, Teachers College, Columbia University; Rita Sanchez, Teachers College, Columbia University

TPACKing: A Constructivist Framing of the Technological Pedagogical Content Knowledge (TPACK) Framework. Mark W. Olofson, Tarrant Institute for Innovative Education (UVM); Meredith Swallow, The University of Vermont; Maureen Neumann, UNIVERSITY OF VERMONT

The Substitution-Augmentation-Modification-Redefinition Framework for Technology Integration: Challenges to Its Use for Guiding K–12 Teachers’ Pedagogy and Practice. Erika Renee Hamilton, Grand Valley State University; Joshua Michael Rosenberg, Michigan State University; Mete Akgun, Georgia Southern University

Transitioning From Digital Natives to Digital Learners: Implementing a Blended Learning Model at an Urban High School. Kate Spence-Ado, Fairleigh Dickinson University

70.066-12. Assessment and Evaluation of Learning Environments. SIG-Computer and Internet Application in Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: Ying Xie, Northern Illinois University

Participants:
The Validation of Computer Game Engagement Instrument Using Rasch Model. Sunha Kim, University at Buffalo - SUNY; Mido Chang, Florida International University

Use of a Visualization Knowledge Peer Network Approach to Scaffold Social Learning. Jinju Duan, Beijing Normal University

Using Blogs as Formative Assessment Tool to Evaluate and Support Students’ Idea Improvement. Mahir Akgun, The Pennsylvania State University; Priya Sharma, The Pennsylvania State University

70.066-13. Community Development and Collaborations. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: Nathern S. Okiwa, The University of Texas - San Antonio

Participants:
Bending the Arc: Can Authentic Participation Be Achieved Through Neighborhood Revitalization? Katheryn Elizabeth Shannon, Oklahoma City Public Schools

Embracing Complexity, Resistance, and Vulnerability in Educational Change. Peter Michael Miller, University of Wisconsin - Madison; Aydin Bal, University of Wisconsin - Madison

Low-Income Housing and the Cultivation of Educational Opportunity. Alexis K. Bourgeois, University of Wisconsin - Madison

The Mid-City Promise Neighborhood: Complex Communities and Implications for Place-Based Reform. Cristina Leah Lash, Stanford University; Monika Sanchez, Stanford University

Community Organizing and Mobilization to Address Educational Inequities: A Case Study of Rochester, New York, 1964 to 2014. Tracy J. Stewart, Alabama State University; Kara S. Finnigan, University of Rochester; Nadine D. Hylton, University of Rochester


Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: Jaekyung Lee, University at Buffalo - SUNY

Participants:
Can Applied STEM Coursework Reduce the Risk of High School Dropout? Jay Plasman; Michael A. Gottfried, University of California - Santa Barbara

High School Accountability: Early Evidence From Florida’s Broward County Public Schools. Patrice Iatarola, Florida State University; Niu Gao, Public Policy Institute of California

High School Exit Exams and Their Impact on Graduation Rates and Achievement. Katherine Marie Caves, ETH Zurich, Simone Balestra, University of Zurich

Is the High School–College Pipeline Working or Broken Under the No Child Left Behind Accountability System? Jaekyung Lee, University at Buffalo - SUNY; Koeqiao Liu, University at Buffalo - SUNY

Tackling Early School Leaving in European Countries: Toward Creating Conditions for Learning Environments. Joanna Maria Madalinska-Michalak, University of Warsaw

70.066-15. Investigating Public School Choice in Connecticut at State, City, and School Levels. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 8:15-9:45am

Chair: Erica Frankenberg, The Pennsylvania State University

Participants:
Choice Watch: Diversity and Access in Connecticut’s School Choice Programs. Robert Cotto, Trinity College; Kenny Feder

Who Chooses in Hartford? A Statistical Analysis of School Integration Lottery Applicants and Nonapplicants. Jack Dougherty, Trinity College; Stephen Spirou, Trinity College; Diane Zannoni; Mariissa Block

Untouchable Carrots: Marketing School Choice and Realities in Hartford’s Inter-district Magnet Program. Mira Debs

Division and SIG Posters

70.067. Poster Session 15; Poster Session

70.067-1. Adolescent Delinquent Behavior in the Digital Age: Twitter, Hazing, and More. SIG-Adolescence and Youth Development; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
1. Trajectories of School Connectedness in Adolescence by Gender and Delinquent Behavior. Kathleen Ann Bolland, The University of Alabama; Sara E. Tomek, The University of Alabama; Annellese C. Bolland, The University of Alabama; Jeremiah W. Jaggers, Indiana University - IUPUI; Wesley Church, The University of Alabama; Lisa Marie Hooper, The University of Alabama; John Bolland, The University of Alabama - Tuscaloosa

2. “Hey, Guys, This Will Be Fun”: A Narrative Analysis of a Twitter Hazing Incident. William Kiss, Kent State University; Kristen Laura Sven, Kent State University; Beatriz Fontanive Bishop, Kent State University

70.067-2. Literacy: Cognitive and Affective Factors. Division C - Learning and Instruction; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
3. A Positive Discourse Analysis of Adolescents’ Use of Back-Channeling Technology During Literary Discussions. James S. Chisholm, University of Louisville; Bryan Quillen

4. Assessing a Grammar of Comics Through Constraints Representing Author Intent. Dawnelle Henretty, Oakland University

5. Character, Word, and Reader Attributes Contributing to Concept of Word in Chinese: Mixed-Effects Logit Models. Jing Chen, The Ohio State University - Columbus; Tsu-Jung Lin, The Ohio State University; Yu-Min Ku, National Central University

6. Effects of Read-Aloud Strategies on Young Children’s Vocabulary Learning. Caitlin Gallaughe, University of Florida

7. Learner-Generated Drawing: Differences Between Textbook-Based and Computer-Based Lessons. Annett Schmeck (nee Schwamborn), University Duisburg - Essen; Maria Opferrmann, University of Duisburg-Essen; Hubertina Thillmann, Ruhr University Bochum; Dette Leutner, University of Duisburg-Essen

8. Linguistic Factors Influencing Hungarian Students’ Phonemic Identification From Grades 1 to 4. Renata Kiss, University of Szeged; Agnes Hodi, MTA-SZTE Research Group on the Development of Competencies; Timea Torok, University of Szeged

9. Minding the Gap: The Moderating Relationship of Early Literacy Skills and Preschool Quality to Primary School Reading Achievement for Low-Socioeconomic-Status Children. Fonessa Wanchani Vongkuluksa, University of Southern California

10. Rethinking Verbal Reports in Reading: Windows Into Cognitive, Affective, and Social Minds as Readers Think Out Loud. Byeong-Young Cho, Iowa State University; Lindsay Woodward, Iowa State University; Mooyoung Park, Iowa State University

11. Teacher Talk That Increases Students’ Vocabulary Growth: Does
Promoting Word Consciousness Close the Vocabulary Gap? Sabina Rak Neugebauer, Loyola University Chicago; Perla Blanca Gamez, Loyola University Chicago; Michael D. Coyne, University of Connecticut; Ingrid Colon, Loyola University Chicago

12. The Centrality of Talk: Development of Kindergarteners’ Oral Vocabulary Through Discussion of Texts Read Aloud. Meredith Moran, Stanford University

13. The Effects of Summer School on School Readiness Skills of Children From Low-Income Families. Taiping Xu, Virginia Commonwealth University; Serra De Arment, Virginia Commonwealth University; Mary Ellen Huenekeens, Virginia Commonwealth University

14. The Power of Peers: An Examination of Classroom Discussion as a Context for Developing Adolescents’ School-Relevant Metalinguistic Skills. Emily Phillips Galloway, Harvard University; Juliane Stude, University of Munster; Christina L. Dobbs, Boston University; Paola Uccelli, Harvard University

15. Toward Spatial Justice: Rural Youth Accessing the Internet With Mobile Phones. Julie Warner, Georgia Southern University


17. Where and When Is Vocabulary Instruction Happening in Preschool? What Are the Most Rich Contexts for Vocabulary Instruction? Julie Dwyer, Boston University

18. Exploring the Relationship Between Classroom Climate, Reading Motivation, and Achievement Among Seventh-Grade Students. Winnie Mucherah, Ball State University; Dee Ambrose-Stahl, Ligoni Valley School District; Veronica A Smith, Ball State University

70.067-3. The More Things Change, the More They Stay the Same. SIG-Critical Educators for Social Justice; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
19. Countering Structural Violence Through Youth Media Pedagogy. Katie Johnston-Goostar, University of Minnesota; Jenna Kristen Sethi, University of Minnesota

20. Lest We Forget: Examining Parallels Between Indian Boarding Schools and Accountability Reforms in Contemporary Contexts. Michael Cawdery, Leeward Community College


22. Suspending Students out of School for “Other”: A Mixed-Methods Study on New Hampshire Middle Schools. Lisa Bozogan, Plymouth State University

70.067-4. Research on Literacy Issues. SIG-Research in Reading and Literacy; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
23. Effects of Three Writing Activities on Students’ Reading Performance. Dan Li, Iowa State University

24. Exploring How Classroom Membership Status Influences Language Learners’ Participation and Engagement During Literacy Instruction. Alexandra Bomphray, Monmouth College

25. Learning the Language of Literacy Coaching. Allison Ward-Parsons, George Mason University; Susan V. Groundwater, George Mason University; Jennifer Drake-Patrick, George Mason University

70.067-5. Division C, Section 2A Poster Session 3. Division C - Learning and Instruction; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:
26. A Longitudinal Analysis of Academic Buoyancy, Achievement, and Control. Andrew J. Martin, The University of New South Wales; Rebecca J. Collie, University of New South Wales; Lars-Erik Malmberg, University of Oxford, James Hall, University of Oxford; Paul W. Gins, The University of Sydney

70.067-6. Division C, Section 2A Poster Session 4. Division C - Learning and Instruction; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:
27. Myth Busters: A Classroom Intervention to Correct Misconceptions About Psychology. Andrew C. Butler, The University of Texas - Austin; Sharda Umanath, Washington University in St. Louis; Patrick O. Dolan, Drew University; Ruthans C. Thomas, Hendrix College; Elizabeth Marsh, Duke University

70.067-7. Division H, Section 1 Poster Session. Division H - Research, Evaluation and Assessment in Schools; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:
28. Understanding the “Why” of Implementation: Factors Affecting Teachers’ Use of Everyday Mathematics. Amy E. Cassata, University of Chicago; Dae Yeop Kim, University of Chicago; Jeanne Century, University of Chicago
Division C - Learning and Instruction; Paper Session
Sheraton, Ballroom Level, Sheraton II; 10:35am to 12:05pm
Chair: Courtney King Blackwell, Northwestern University
Participants:
Express Yourself: Exploring How Students Express Themselves in Online Learning Environments. Krystle Shively Phirungee, University of Toronto - OISE; Jim Hewitt, OISE/University of Toronto
Help Seeking Sources in Online Classes: A Mixed-Method Examination of Preferences and Threat. Philip M. Reeves, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University
Interactive Effects of Feedback Type and Feedback Orientation on Academic Performance in Online Learning. Serdar Abaci, Indiana University; Barbara A. Bichelmeyer, Indiana University
Internet Access in Secondary Schools and Perseverance in Academic Work: Norway/Sweden Versus Finland. Thomas Arnesen, Stord/Haugesund University College; Eyvind Elstad, University of Oslo
Learner Experiences With Massive Open Online Courses Are “Messy.”
George Veletsianos, Royal Roads University

Division Sessions

72.014. Feedback and Coaching to Promote Professional Reflection and Learning of School Leaders. Division A - Administration; Symposium Swisshotel, Event Centre First Level, Zurich AB; 10:35am to 12:05pm
Chair: Ellen B. Goldring, Vanderbilt University
Participants:
Statistical and Social Validation of Leadership Scales. Stephan Gerhard Huber, University of Teacher Education Zug; Rolf Olsen; Alexandra Petridou, University of Manchester; Marius Schwander, University of Teacher Education Zug; Christian Brando, University of Oslo; Jonas Melker Höög, Umea University
The Interplay of Feedback and Coaching to Promote Professional Reflection and Learning. Marit Aas; Bev Fluckiger; Monika Tornsen, Umea University; Julian Lopez-Yanes; Marita Sanchez, University of Sevilla; Susan Lovett, University of Canterbury
The Influence of Educational and Institutional Contexts and Implementation Methods on Participants’ Learning Experience. Guri Skedsmo, University of Oslo; Leif Moos, Department of Education, Aarhus University; Mel West, University of Manchester; Maria Nicolaïdou
Discussant: Viviane M. Robinson, University of Auckland

72.015. Moral Reasoning as a Compass: School Leadership for Caring and Inclusive Schools. Division A - Administration; Paper Session Swisshotel, Lucerne Level, Alpine I; 10:35am to 12:05pm
Chair: Lisa Bass, North Carolina State University
Participants:
Title I Middle School Administrators’ Beliefs and Choices About Using Corporal Punishment and Exclusionary Discipline. Brianna L. Kennedy-Lewis, University of Florida; Amy S Murphy, University of Florida; Adam Jordan, University of Florida; Joseph C. Gagnon, University of Florida
Principals’ Moral Reasoning and Their Perceptions of School Culture in Primary and Secondary Education. Chi-Ming (Angela) Lee, National Taiwan Normal University
Moral Reckoning in Special Education Leadership: Approaching a Substantive Theory. William C. Frick, University of Oklahoma; Barbara L Pacey, The University of Texas - Austin
Leadership for Caring Schools. Mark A. Smylie, University of Illinois; Joseph F. Murphy, Vanderbilt University; Karen Seashore Louis, University of Minnesota
Leadership for Equity and Social Justice in Arab and Jewish Schools in Israel. Khalid Arar, The Center for Academic Studies
Discussant: Julia Nell Ballenger, Texas A&M University - Commerce


Hyatt, East Tower - Gold Level, Grand E; 10:35am to 12:05pm
Chair: Patricia A. Alexander, University of Maryland - College Park
Participants:
Informed Action; Wrong Information = Wrong Action. W. James Popham, University of California - Los Angeles
“I am not a scientist, but…” Anti Intellectualism and Science Denial as Social Justice Issues. Gail M. Sinatra, University of Southern California
Anti-Intellectualism and the Dumbing Down of the Teaching Profession. Angela Valenzuela, The University of Texas - Austin
Restoring the Human in Neoliberal Times: Fanon and a Theory of the Actional Educator. Zeus Leonardo, University of California - Berkeley
Anti-Intellectualism and the Politics of Education. Catherine A. Lugg, Rutgers University

Division Sessions

72.017. Studies in Student Motivation: Goals, Efficacy, and Belonging. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Paper Session
Hyatt, West Tower - Bronze Level, Buckingham; 10:35am to 12:05pm
Chair: Allan L. Wigfield, University of Maryland - College Park
Participants:
Course-Level and Project-Level Goal Orientations: Importance of Level of Analysis. Cassendra M. Berghstrom, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado
Gender Differences and Similarities in Motivation and Achievement in Mathematics: A Short-Term Longitudinal Study. Wondimu Ahmed, The University of Akron
Motivation in Mathematics Within a Mastery-Oriented STEM School: A Mixed-Methods Study of Motivational Contexts. Shirley L. Yu, The Ohio State University; Megan Sanders, The Ohio State University - Columbus; Alyssa Emery, The Ohio State University; Jamie Eric Tepke, The Ohio State University - Columbus; Lynley H. Anderman, The Ohio State University; Nicole Leach, Mississippi State University
Examining Achievement Goal Endorsement and Adaptiveness in Gifted and Typical Students. Stephanie V. Worthington, Michigan State University; Kate E. Snyder, University of Louisville
Teacher and Students’ Motivational Beliefs and Perceptions of the Instructional Climate: Two Multilevel Structural Equation Models. Belle Bryant Booker-Zorigian, Ph.D., Winston Salem/Forsyth County School System; Judith L. Meece, University of North Carolina - Chapel Hill; Adam Lloyd Holland, University of North Carolina - Chapel Hill

72.018. Teacher–Researcher Partnerships: Advancing Research, Practice, Ownership, and Agency in Disciplinary Literacy Teaching and Learning. Division C - Learning and Instruction; Symposium
Hyatt, East Tower - Gold Level, Columbus CD; 10:35am to 12:05pm
Chair: Cynthia L. Greenleaf, WestEd
Participants:
Teacher–Researcher Collaborative Reflections Around Problems of Practice in Supporting Middle School Students’ Historical Inquiry. Jacqueline S. Popp, University of Illinois at Chicago; Jodi Hoard, University of Illinois at Chicago
Sharing the Work: A Teacher–Researcher Collaboration to Develop Resources and Practices That Promote Historical Reasoning. Gayle Cribb, WestEd; Crystal Maglio, San Mateo Union High School District; Stacy A. Marple, WestEd
Converging Communities of Practice: Promoting Equity Through Iterative Collaboration. Rick Coppola, University of Illinois at Chicago; Marianne George, University of Illinois at Chicago
Unreliable Narrator Three Ways: Designing for Literacy Reasoning for Multiple Levels Through Teacher–Researcher Collaboration. Stacy A. Marple, WestEd; Karen Robertson, Mountain View Los Altos Union High School District; April Oliver, Mountain View Los Altos District
Discussant: John Q. Easton, Spencer Foundation

72.019. Technology, Language Learning, and Literacy: How Do They Relate? Division C - Learning and Instruction; Paper Session
Sheraton, Second Level, Colorado; 10:35am to 12:05pm
Chair: Jennifer C. Richardson, Purdue University
Participants:
72.020. Theorizing Meaning-Making Around iPads in Educational Settings: Directions From Literacy Studies. Division C - Learning and Instruction; Symposium
Sheraton, Ballroom Level, Sheraton I; 10:35am to 12:05pm
Chair: Karen E. Wohlwend, Indiana University - Bloomington
Participants:
Preschoolers' Construction of the Sociocultural Affordances of iPads as Tools for Multimodal, Multilingual Composing. Deborah Rowe, Vanderbilt University; Mary Ellen Miller; Vanderbilt University - Peabody College.
The Fluid Materiality of iPad Use: “Working” and “Playing” Around iPads in Elementary Classrooms. Cathy Burnett, Sheffield Hallam University.
Multimodal Layering in Private and Public Learning Spaces: iPads in Primary School Classrooms. Maureen Walsh, Australian Catholic University and University of Sydney; Alyson Simpson, The University of Sydney.
All Fingers and Thumbs: Under Twos and Interactive Story Apps. Guy Merchant, Sheffield Hallam University.
Discussant: Jennifer Rowell, Brock University.

72.021. Topics in Differential Item Functioning. Division D - Measurement and Research Methodology; Paper Session
Marriott, Fourth Level, Addison; 10:35am to 12:05pm
Chair: Kathleen Banks, Middle Tennessee State University
Participants:
A Comprehensive Simulation Study: Evaluating the Appropriateness of Previously Defined Effect Sizes for the Simultaneous Item Bias Test (SIBTEST). Keith Darnell Wright, Secondary School Admission Test Board; T. C. Oshima, Georgia State University.
Differential Item Functioning Detection of Mixed-Format Tests Using the Multiple Indicators, Multiple Causes (MIMIC) Model. Can Shao, University of Notre Dame; Doyoung Kim, National Council of State Boards of Nursing; Hong Qian, National Council of State Boards of Nursing.
Power Formulas for the Logistic Regression Tests for Uniform and Nonuniform Differential Item Functioning. Zhishan Mandy Li, Boston College; Jing Jiang, Boston College.
Using the Mantel-Haenszel Method for Differential Item Functioning Assessment in Continuous Items. Hsiu-li Chao, National Chung Cheng University; Ju-an-chun Chen, National Chung Cheng University; Ching-Lin Shih, National Sun Yat-sen University.

72.022. Topics in Test Development. Division D - Measurement and Research Methodology; Paper Session
Marriott, Sixth Level, Northwestern/Ohio State; 10:35am to 12:05pm
Chair: Lin Wang,ETS
Participants:
Assessing Preschool Science Using an Evidence-Centered Design Approach. Daisy Wise Rutstein, SRI International; Ximenia Dominguez, SRI International; Marlon Goldstein, Education Development Center, Inc.; Ashley E. Lewis Presser, Education Development Center, Inc.
Examining Alternative Methods to Understand the Impact of Linguistic Context on Mathematical Item Difficulty. Kristin Morrison, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology.
Exploring the Item Factor Structure of a Common Core State Standards–Aligned Middle School Mathematics Curriculum-Based Measurement. Daniel John Anderson, University of Oregon; Joshua D Kahn, University of Oregon; Dan Farley, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon.
Conducting Research on Technology-Enhanced Items: Lessons Learned from the Field. Jessica Masters, Measured Progress; Lisa Fumadaro, Measured Progress; Kristin King, Measured Progress.
Discussant: Emily R. Lai, Pearson.

72.023. Intercultural Sensitivity and International Students’ Adjustment and Belonging. Division E - Counseling and Human Development; Paper Session
Hyatt, West Tower - Gold Level, Atlanta; 10:35am to 12:05pm
Participants:
A Longitudinal Study on International Students’ Adjustment and Acculturation in U.S. Higher Education. Katie Kwon Koo, University of Maryland - College Park.
International Immersion: Developing Intercultural Sensitivity for Counselors. Sejal Barden, University of Central Florida.
Southeast Asia International Student Clients in the Counseling Services: To Ignore or to Advocate? Jiaqi Li, Wichita State University; Aretha Faye Marbey, Texas Tech University; William Y. Lan, Texas Tech University.
Understanding University Belongingness: Domestic and International Student Perspectives. Christopher D. Slaten, Purdue University; Zachary Elison, Purdue University; Michael Yough, Purdue University.

72.024. Pivotal Landmarks: Turning to Life History as a Guide to Contemporary Educational Policy and Practice. Division F - History and Historiography; Symposium
Swissotel, Lucerne Level, Lucerne II; 10:35am to 12:05pm
Chair: Linda M. Perkins, Claremont Graduate University
Participants:
Julia Wright’s Educational Vision and Advocacy for Women. Lucy E. Bailey, Oklahoma State University.
Ella Flagg Young’s Pivotal Role in Educational Theory and Practice. Jackie M. Blount, The Ohio State University.
Justice Powell’s Critical Turn in Education Policy. Karen L. Graves, Denison University.
Discussant: Linda M. Perkins, Claremont Graduate University.

Marriott, Fifth Level, Kansas City; 10:35am to 12:05pm
Chair: Stanton Wortham, University of Pennsylvania
Participants:
Stylized Spanish in the New Latino Diaspora. Holly Link, University of Pennsylvania; Sarah Gallo, The Ohio State University; Stanton Wortham, University of Pennsylvania.
Contested Identities: The Mothers of Arts Org. Obed Arango, Montgomery County Community College; Stanton Wortham, University of Pennsylvania.
Constructions of Identity, Community, and a Diasporic Imaginary: El círculo de lectura in the New Latino Diaspora. Briana Nichols, University of Pennsylvania.
Discussant: Sofia A. Villenas, Cornell University.

Participants:
In Search of Opportunity: The Intersections of Race, Class, and Gender in Suburban Black Parents’ Family-School Relationships. Linn E. Posey-Maddox, University of Wisconsin - Madison
Where Is “Power” in Parental Empowerment? Institutionalized Discourses and Latina Immigrant Women’s Intersectional Experiences of Advocacy and Empowerment in Northern California. Irena Dominguez-Pareto, University of California
Deconstructing Models of Parent Involvement in Homework: An Ethnographic Case Study of Two Mexican Immigrant Mothers. Meredith Byrnes, Rutgers University - New Brunswick/Piscataway
Underground Latino Parent Involvement in the Name of Educational Accountability. Sera Jean Hernandez, California State University - San Bernardino
In Search of Opportunity: The Intersections of Race, Class, and Gender in Suburban Black Parents’ Family-School Relationships. Soo Hong, Wellesley College
Discussant: Fabienne Doucet, New York University

Marriott, Sixth Level, Lincolnshire; 10:35am to 12:05pm
Chairs: Rebecca Tarlau, Soka University of America; Kathryn Moeller, University of Wisconsin - Madison
Participants:
The Political Economy of Education and Inequality: Reflections on Piketty. Steven J. Klees, University of Maryland
Justifying Inequality: School Resegregation and the Cultural Political Economy of Parent Fund-Raising. Michael J. Dunas, University of California - Berkeley
Inequality, Growth, and the Redistribution of Capital: Assessing Piketty’s Relevance for Social Movements and Education. Rebecca Tarlau, Soka University of America
Girls, Capital, and Inequality: Reflections on Piketty’s Relevance for Corporate Influence in Girls’ Education. Kathryn Moeller, University of Wisconsin - Madison
Teachers Unions and the Making of Global Capitalism. Lois Weiner, New Jersey City University
Discussant: Michael W. Apple, University of Wisconsin - Madison

Marriott, Fifth Level, Chicago FGH; 10:35am to 12:05pm
Chair: Pauline Lipman, University of Illinois at Chicago
Participants:
Limits of Desegregation and the Legacy of Segregation in Chicago’s Schools. Dione Denny, Indiana University
Chicago’s Education Landscape: The Politics of State Abandonment and Coercive Governance Meet a Counterhegemonic Movement. Pauline Lipman, University of Illinois at Chicago
The Intersection of Education, Housing, Urban Development Policy, and Race in Making Chicago’s Deepening Divide. Janet Smith, University of Illinois at Chicago
The Chicago Teachers Union and the Movement for Education and Social Justice in Chicago. Jesse Sharkey, Chicago Teachers Union
Discussant: James D. Anderson, University of Illinois at Urbana-Champaign

72.029. College and Career Readiness: Preparation, Effects, and Matching. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott, Fourth Level, Clark; 10:35am to 12:05pm
Chair: Peggy Clements, Education Development Center, Inc.
Participants:
A Matching Approach to the Quality of Online Courses: Evidence From a State System. Thomas Austin Lacy, RTI International; Nichole Smith, North Carolina State University
College and Career Readiness of Inclusive STEM High School Graduates: A Multigroup Analysis. Niyazi Erdogan, Balikesir University; Carol L. Stuessy, Texas A&M University
More Than a Circus Act: Juggling International Baccalaureate Curriculum and Local Compliance in Government Primary Schools. Annette E. Gough, RMIT University
Reducing Disproportionality: A Study of Representation and Identification of Minority Students in College Readiness Pathways. Danielle Johnson, Denver Public Schools; Katherine Elizabeth Beck, Denver Public Schools
Predicting the Road to College Readiness. Sara Kemper, Chicago Public Schools; Stacy Norris, Chicago Public Schools; John Richard Barker, Chicago Public Schools

72.030. STEM Matters 2: Investigating Effects of Gender, Ethnicity, English Language Proficiency, and Engagement on Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott, Fifth Level, Denver/Houston; 10:35am to 12:05pm
Chair: Courtney L. Malloy, Vital Research, LLC
Participants:
Differential Impact of Initial Vocabulary and Literacy-Integrated Science Instruction on Middle School Students’ Academic Outcomes. Li Zhang, Texas A&M University - College Station; Fukui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station
Latina/o Student Success in Mathematics: Examining the Effects of Gender and Academic Engagement on Math Performance. Victor Saenz, The University of Texas - Austin; Claudia Garcia-Louis, University of Texas at Austin; Kye Hyoung Lee, The University of Texas - Austin; Carmen DeLas Mercedes, The University of Texas - Austin; Sarah Rodriguez, The University of Texas - Austin
Relationship Between Language and Concept Scores of English Language Learners and/or Economically Disadvantaged Students. Margarita Huerta, University of Nevada - Las Vegas; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station; Tiberio Garza, Texas A&M University; Sara Sutton-Jones, Texas A&M University - College Station
Middle School Math Acceleration, College Readiness, and Gender. Shaun Michael Dougherty, University of Connecticut; Joshua S. Goodman, Harvard University; Darryl Vernoon Hill, Wake County Public School System; Erica Likle, Harvard University; Lindsay Coleman Page, University of Pittsburgh
Ethnic Differences in Mathematics Using Moderated Profile Analysis on Education Longitudinal Study 2002 Data. Kyungin Park, University of Minnesota - Twin Cities; Ernest C. Davenport, Jr., University of Minnesota; Alicia Ayodele, University of Minnesota

72.031. Assessment of Learners in Educational Programs for the Professions. Division I - Education in the Professions; Paper Session
Sheraton, Second Level, Arkansas; 10:35am to 12:05pm
Chair: Rebecca D. Blanchard, Baystate Medical Center
Participants:
Can Item Keyword Feedback Help Remediate Knowledge Gaps? Richard A. Feinberg, National Board of Medical Examiners; Amanda Clauer, National Board of Medical Examiners
Score Report Development as a Collaborative Process Between Measurement, Communications, and Subject Matter Experts. Robert J. Cook, American Board of Internal Medicine; Bradley G. Brossman, American Board of Internal Medicine
Hybrid Simulation for Teaching and Assessing Clinical Knowledge and Skills. Huyksoon S. Song, Georgian Court University; Adina L. Kalet, New York University; Michael Nick, New York University; Steve Yaney, New York University; Martin V. Pasic, New York University; Demian Szyl, New York University; Thomas S. Riles, New York University
Student Pharmacist Perceptions of a Computerized Integrated Examination. Sharon McDonough, The University of Tennessee - College of Pharmacy; Elizabeth Alford, The University of Tennessee - College of Pharmacy; Shannon Finks, The University of Tennessee - College of Pharmacy; Robert Parker, The University of Tennessee - College of Pharmacy; Nia C. Shisholm-Burns, The University of Tennessee - College of Pharmacy; Stephanie Phelps, The University of Tennessee - College of Pharmacy
Discussant: Carol A. Morrison, National Board of Medical Examiners
72.032. Educating Professionals in an Age of Enhanced Communications and Accountability. Division I - Education in the Professions; Symposium
Sheraton, Ballroom Level, Sheraton III; 10:35am to 12:05pm
Chair: Anthony R. Artino, Uniformed Services University of the Health Sciences
Participants:
The Role of Massive Open Online Courses in Educating Professionals. Carol Ann Moore, Croy and Associates
Accountability: Vehicle for Improvement or Driver for Control? Toni Ungaretti, John Hopkins University
Competency-Based Education in Educating Professionals. Marcia Docherty, Canadian National Institute of Health
Teaching and Learning With Live Feedback Data. Lily Fountain, University of Maryland; Lynn Chen, University of Maryland - Baltimore; Nina Troyky, University of Maryland
Discussant: Lynn Curry, Curry Corporation

72.033. Cultural and Critical Studies of Graduate Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich E; 10:35am to 12:05pm
Chair: Nydia C. Sanchez, University of North Texas
Participants:
A Cross-Cultural Analysis of Dispositional Attributes and Academic Achievement in Postgraduate Coursework Students. Erika Jane Spray, The University of Newcastle, Australia; Robert Cantwell, The University of Newcastle; Jill Scevak, The University of Newcastle
Power as CURRENCY: Critical Analysis in a Postmodern Narrative Representation of Racial/Ethnic Doctoral Students’ Meaning-Making in STE(A)M Programs. Zarrina Talan Aziyova, Oklahoma State University
Quantifying Aspects of the Socialization Process for Black Male Doctoral Students and Measuring Its Influence on Self-Efficacy. Terrell Lamont Straughorn, The Ohio State University; Royel Johnson, The Ohio State University - Columbus
Discussant: Benita J. Barnes, University of Massachusetts, Amherst

72.034. Faculty Development in Liberal Arts Colleges: Mentoring, Programming, and Contexts. Division J - Postsecondary Education; Symposium
Swissotel, Event Centre First Level, Zurich F; 10:35am to 12:05pm
Chair: Karley A Riffe, University of Georgia
Participants:
Protégés, Mentors, and Job Satisfaction: Faculty in Liberal Arts Colleges. Laura G. Lunsford, The University of Arizona
Departmental Contexts of Faculty Development in Liberal Arts Colleges. Meghan Pfeifer, Widener University
Systems Alignment for Comprehensive Faculty Development in Liberal Arts Colleges. Vicki Baker, Albion College
Discussant: Ann E. Austin, Michigan State University

72.035. Graduate Preparation and Faculty Development. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre Second Level, St. Gallen 3; 10:35am to 12:05pm
Chair: Leslie L. Schrier, University of Iowa
Participants:
Global Perspective in Curricula and Deep Approaches to Learning: Examining Faculty Practices for Engagement. Leah Peck, Indiana University - Bloomington; Yi-Chen Chiang, Indiana University - Bloomington; Allison BrckaLorenz, Indiana University
Experience of Being a Faculty Development Program Research Assistant at a Large University in Turkey. Gokce Gokalp, Middle East Technical University; Omer Celel, Middle East Technical University; Merve Zayim, Middle East Technical University; Hasan Yucel Ertun, Middle East Technical University; Selvi Kaya Kaskici, Middle East Technical University; Ridvan Cinar, Middle East Technical University
Lifting the Lid on the Black Box: Primary Literature Engagement in Graduate Research Skill Development. Sarah Urquhart, Utah State University; Michelle A. Maher, University of South Carolina; David F. Feldon, Utah State University; Joanna Angeline Gilmore, The University of Texas - Austin; Briana Crotwell Timmerman, University of South Carolina
Testing a Model of Pre-Tenure Faculty Members’ Teaching and Research Success: Motivation Mediating Established Predictors. Robert H. Stupnisky, University of North Dakota; Nathan C. Hall, McGill University; Lisa Marie Daniels, University of Alberta; Emmanuel Mensah, University of North Dakota

72.036. New Perspectives on College Student Identity. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich G; 10:35am to 12:05pm
Chair: Vu Tran, The Ohio State University
Participants:
Beyond Development: Postsecondary Ethical Responsibilities in College Student Identity and Subjectification. Paul William Eaton, Louisiana State University
Performing Queer/Disabled in the Classroom: Exploring Students’ Academic Experiences. Ryan Miller, The University of Texas - Austin
College Students With Autism: Bridges and Barriers to Postsecondary Success. Bradley E. Cox, Florida State University
Undergraduate Engineering Students’ Development of a Researcher Identity. Courtney-Jane Faber, Clemson University; Lisa Benson, Clemson University
Discussant: Roland W. Mitchell, Louisiana State University

72.037. Social Justice as a Core Mission in the Governance of Asia’s Universities. Division J - Postsecondary Education; Invited Speaker Session
Swissotel, Event Centre First Level, Zurich C; 10:35am to 12:05pm
Chair: Ellen Hazelkorn, Dublin Institute of Technology
Participants:
Research Universities and Social Justice in China’s Universities. Gerard Postiglione, The University of Hong Kong; Li-Fang Zhang, University of Hong Kong
Diversity and Social Justice in Japan’s Higher Education. Futao Huang, Hiroshima University
Can International Branch Campuses Advocate for Social Justice? Michael Lanford, University of Southern California; William G. Tierney, University of Southern California
Discussant: Ellen Hazelkorn, Dublin Institute of Technology

72.038. Community Knowledge and Creating Partnerships With Families. Division K - Teaching and Teacher Education; Paper Session
Marriott, Tenth Level, O’Hare; 10:35am to 12:05pm
Chair: Wilbur Parker, Bowie State University
Participants:
Community Mentors and Preservice Teachers: Dialectic in Praxis. Lorena Guillen, University of Washington; Kate Napoleon, University of Washington - Seattle
Restorative Pedagogical Justice in Embedding Aboriginal and Torres Strait Islander (Indigenous) Knowledges in Teaching Practica. Susan I. Whatman, Griffith University, Juliana McLaughlin, Queensland University of Technology
So You Think We Can Trust: (Re)building Home-School Collaboration With Families of Children With Disability. Kathryn I. Scorgie, Azusa Pacific University
Using Simulated Parent–Teacher Conferences to Assess Interns’ Ability to Partner With Families. Debi Khasnabis, University of Michigan; Simona Goldin, University of Michigan; Matthew Ronfeldt, University of Michigan
Discussant: Christopher C. Martell, Boston University

72.039. Design Principles for a Pedagogy of Teacher Education. Division K - Teaching and Teacher Education; Structured Poster Session
Sheraton, Ballroom Level, Sheraton IV; 10:35am to 12:05pm
Chairs: Elizabeth A. van Es, University of California - Irvine; Hosun Kang, University of California - Irvine
Participants:
1. SIMulating Practice: How Mediating Artifacts in Social Foundations and Methods Courses Influence Preservice Teachers’ Opportunities to Learn. Elizabeth Anne Self, Vanderbilt University; Britnie Delinger Kane, Vanderbilt University
2. Using Self-Captured Video Tasks to Develop Teacher Noticing of the
Substance of Student Thinking in Mathematics and Science. Elizabeth B. Dyer, Northwestern University; Miriam G. Sherin, Northwestern University
3. Articulating Design Principles for Productive Use of Videos to Facilitate Professional Learning Toward Ambitious Teaching. Hosun Kang, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
4. A Framework for Analyzing Opportunities to Learn in Teachers’ Workgroup Conversations. Ilana S. Horw, Vanderbilt University
5. From Stimulated Recall to Scaffolded Reflection: Using Video-Mediated Interviewing to Learn About Teachers’ (Sense-Making and) Navigation of Education Policy. Lauren Anderson, Connecticut College; Jamy Stillman, University of Southern California; John Luciano Beltramo, University of Southern California; Kathryn Struthers, University of Southern California; Joyce Melissa Gomez-Najarro, University of Southern California
6. Divergent Paths: The Coevolution of Tools and Practice in Job-Embedded Professional Development. Jessica J. Thompson, University of Washington; Christie Barchenger, University of Washington - Seattle; Sara Hagenah, University of Washington
7. Multiple Representations to Meet Multiple Goals: Making Aspects of High-Quality Teaching Visible. Mike Mez, Stanford University; Erika Moore Johnson, Stanford University; Pamela L. Grossman, University of Pennsylvania
8. Video as a Central Artifact in Formative Intervention for Teacher Educators: Negotiating a Shared Approach to Working With Preservice Teachers. Jessica Tunney, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
9. Supporting the Collective Learning of Educators. Lynsey K. Gibbons, University of Washington; Allison Beth Hintz, University of Washington - Bothell; Elham Kazemi, University of Washington; Rebecca Lewis, University of Washington - Seattle
10. Toward a Design for Supporting Professional Development Leader Learning. Kara J. Jackson, University of Washington - Seattle; Paul A. Cobb, Vanderbilt University; Jonene Wilson, Vanderbilt University; Megan Elizabeth Webster, McGill University; Charlotte Jean Dunlap, Vanderbilt University
Discussant: William R. Penneb, University of Colorado - Boulder

72.040. International Perspectives on Teacher Preparation for Second Language Learners. Division K - Teaching and Teacher Education; Symposium Marriott, Sixth Level, Great America; 10:35am to 12:05pm
Chair: Timo Ehmk, Leuphana University - Luenburg
Participants:
- Towards an International Competency Model for Teaching Multilingual Learners in Content Classrooms. Svenja Hammer, Leuphana Universität Luenburg; Kara Mitchell Viesca, University of Colorado - Denver
- Measuring Preservice Teachers’ Competencies Regarding Linguistically Diverse Classrooms in Germany: Test Development and Its Validation. Timo Ehmk, Leuphana University - Luenburg; Svenja Hammer, Leuphana Universität Luenburg
- Perceptions of Linguistically Responsive Teaching in U.S. Teacher Candidates/Novice Teachers. Madhavi Tandon, University of Colorado - Denver; Colin Hueston, University of Colorado - Denver; Tamara Millbourn, University of Colorado - Boulder; Kara Mitchell Viesca, University of Colorado - Denver
- Teacher Diversity Awareness in the Context of Changing Demographics in Finland. Emmanuel Opoku Acquah, University of Turku; Madhavi Tandon, University of Colorado - Denver; Nancy Commins, University of Colorado - Denver
- Retooling Mainstream Teachers for Success With Bilingual Learners in the United States. Maria E. Brisk, Boston College
Discussant: Ester J. de Jong, University of Florida

72.041. Leveraging Massive Open Online Courses to Foster Teacher Professional Development. Division K - Teaching and Teacher Education; Symposium Marriott, Fifth Level, Los Angeles/Miami; 10:35am to 12:05pm
Chair: Kenji Hakuta, Stanford University
Participants:
- Improvement Cycles in Teacher Development Massive Open Online Course Design. Billie Gastic, Relay Graduate School of Education; Dan Konecky, Relay Graduate School of Education; Aaron Soffin, Relay Graduate School of Education
- Teams of Learners in a Teacher Professional Development Massive Open Online Course. Betsy Anne Williams, Stanford University; Hsiaelin Hsieh, Stanford University
- Combining Online and Face-to-Face Learning: Examining a Hybrid Massive Open Online Course Model for Teacher Professional Development. Sara Ann Rutherford-Quach, Stanford University; Lisa Zerkel, Stanford University; Jeff Zwiers, Stanford University
- Supporting Constructionism in the Classroom: Massive Open Online Course as Platform for Teacher Learning. Karen A. Brennan, Harvard University; Sarah Blum-Smith, Harvard University; Maxwell Yurkofsky, Harvard University
Discussants: Ester J. de Jong, University of Florida; Della R. Leavitt, Chicago Lesson Study Alliance

72.042. Mirror, Mirror on the Wall: Reflection on Identities and Practice in Teachers’ Lives. Division K - Teaching and Teacher Education; Paper Session Marriott, Third Level, Kane/McHenry; 10:35am to 12:05pm
Chair: Della R. Leavitt, Chicago Lesson Study Alliance
Participants:
- Reflections in the Classroom: Experiences of Educators Who Teach for Social Justice. Gregory Samuels, University of Montevallo
- Resilience of Chinese Teachers: Confirming a New Construct. Qing Gu, University of Nottingham; Qiong Li, Beijing Normal University
- Responsive Teaching: Three Teachers Articulate: Their Process and Practice. Alexis Jones, University of Illinois at Urbana-Champaign
- Three Men and a Maybe: Identities and Privileges of Male Preservice Elementary Teachers. Stephen I. Tucker, Utah State University
Discussant: Cleveland Hayes, University of La Verne

72.043. Supporting Students’ Evidence-Based Reasoning Across Content Areas and Grade Levels. Division K - Teaching and Teacher Education; Symposium Marriott, Third Level, Cook; 10:35am to 12:05pm
Chair: Kimberly Gomez, University of California - Los Angeles
Participants:
- Elementary Students Justifying Explanations and Reasoning With Evidence in Academic Tasks and Nonacademic Routines. Allison L. Bailey, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Anne Blackstock-Bernstein, University of California - Los Angeles; Eve Ryan, University of California - Los Angeles; Despina Pitsoulakis, University of California - Los Angeles
- Influences of Argument Instruction on Children’s Use of Evidence in Socioscientific Issues. Sihan Xiao, University of California - Los Angeles; William A. Sandalov, University of California - Los Angeles
- Planning Within and Across Disciplines: Understanding the Disciplinary and Pedagogical Intersection of Content Areas. Kimberly Gomez, University of California - Los Angeles; Nicole Anne Mancevice, University of California - Los Angeles; Ung-Sang Lee, University of California - Los Angeles; Jahnelle Cunningham, University of California - Los Angeles
Discussant: Philip L. Bell, University of Washington

72.044. Teaching Simulations That Assess (the Use of) Teaching Knowledge and Skill. Division K - Teaching and Teacher Education; Symposium Marriott, Sixth Level, Michigan/Michigan State; 10:35am to 12:05pm
Chair: Deborah Loewenberg Ball, University of Michigan - Ann Arbor
Participants:
- Assessing Preservice Teachers’ Conceptions and Explanations of Natural Selection Tenets Through a Clinical Simulation. Benjamin H. Dotger, Syracuse University
- Simulations of Student Thinking That Assess Teaching Skill and Knowledge in Use. Meghan M. Shaughnessy, University of Michigan; Timothy A. Boerst, University of Michigan; Deborah Loewenberg Ball, University of Michigan
University of Michigan - Ann Arbor; Susanna Farmer, University of Michigan
Assessing Student Primary Teachers’ Use of High-Leverage Practices at Scale. Sean F. Delaney, Marino Institute of Education; Annie O’Breachain, Marino Institute of Education; Suzy Macken, Marino Institute of Education
Using Simulations to Assess Student Teaching Readiness. Orin Gutleer; Match Teacher Residency; Randall Lahann, Match Teacher Residency
Discussant: Stephen Lazer; Educational Testing Service

72.045. The Impact of Video-Based Professional Development on Instruction. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Belmont; 10:35am to 12:05pm
Chair: Elaine Munthe, University of Stavanger
Participants:
Seven Formative Assessment Moves Unpacked: Notes From a Formative Assessment Lesson Study. Brent M. Duckor; San José State University; Carrie Holmberg, San José State University; Diana Wilmot
The Impact of Video-Based Professional Development on Instruction. Mireya Tkekamru Kisa, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh
Using the Interconnected Model of Professional Growth to Analyze the Development of Science Teachers. Kim Lebak, Richard Stockton College of New Jersey
Discussant: Yepping Li, Texas A&M University

72.046. Learning From the Past: How Interdistrict Desegregation Policies Can Inform School Choice and Improvement Policies Today. Division L - Educational Policies and Politics; Symposium
Swissotel, Lucerne Level, Alpine II; 10:35am to 12:05pm
Chair: Janelle T. Scott, University of California - Berkeley
Participants:
Interdistrict Choice and Educational Policy. Jennifer Jellison Holme, The University of Texas - Austin; Kara S. Finnigan, University of Rochester
Choice, Place, and Opportunity: A Case Study of the Saint Louis Student Transfer Program. Sarah Diem, University of Missouri
Interdistrict Diversity Choice in Milwaukee: When Equity and Market-Based Choice Policies Collide. Jennifer Jellison Holme, The University of Texas - Austin
Tinsley’s Court-Ordered Student Transfers in California: Examining Race and Place. Nadine D. Hylton, University of Rochester; Kara S. Finnigan, University of Rochester
Discussants: Elizabeth H. DeBrey, University of Georgia; Sonya Douglass Horsford, George Mason University

Swissotel, Lucerne Level, Lucerne I; 10:35am to 12:05pm
Chair: V. Darleen Opfer; RAND Education
Participants:
Designing and Implementing Nationally Representative Panels of Teachers and School Leaders. Brian Stecher, the RAND Corporation; V. Darleen Opfer, RAND Education; Susannah Faxon-Mills, RAND Corporation; Michael Robbins, RAND Corporation
Statewide Standards Adoption and Teachers’ Experiences With Implementation. Laura S. Hamilton, RAND Corporation; Julia Heath Kaufman, RAND Corporation; Scott Nafiel, RAND Corporation
School Leaders’ Perspectives on Implementing State Standards. Jennifer Sloan McCombs, RAND Corporation; Julia Heath Kaufman, RAND Corporation; Scott Nafiel, RAND Corporation; V. Darleen Opfer, RAND Education
Discussants: Stacey L. Pelika, National Education Association; Gary M. Crow, Indiana University; Rob Weil, American Federation of Teachers

72.048. School Vouchers: Impacts and Responses. Division L - Educational Policies and Politics Co-sponsored with SIG-Charters & School Choice; Paper Session
Swissotel, Event Centre First Level, Zurich D; 10:35am to 12:05pm
Chair: Cassandra M. Guarino, Indiana University
Participants:
Change and Stability in the Curriculum: Schools’ Responses to Participating in a Publicly Funded Voucher Program. Megan J. Austin, University of Notre Dame; Mark Berends, University of Notre Dame
Early Impacts of the Indiana Choice Scholarship Program. Richard Joseph Waddington, University of Notre Dame; Mark Berends, University of Notre Dame
The Impact of Targeted School Vouchers on Racial Stratification in Louisiana Schools. Anna J. Egalite, Harvard University; Jonathan N Mills, University of Arkansas at Fayetteville; Patrick J. Wolf, University of Arkansas
Education Reform in Chile: Responding to Tensions in the Market. Sarah Ismael, The University of Texas - Austin; Anthony Vincent LeClair, The University of Texas - Austin; Lindsay Redd, University of Texas - Austin; Alvaro Quezada Hofflinger, University of Texas at Austin; Julian Vasquez Heilig, California State University - Sacramento; Joanna Dolores Sanchez, The University of Texas - Austin
Discussant: Mark Berends, University of Notre Dame

72.049. Situated Learning in the Arts. SIG-Arts and Learning; Paper Session
Hyatt, West Tower - Gold Level, San Francisco; 10:35am to 12:05pm
Chair: J. David Betts, The University of Arizona
Participants:
Can Theater-in-Education Promote Early Childhood Language, Perspective-Taking, and Imagination Development? Wendy K. Mages, Mercy College
Lights Up! Assessing Theatrical Performance Skills. Sophia Bender, Indiana University - Bloomington; Christian McKay, Indiana University - Bloomington; Kylie A. Pepper, Indiana University - Bloomington; James S. Catterall, Centers for Research on Creativity
Creating the Stage for Meaning: New Findings on the Value of Rehearsal Room Practices for Reading Complex Texts. Bridget Lee, The Ohio State University; Patricia E. Enciso, The Ohio State University; Brian W. Edmiston, The Ohio State University - Columbus; Jessica Sharp, Buckeye Valley High School
Positive Effects of Engagement in the Arts: The Museum Effect. Pablo L. Tinio, Montclair State University; Jeffrey K. Smith, University of Otago; Lisa F. Smith, University of Otago
Learning About Leadership From a Visit to the Art Museum. Gyselma Kaimal, Drexel University; Adele M.L. Gonzaga, Temple University; Jon Drescher; Holly Fairbank, Lincoln Center for the Performing Arts, Inc.
Can Theater-in-Education Promote Early Childhood Language, Perspective-Taking, and Imagination Development? Wendy K. Mages, Mercy College
Discussant: Susan Finley, Washington State University - Vancouver

Marriott, Sixth Level, Purdue/Wisconsin; 10:35am to 12:05pm
Chair: Tracy Lachica Buenavista, California State University - Northridge
Participants:
Racial Formation in American Education: School Reform and the Ideology of Academic Achievement. Daniel D Liu, Arizona State University
Reward and Resistance: The Evolution of Latina/o Critical Theory in Educational Scholarship. Maria C. Ledesma, University of Utah; Daniel Gilbert Solorzano, University of California - Los Angeles
Empire in Transit: Critical Race Theory and the Palimpsest of Indianness. Dolores Calderon, University of Utah
Discussant: David O. Stovall, University of Illinois at Chicago

72.051. Regulating Childhoods: Disrupting Discourses of Control. SIG-Critical Perspectives on Early Childhood Education; Symposium
Swissotel, Event Centre Second Level, St. Gallen 2; 10:35am to 12:05pm
Chair: Nicola J. Yelland, Victoria University - Australia
Participants:
Culturally Contested Corporeality: Regulation of the Body in New Zealand and Japanese Early Childhood Education. Rachael Burke, Hiroshima University; Judith Duncan, University of Canterbury
Governing Early Childhood Programs Through Child Outcome Data. Koeun Kim, Northwest Missouri State University
Schooling the Body for the Desirable Studenthood in the Early Years: Interrogating the Making of Miniature Students in East Asia. I-Fang
Lee, The University of Newcastle; Nicole J. Yelland, Victoria University - Australia

Complicating “Student Behavior”: Exploring the Discursive Constitution of “Learner Subjectivities.” Zsuzsanna Millei, University of Newcastle; Eva Bendix Petersen, The University of Newcastle

Discussant: Sue Saltmarsh, The Australian Catholic University

72.052. Indigenous Students Navigating Identity, Motivation, and Epistemology in Education: A Fireside Chat. SIG-Indigenous Peoples of the Americas; Invited Speaker Session

Hyatt, West Tower - Gold Level, Acapulco; 10:35am to 12:05pm

Chairs: Nicole Blalock, Arizona State University; Cuypencxochitl Dianna Moreno Sandoval, Arizona State University

Participants: Eve Tuck, SUNY - College at New Paltz; Susan C. Faircloth, North Carolina State University; Michael Pavel, University of Oregon; Tracy L. Friedel, The University of British Columbia; Teresa L. McCarty, University of California - Los Angeles; P. Zitafi Morales, University of Illinois at Chicago

Participants:
Are You a “Real” Indian? Collective Identity Assertion and Educational Experiences of Urban Native Youth. Bayley Marquez, University of California - Berkeley

Bending the Box: Learning From Indigenous Students’ Understandings of Wholistic Success as They Transition to University. Amy Marie Parent, The University of British Columbia

Is Suicide a Reflection of Settler Colonialism? Emma Elliott, University of Washington - Seattle

Supporting American Indian Students’ Identity Work Through Culturally Hybrid Computing With Electronic Textiles. Kristin Anne Searle, University of Pennsylvania

Examining Differing Notions of a Real Education Within Aboriginal Communities. Dustin Louie, University of Calgary; David Michael Scott, University of Calgary

Navajo Students’ Motivation, Preparation, Challenges, and Solutions in Applying to Graduate Programs. Colin Ben, University of Utah

Discussant: Jo-ann Archibald, The University of British Columbia

72.053. Media Pedagogies: Multimodal Moves Toward Justice. SIG-Media, Culture and Curriculum; Symposium

Hyatt, West Tower - Gold Level, New Orleans; 10:35am to 12:05pm

Chair: Ethiraj Gabriel Dattatreya, University of Pennsylvania

Participants:
Digital Ciphas: Transnational Hip-Hop as a Site for Critical Media Literacy. Ethiraj Gabriel Dattatreya, University of Pennsylvania

The Ignorant Schoolmaster and the Audiovisual Third Space. Arjun Shankar, University of Pennsylvania

“Doing Digital Ethnography”: The Construction of an Online Global Muslim Identity. Mariam Durvari, University of Pennsylvania

Making Space: Youth as Cultural Producers. Veena Vasudevan, University of Pennsylvania

72.054. Multicultural/Multiethnic Education: Contemporary Topics in Postsecondary Education. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Paper Session

Marriott, Third Level, Dupage; 10:35am to 12:05pm

Chair: Clara C. Park, California State University - Northridge

Participants:
I’m Not Angry, I’m Not Aggressive: Perceptions Held by African American Male Student Affairs Administrators at Predominantly White Institutions. David Alan Surratt, University of California - Berkeley; Susan Swayne, The George Washington University; Rick C. Jakeman, The George Washington University

Minority Engineering Programs at a Crossroads: A Multiple-Case Study of Two Predominantly White Public Research Universities. Christopher B. Newman, University of San Diego; Shaun R. Harper, University of Pennsylvania

Multicultural Experiences and Student Creativity: An Examination of Conditional Effects. Nida Denson, University of Western Sydney; Tom Denson, University of New South Wales; Nicholas A. Bowman, Bowling Green State University

Supporting Non-Black Students at Historically Black Colleges and Universities: A Student Affairs Perspective. Andrew Thomas Arroyo, Norfolk State University; Robert Terry Palmer, Binghamton University - SUNY; Dina C. Maramba, Binghamton University - SUNY

Discussant: Noni Mendoza-Reis, San José State University

72.055. Online Teaching and Learning SIG Paper Session 5. SIG-Online Teaching and Learning; Paper Session

Marriott, Fourth Level, Sheffield; 10:35am to 12:05pm

Chair: Elizabeth Anne Hallsall, The University of Aberdeen

Participants:
A National Study of Differences Between Distance and Nondistance Community College Students in Time to First Associate Degree Attainment, Transfer, and Dropout. Peter Shea, University at Albany - SUNY; Temi Bidjerano, Furman University

An Examination of an Online Tutoring Program’s Impact on Middle School Students’ Math Achievement. Shanan L. Chappell, Old Dominion University, The Center for Educational Partnerships; John A. Nunnery, Old Dominion University; Pamela Arnold, Old Dominion University; Melva R. Grant, Old Dominion University; Anna Veprinsky

Exploring Learners’ Participation in Structured Asynchronous Online Discussion: Argumentation and Cognitive Engagement. Eunjung (Grace) Oh, University of Illinois at Urbana-Champaign; Hyun Song Kim

Learners’ Perception of Engagement in Online Courses: Strategies to Promote Quality Learning. Fredrick Myia Nafukho, Texas A&M University; Misha Chakraborty, Texas A&M University

Self-Regulated Learning: Role of Motivation, Emotion, and Cognition in Students’ Learning Experiences in Self-Paced Online Mathematics Courses. Moon-Heuam Cho, Sukgyunkwan University; Michele Heron, Kent State University - Stark

72.056. Unruly Queers: Interrogating Power in Higher Education Practice, Policy, and Research. SIG-Queer Studies; Symposium

Swissotel, Event Centre Second Level, St. Gallen 3; 10:35am to 12:05pm

Chair: Edward Brockenbrough, University of Rochester

Participants:
Rigorous Feelings? Disrupting Tropes of Identities in Historical Educational Research. Andrés Castro Samayoa, University of Pennsylvania


Changing the Frame: Queering Access to Higher Education for Trans* Students. Susan Marine, Merrimack College

“It’s a Hard Line to Walk”- Nonbinary Trans* Collegians’ Perspectives on Passing, Realness, and Trans*-Normativity. Z Nicolazo, Miami University - Oxford

72.057. Critical Academic and Public Policy Issues Affecting Minorities in STEM. SIG-Research Focus on Black Education; Symposium

Swissotel, Event Centre Second Level, Montreux 3; 10:35am to 12:05pm

Chair: Marvin Lynn, Indiana University - South Bend

Participants:
Black Male Educators and STEM. Christine Callender, Institute of Education - London


Perspectives of American and English University Administrators: Fostering Minority Students’ Graduation in Doctoral STEM Programs. Eric J Simeon, The Pennsylvania State University - University Park; Beverly Lindsay, University College London

Discussant: Marvin Lynn, Indiana University - South Bend

72.058. Research on Social Studies Teacher Education. SIG-Social Studies Research; Paper Session

Swissotel, Lucerne Level, Lucerne III; 10:35am to 12:05pm

Chair: Katherina Ann Payne, The University of Texas - Austin

Participants:
Mapping the Field: An Analysis of Research Design in Social Studies Teacher Education Literature. Michelle Bauml, Texas Christian University; Cynthia L. Williams, Texas Christian University

Preservice Teachers’ Shifting Conceptions of Democracy. Dean Patrick Vesperman, Luther College
72.059. Supporting Students With Emotional/Behavioral Disorders and Attention Deficit Hyperactivity Disorders. SIG-Special Education Research; Paper Session

Sheraton, Second Level, Missouri; 10:35am to 12:05pm

Chair: Jennie L. Farmer, Clemson University

Participants:
- Approaches to Learning and Medicated Attention Deficit Hyperactivity Disorder: Implications for Special Educators. Peiyu Xiao, Texas Tech University; Luís Barnard-Bruk, Texas Tech University; Steven Randall Chesnut, Texas Tech University; Tara Stevens, Texas Tech University
- A Longitudinal Study of the Impact of Inattention, Hyperactivity, and Impulsivity on Children’s Attainment at Age 11. Christine Merrell, Durham University; Peter B Tynms, Durham University; Kapil Sayal, Nottingham University; Adetayo Kasim, Durham University
- Curriculum Reform: Addressing the Needs of Learners With an Emotional Disturbance. Carol Wilson, Miami Public Schools; Ying Ling, Grand Canyon University
- Self-Monitoring Effects on the On-Task Behavior of Students With Emotional and Behavioral Disorders: A Multilevel Meta-Analysis. Penelope Bedesem, Kent State University; Jian Li, Kent State University; Brian Robert Barber, Kent State University
- Co-Teachers’ Perspectives: The Experiences of Students With Emotional Disturbance Included in the General Education Classroom. Kandace Wenzing, Towson University; Elisabeth K. Hess Rice, The George Washington University

72.060. Reaching Students Whose Dreams Won’t Matter: Reflections From Educators of Black Children. SIG-Spirituality & Education; Symposium

Hyatt, West Tower - Gold Level, Hong Kong; 10:35am to 12:05pm

Chair: Cynthia A. Tyson, The Ohio State University - Columbus

Participants:
- For If Dreams Die: An Autoethnographic Examination of Redeeming Purpose in the Academy. Kyra Tynisha Shahid, Mount St. Mary’s University
- Cry Loud, Spare Not: Protecting the Dreams and Visions of Our African American Children. Michael E. Danley, Miami University
- Reconceptualizing Soul-Work in Education Through Womanist Intellectual Tradition. Judy A. Alston, Ashland University; Philip Jay Bostic, University of Wisconsin - Madison
- A Pedagogy to (Re)Member: Black Identity, Culture, and the Spirit of an Endarkened Feminist Practice in Education. Cynthia B. Dillard, University of Georgia

Discussant: Gloria J. Ludsin-Billings, University of Wisconsin - Madison


Hyatt, East Tower - Gold Level, Grand B; 10:35am to 12:05pm

Chair: Matthew L. Bernacki, University of Nevada - Las Vegas

Participants:
- A Multimethod Approach to Examining Self-Regulated Learning With the Latest Classroom Technology. Daniel Charles Moos, Gustavus Adolphus College
- Using Observations to Understand How Children’s Self-Regulated Learning Is Supported in Classrooms. Nancy E. Perry, The University of British Columbia

Discussant: Dale H. Schunk, University of North Carolina - Greensboro

72.062. Understanding the Digital Evolution in K–12 Education: Policy and Practice Perspectives. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium

Marriott, Fourth Level, Armitage; 10:35am to 12:05pm

Chair: Richard R. Halverson, University of Wisconsin - Madison

Participants:
- Equal Scrutiny: Data Use, Access, and Assessment in Digital Education Contracting. Annalee G. Good, University of Wisconsin - Madison; Patricia Burch, University of Southern California
- K–12 Online Education: Tracing Developments in Policy and Adoption in Ohio. June Ahn, University of Maryland - College Park; Andrew McEachin, North Carolina State University
- Drowning Digitally: How Disequilibrium Shapes Practice in a Blended Learning Charter School. Andrea J. Bingham, University of Southern California

Discussant: Patricia Burch, University of Southern California

72.063. Identity Production in Progress! Multimodal and Creative Engagements With Media Across Genres. SIG-Writing and Literacies; Symposium

Hyatt, East Tower - Gold Level, Columbus AB; 10:35am to 12:05pm

Chair: Wan Shun Eva Lam, Northwestern University

Participants:
- Identity Making in the Intertextual Space of New Media. Sujin Kim, University of Missouri
- “We Make It Pop”: Transforming Urban Youth Representations Through Community News. Natalia Smirnov, Northwestern University; Wan Shun Eva Lam, Northwestern University
- Girls, Vids, and the Past: Gender Discourse in Historical Media Production Practices. Jolie Christine Matthews, Northwestern University

Discussant: Janice Radway, Northwestern University

Division and SIG Roundtables

72.064. Roundtable Session 29; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Anne Weiler, Hunter College - CUNY

Participants:
- A Discourse Analysis of Strategic Management in Public Education. Thomas Grechkmaker, Louisiana State University; Sebnem Cilesiz, University of Louisiana at Lafayette
- Power Structures in Massive Open Online Courses: Examining the Present and Imagining the Future. Narmada Paul, The Ohio State University; Moonsoo Choi, The Ohio State University - Columbus; Jonathan Barbridge, The Ohio State University; Michael Glassman, The Ohio State University - Columbus
- Curricular Form and Pedagogic Codes: A Bernsteinian Analysis of Class Reproduction in Singapore’s Elite Thinking Curriculum. Lim Leong, National Institute of Education - Nanyang Technological University
- Making All Children Count: Teach For All and the Universalizing Appeal of Data. Daniel Friedrich, Teachers College, Columbia University; Mia Walter; Erica Eva Colmenares, Teachers College, Columbia University

72.064-1. Data, Capital, and ... Oh Yeah, Children. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Jeanne Weiler, Hunter College - CUNY

Participants:
- A Discourse Analysis of Strategic Management in Public Education. Thomas Grechkmaker, Louisiana State University; Sebnem Cilesiz, University of Louisiana at Lafayette
- Power Structures in Massive Open Online Courses: Examining the Present and Imagining the Future. Narmada Paul, The Ohio State University; Moonsoo Choi, The Ohio State University - Columbus; Jonathan Barbridge, The Ohio State University; Michael Glassman, The Ohio State University - Columbus
- Curricular Form and Pedagogic Codes: A Bernsteinian Analysis of Class Reproduction in Singapore’s Elite Thinking Curriculum. Lim Leong, National Institute of Education - Nanyang Technological University
- Making All Children Count: Teach For All and the Universalizing Appeal of Data. Daniel Friedrich, Teachers College, Columbia University; Mia Walter; Erica Eva Colmenares, Teachers College, Columbia University

72.064-2. Do Something With It: Extreme Theory and Methodological Innovation. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Jim Burns, South Dakota State University

Participants:
- “Take an Object, Do Something With It, and Then Do Something Else
With It”: Or, Opening Research and the Research Space Through a School Garden. Susan Jaggar, Monmouth College

Extreme Theory and Liminal Practice in Art Education. Mark A. Graham, Brigham Young University

Toward Resonance: A New Approach of Aesthetic Inquiry in Curriculum Studies. Yen-wen Huang, National Taipei University of Education

Doing Research With Young Students Rather Than on Them: New Methods to Consider. Carolyn Strom, New York University

72.064-3. Exercising the Specters of Neo-liberalism and Quantification: Intersections of Cultural Studies and Education. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Mark Helmsing, University of Wyoming

Participants:

Cultural Studies and Quantification in Educational Research. Ezekiel J. Dixon-Roman, The University of Pennsylvania

Portrait of a Teach for All Teacher: Analyzing the Media Narratives of the Universal TFA Teacher in 12 Countries. Michelle Gautreaux, The University of British Columbia; Sandra Ximena Delgado Betancourth, University of British Columbia

Zombies, Hauntings, and Contagions: A Study of Embodied Neoliberal Education Reform. Gabriel Stephen Huddleston, Texas Christian University

72.064-4. Expanding Methodological Possibility Through Transnational Perspectives. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Ligia L. Lopez, University of Wisconsin - Madison

Participants:

“Project of Global Access”: Using Social Network Analysis to Study an Emerging International Curriculum Program. Shuning Liu, University of Wisconsin - Madison

Escuela Nueva: Fostering Student-Centered Participatory Pedagogy in Colombia. Kate Reyes, Emory University; Clarita Arboleda, Fundacion Escuela Nueva; Vicky Colbert, Fundacion Escuela Nueva


72.064-5. Mobilizing Indigenous Epistemologies: Gender, Language, and Technology. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Rosa M. Jimenez, University of San Francisco

Participants:

Conceptualizing Gender in Tanzania: An Analysis of the Tanzanian Civics Curriculum Using the Gender and Development Paradigm. Stephanie Esperanza Ferrao, University of Ottawa

Mobilizing an Australian Aboriginal Epistemology to Perform a Just Educational Practice. Michael Christie, Charles Darwin University

Decolonizing the Curriculum: Critical Spaces for Spiritualities and Identities. Elizabeth Janson, University of Massachusetts - Dartmouth

Education in Haiti: Changing Faculty Attitudes Vis-à-Vis Language, Pedagogy, and Technology. Glenda Simonton Stump, Arizona State University - Tempe; Michel Anne-Frederic DeGraff, Massachusetts Institute of Technology

72.064-6. Qualitative Studies on Justice, Teaching, and Research in the Elementary School. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Jennifer L. Milam, Our Lady of the Elms (Elementary School, Principal)

Participants:


Following Pebbles by Moonlight: Elementary Students Shed Light on Power, Peace, and Violence in Response to the Classic Tale “Hansel and Gretel.” Molly Quinn, Georgia Regents University; Debbie Sonu, Hunter College - CUNY


When Drama and Conflict Make Social Justice Teaching Unpredictable. Antonino Giambroone, York University

72.064-7. Reimagining: Youth Translating Theory With Action. Division B - Curriculum Studies; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Christopher B. Crowley, West Virginia University

Participants:

Active Learning: Teaching Sociopolitical Analysis Skills. Dana E. Wright, Connecticut College

Pedagogies at Play: Critical Literacies With Street Youth. Amanda Wager, The University of British Columbia

Social Justice: Art For Framework of Activist Art Pedagogy. Marit Dewhurst, City College of New York - CUNY

72.064-8. Discursive Moves in Teacher Education. SIG-Language and Social Processes Cosponsored with Division K - Teaching and Teacher Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Theresa Y. Austin, University of Massachusetts - Amherst

Participants:

Analyzing Discourses Toward Justice: Teacher Candidates and the Construction of Critical Literacy Pedagogies. Maggie Struck, University of Minnesota; Erin Beeman Stutelberg, University of Minnesota

Performance, Perspectives, and Power: Former English Learner Preservice Teacher Candidates Discuss Literacy in Secondary Classrooms. Betina Hsieh, California State University - Long Beach; Jacqueline Paredes, California State University - Long Beach

What Does Social Justice Sound Like? Discursive Moves to Prepare Teachers for Diversity. Amy Carpenter Ford, Central Michigan University

72.064-9. Building Social Emotional Learning Capacity: Lessons Learned and Future Directions. SIG-Social and Emotional Learning; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Stacy L. DeZutter, Millsaps College

Participants:

Building Teachers’ Social-Emotional Competence Through Mindfulness Practice. Elizabeth Hope Dorman, Fort Lewis College

Results From an Evaluation of a Demonstration Program to Build Systemic Social and Emotional Learning in Eight Large Urban School Districts. Kimberly Trumbull Kendziora, American Institutes for Research; David M. Osher, American Institutes for Research; Lawrence B. Friedman, Learning Point Associates; Lisa Hoostra, University of Chicago; Andrew P. Swanson, American Institutes for Research; Paul Bailey, American Institutes for Research; Clare Halloran, American Institutes for Research; Mark Garibaldi, American Institutes for Research; Munolya Tanyu, Learning Point Associates; Andrea Boyle, American Institutes for Research; Michelle Olivia, Learning Point Associates; Matthew Raymond Burke, Learning Point Associates

Social Problem-Solving Interventions: Past Findings, Current Status, and Future Directions. Kristen L. Merrill, University of Florida; Stephen W. Smith, University of Florida; Michelle Cummings, University of Florida; Ann P. Daunic, University of Florida

72.064-10. Faculty and Student Faiths in Higher Education. SIG-Religion and Education; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm

Chair: Mary Rose McCarthy, Pace University

Participants:

Emergent and Inclusive Theory of Religious and Spiritual Development. Matthew Mayhew, New York University; Alyssa N. Rockenbach, North Carolina State University

Investigating the Perceptions of Intellectual Diversity Among Socially Conservative Christian Seniors at Elite U.S. Colleges. Mark Vincent Brow, University of Illinois at Chicago

Preparing Faculty to Integrate Faith Traditions: Does Christian Higher Education Provide an Advantage? Nathan Alleman, Baylor University

72.064-11. Language and Literacy Research Issues. SIG-Research in Reading and Literacy; Roundtable Session

Hyatt, East Tower - Gold Level, Grand CD; 10:35am to 12:05pm
72.065. Roundtable Session 30; Roundtable Session

72.065-1. Rethinking Multicultural Doctoral Experiences. SIG-Doctoral Education Across the Disciplines; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Antonina Lukenchuk, National-Louis University
Participants:
- Nurses Mexicanas in the Midwest: A Life History Approach to the Role of Early Education in the Making of a Doctoral Scholar. Mariana G. Martinez, University of Illinois at Urbana-Champaign
- The Strength From Within: A Phenomenological Pilot Study Examining the Role of Self-Efficacy in the Academic Success of African American Women in Doctoral Studies. Deniece Dortch, University of Wisconsin - Madison
- The Strength From Within: A Phenomenological Pilot Study Examining the Role of Self-Efficacy in the Academic Success of African American Women in Doctoral Studies. Deniece Dortch, University of Wisconsin - Madison
- Stop Assuming: Aspiring Multicultural Women Scholars Speak About Stereotypes, Mentorship, and the Neoliberal University. Stacia Cedillo, The University of Texas - Austin; Wei-Ling Sun, The University of Texas - Austin
- Struggling, Persisting, and Liberating: A Case Study on the Experiences of Future Doctoras in the Midwest. Mariana G. Martinez, University of Illinois at Urbana-Champaign; Blanca E. Rincon, University of Illinois at Urbana-Champaign; Shantel Martinez, University of Illinois at Urbana-Champaign; Joanna Perez, University of Illinois at Urbana-Champaign

72.065-2. Mathematics Students Attitudes and Beliefs. SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Justin Kelly Dimmel, University of Michigan
Participants:
- Attitudes Toward Technology in Mathematics Learning and Perceived Teacher Practices in Technology Integration Among High School Students in China. Xiongxi Liu, Cleveland State University; Patrick Wachira, Cleveland State University
- Effects of Math Self-Efficacy on Students’ Math Achievement. Youngsik Seo, University at Buffalo - SUNY
- Is China Shanghai? A Picture of Chinese Students’ Math Studies and Achievement. Haiying Long, Florida International University; Weiguo Pang, East China Normal University; Youqun Ren, East China Normal University
- Relating English Language Learners’ Mathematics Attitudes to College STEM Degree: A Latent Class Analysis Approach. Myley Dang, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara; Karen L. Nyland-Gibbon, University of California - Santa Barbara

72.065-3. Student Issues in Higher Education: Race and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Lisa D. Hobson, Prairie View A&M University
Participants:
- I’m a Black Female Adult Community College Student: Navigating and Resisting Gendered and Racial Microaggressions. Glennnda M. Bivens, Iowa State University
- Undergraduates’ School Satisfaction: Impact of Academic Experience and School Climate of Diversity. Shuqiong Lin, Texas A&M University - College Station; Timothy R. Salazar, Texas A&M University - College Station; Wen Luo, Texas A&M University - College Station
- “No Racism Here”: The Internalization of Color-Blind Racist Ideology Among U.S. and Foreign-Born Black Undergraduates at Two Predominantly White Universities. Alana C. Butler, Cornell University

72.065-4. Self-Study in the Intersection of Culture and Gender. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Barbara A. Henderson, San Francisco State University
Participants:
- Self-Trust in Context: An Autoethnographic Self-Study. Lesley K. Coia, Agnes Scott College
- In a Different Context: A Feminist Co/Autoethnography of the First Day of Class. Lesley K. Coia, Agnes Scott College; Monica Taylor, Montclair State University
- The Complexities and Triumphs of Navigating Multiple Worlds as a Mother, First-Generation Hispanic Doctoral Student, and Teacher Educator: A Feminist Chicana Testimnio as Praxis. Diana Cortez-Castro, The University of Texas - Brownsville

72.065-5. International Perspectives in Student Motivation. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Sofie Loyens, University College Roosevelt
Participants:
- Intercultural Differences in Categorization Style: Israeli Jewish and Arab Students Perform Word Sorting Tasks. Billie Eilam, University of Haifa; Ester Koilis, Intel Corporation
- Parental Educational Level, Learning Approaches, and Student Achievement: A Comparative Mediation Path Analysis Between the United States and India. Kathan Dushyant Shukla, University of Virginia; Devasmita Chakraverty, University of Virginia
- Personal Epistemology of Elementary School Students in the United States and Argentina. Regina Roitshtein, University of Toledo; Florian C. Feucht, University of Toledo; Andres Acher, Martin Luther University Halle Wittenberg; Kristen Porter, University of Toledo; Lindsey Haubert, University of Toledo

72.065-6. The Interaction of Problem Solving and Learning Environments. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Nancy Jo Hamilton, University of Arkansas at Little Rock
Participants:
- Characterizing Student-Generated Inscriptional Forms in the Context of Science News Infographics Authoring. Engida Hailaye Gebre, University of Colorado - Boulder; Joseph L. Polman, University of Colorado - Boulder
- The Affordances of Immediate Feedback in Making and Tinkering Activity: Shifting the Social Organization of Teaching and Learning. Daniela Kruel DiGiacomo, University of Colorado - Boulder; Kris D. Gutiérrez, University of California - Berkeley
- Student Problem-Solving Strategies in Inventing: Contrasting Cases. Amanda Bell, Vanderbilt University - Peabody College; Melissa Sommefeld Gresalfi, Vanderbilt University
- Instructional Overlay for Collaborative Project-Based Learning. Minkyoun Kim, Indiana University; Eulho Jung; Charles M. Reigeluth, Indiana University
- From Bumps to Parabolas: Elevating the Everyday in the Discourse of Learning. Diana J. Araya, University of California, Santa Barbara

72.065-7. Computational Methods for Qualitative Learning Sciences Research: Affording Materiality to Text-Based Data. SIG-Learning Sciences; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 10:35am to 12:05pm
Chair: Bruce Sherin, Northwestern University
Participants:
- Using Text Analysis and Clustering to Reveal Processes of Change in Engineering Knowledge and Innovation. Taylor Martin, Utah State University; Philip Janisiewicz, The University of Texas - Austin
72.065-8. Thinking Anew About School Choice and Competition: Multiple Perspectives and Emerging Avenues for Research. Division L - Educational Policies and Politics Cosponsored with SIG-Charters & School Choice; Roundtable Session

72.065-9. The Myth of the Rural Idyll. SIG-Rural Education; Roundtable Session

72.065-10. Taking the Animist Turn in Environmental Education? SIG-Environmental Education; Roundtable Session

72.065-11. Current Issues in K–12 Music Education. SIG-Music Education; Roundtable Session

72.065-12. Issues in Early Childhood Teacher Training and Practice. SIG-

Early Education and Child Development; Roundtable Session

72.066. Poster Session 16; Poster Session

72.066-1. Teacher Professional Development Poster Session. Division K - Teaching and Teacher Education; Poster Session

Division and SIG Posters
College & State University
14. Transitioning Classrooms From Whole-Group to Small-Group Teaching. Tiasha R. Wyatt, University of Hawaii - Manoa; Elizabeth Brook Chapman de Sousa, University of Hawaii
15. What Types of Schools and Teachers Improve Students’ Character Skills? Seth Gershenson, American University; Michael S. Hayes, American University; Katie Vinopal, American University

72.066-2. Poster Session: Practical Issues in Measurement. Division D - Measurement and Research Methodology; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:
16. Building a Learning Progression for Scientific Imagination: A Measurement Perspective. Chia-chi Wang, National Sun Yat-Sen University; Hsiao-Chi Ho, National Sun Yat-Sen University; Ying-Yao Cheng, National Sun Yat-Sen University
18. Detecting Rater Effects in Writing Assessment: A Multilevel Modeling Approach. Mihaela Ene, University of South Carolina; Robert L. Johnson, University of South Carolina; Edward W. Wolfe, Pearson
21. Exploring the Effects of Rater Linking Designs and Rater Fit on Achievement Estimates Within the Context of Music Performance Assessments. Stefanie Anne Wind, Georgia Institute of Technology; Brian Wesolowski, University of Georgia - Athens; George Engelhard, University of Georgia
22. Modeling the Latent Structure of Rosenberg’s Self-Esteem Scale: Combining Continuous and Categorical Variables. Isa Steinmann, University of Dortmund; Rolf Strieholt, University of Dortmund
23. The Conception of Test Validity and Methods Used to Gather Validity Evidence. Michel Rousseau, Université du Québec - Trois-Rivières; Tristan Milot, Université du Québec à Trois-Rivières
24. Understanding When and Why Elementary Students Change Their Answers to Multiple-Choice Items. Ruth A. Childs, University of Toronto - OISE; Susan Elgie, Government of Ontario; Tian Tang, University of Toronto - OISE; Amanda K. Ferguson, University of Toronto - OISE

72.066-3. Instructional Technology SIG Poster Session. SIG-Instructional Technology; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:
25. A Case Study of Three Educational Technology Graduate Programs and Their Responses to Technological Change. Kristen Alicia Sosulski, New York University
26. Beware the Idiosyncrasies, or, Why Universal Learning Analytics Solutions May Fail. Dirk Irnenthal, University of Mannheim; Chath Widanapathirana
27. Facilitated Versus Nonfacilitated Case Discussions: Comparing Differences in Problem Space Coverage. Peggy A. Ertmer, Purdue University; Adrie A Koehler, Purdue University
28. Facilitating Students’ Individual and Collective Knowledge Construction Through Microblogs. Ingvill Rasmussen, University of Oslo, Åste Hagen, University of Oslo
29. Simulation-Based Evaluation of Learning Sequences for Instructional Technologies. John E. McNeeney, Oakland University
30. Task-Specific and Global Scaffolds of Social Interaction in Computer-Supported Collaborative Problem Solving: Results of a Usability Study. Pasha Antonenko, University of Florida; Kent J. Crippen, University of Florida; Lauren Eutsler, University of Florida; Jason Nichols, Oklahoma State University
31. Technology Versus Teachers in Early Literacy Classrooms: Who Is the More Knowledgeable Other? Rebecca Putman, Texas Christian University
32. The Effects of Goal Instructions and Source Representation on College Students’ Evidence Quality, Reasoning, and Conceptual Integration in Argumentation-Based Inquiry. So Mi Kim, University of Missouri - Columbia
33. The Influence of the Computer on Third-Grade Primary School Students’ Collaborative Skills and Performance in a History Lesson. Antri Tsaggari; Charoula M. Angeli, University of Cyprus

72.066-4. Emerging Trends and Issues in Immersive Environments for Learning. SIG-Applied Research in Immersive Environments for Learning; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:
34. Augmented Reality—Enhanced Field Trips for Ecosystem Science. Shari J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard Graduate School of Education; Michael Shane Tutwiler, Harvard University; Meredith Thompson, Harvard University; Helen Poldsam; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University
35. Examination of Virtual Lesson Engagement of Preservice Teachers. Trina J. Davis, Texas A&M University - College Station; Gerald Kalm, Texas A&M University; Salvatore Enrico Paolo Indigione, Texas A&M University; Ayse Tagba Onen, Texas A&M University; Nickolaus Alexander Ortiz, Texas A&M University
36. How Being in Flow Affects Engagement, Immersion, and Learning: An Empirical Study in Game-Based Learning Environments. Junho Hamari, Game Research Lab; David J. Shernoff, Rutgers University; Elizabeth Rowe, TERC; Brianno D. Coller, Northern Illinois University; Jodi Asbell-Clarke, TERC; Teon Edwards, TERC
37. New-Age Statistics Education: Leveraging Mobile Augmented Reality for Creating Collaborative, Problem-Based Learning Experiences. Quincy Conley, Boise State University

72.066-5. Society, Culture, and Change Poster Session. Division I - Postsecondary Education; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:
38. Designing a Curriculum in Professionalism and Social Responsibility for Doctor of Physical Therapy Education. Allison Guerin, University of California - San Francisco
39. Exploring the Role of Work Ethic in Educating Students for the 21st-Century Workforce: Amanda Olenson, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison
40. Pathways or Parallel Lines? The (Absent) Discourse on K-12 Policy Initiatives in Higher Education Research. Carrie Elizabeth Miller, University of California - Los Angeles; Abigail Kiyoko Bates, University of California, Los Angeles
41. The Increasing Role of For-Profit Colleges in the San Francisco Bay Area. Michael W. Kirst, Stanford University; W. Richard Scott, Stanford University; Manuelito Biag, Stanford University; Brian Holzman, Stanford University
42. Discriminating Chicken: A Critical Discourse Analysis of Institutional Responses to the Chick-fil-A Debacle. Jonathan Thomas Pryor, University of Missouri
43. Hunger in Higher Education: Examining Food Insecurity Among Low-Income College Students in Wisconsin. Mohhtuyen Mai, University of Wisconsin - Madison
44. Participatory Action Research Experiences for Undergraduates. Laura B. Sample McMeeking, Colorado State University; Andrea Weinberg, Colorado State University; Kathryn Boyd, Colorado State University - Fort Collins
45. The Big Reveal: How Generational Status Influences Educational Experience. Clyde Henry Lewis, Lawrence Berkeley National Laboratory
46. The Gender Gap Among Recent Liberal Arts College Graduates: Why Women Have Lower Pay, Job Prestige, and Benefits. Serena Hinz, Vanderbilt University; Allison Hurst, Furman University; Debbie M Warnock, University of Louisville

72.066-6. Questions About Students, Teachers, and Learning in Global Classrooms. SIG-International Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:
47. A Case Study of Teachers’ Views on New First-Grade Curriculum Implementation in Turkey. Duygu Cetin-Berber; Maria D. D. Vasquez-Colina, Florida Atlantic University
48. An Emerging Paradigm: A Critique of Ideology in the Creation of a
Global Education Major. Melanie Agnew, University of Wisconsin - Whitewater; Lucinda G. Heimer, University of Wisconsin - Whitewater; Kady E. Heyning, University of Wisconsin - Whitewater

49. Education for Sustainable Development at a “Green” School in China: A Survey of Teachers’ Concerns. Forrest W. Parkay, Washington State University; Mei Wu, Yunnan University; Paul E. Pitre, Washington State University North Puget Sound at Everett

50. Examining Jamaican Teachers’ Global Perspectives: Prospects for Vision 2030 Jamaica. Flavia E. Insua, Florida International University; Sarah A. Mathews, Florida International University; George R. Dawkins, Shortwood Teachers’ College

51. Mobility to South Africa: Institutional Differences and Impact. Jenny J. Lee, The University of Arizona; Chika Trevor Schoele, University of Pretoria

52. Teachers’ Working Conditions: International Comparisons Using the Organisation for Economic Co-operation and Development Teaching and Learning International Survey and PISA (Programme for International Student Assessment) Data. Motoko Akiba, Florida State University; Guodong Liang, Community Training and Assistance Center (CTAC)

72.066-7. Division D Section 2 Poster Session. Division D - Measurement and Research Methodology; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:

53. Investigating Responses and Missingness Using Item Response Tree Models: Illustration With Empirical Data. Seokhyun Kim, University of Georgia; Zhenqiu Lu, University of Georgia; Allan S. Cohen, University of Georgia

72.066-8. Division D Section 2 Poster Session. Division D - Measurement and Research Methodology; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:

54. Using Generalizability Theory to Explore the Trustworthiness of Survey Data From an International Development Evaluation. Fen Fan, University of Massachusetts - Amherst; Louise M. Bahn, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts; Lisa A. Keller, University of Massachusetts - Amherst

72.066-9. Surrounded by Science: Informal Learning in Museums, Media, and After-School and Everyday Contexts. SIG-Informal Learning Environment Research; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

55. Chemistry Research in the News: The Effect of Described Limitations on Public Understanding. Mike Hands, Purdue University; Gabriela C. Weaver, Purdue University

56. Cool Science: A Report on Project Impacts Upon Formal and Informal Audiences. David S. Lustick, University of Massachusetts - Lowell; Jill Hendrickson Lohmeier, University of Massachusetts - Lowell; Robert Chen, University of Massachusetts - Boston

57. Data Visualization Literacy of Youth and Adult Science Museum Visitors. Katy Borner, Indiana University - Bloomington; Buss Ballett, Indiana University - Bloomington; Adam V. Maltese, Indiana University; Stephen Miles Uzzo, New York Hall of Science


59. Serendipitous Engagement in Science: A Family Ethnographic Study. Dana Fedder-Weiss, Ben Gurion University of the Negev


61. Thinking Outside the School Box: Children’s Services at Public Libraries. Deanne W. Swan, Institute of Museum and Library Services


Monday, 12:25 pm

Governance Meetings and Events

73.001. AERA 2016 Annual Meeting Program Committee: Closed Meeting. AERA Governance; Session

Hyatt, West Tower - Bronze Level, Gold Coast; 12:25-3:00pm

Chairs: Jeannie Oakes, University of California - Los Angeles; Kevin G. Wehner, University of Colorado - Boulder; Michelle Renee, Brown University

Presidential Sessions

73.010. Culture, Language, and the Politics of Forgetting: Beyond Restrictive Language Policies in Education. AERA Presidential Session; Invited Speaker Session

Hyatt, East Tower - Gold Level, Grand EF; 12:25-1:55pm

Chair: Ruben Donato, University of Colorado - Boulder

Participant: Antonia Darder, Loyola Marymount University

Discussant: João Menelau Paraskeva, University of Massachusetts

73.011. Film Expo: Miss Chinatown USA. AERA Presidential Session; Invited Speaker Session

Sheraton, Second Level, Michigan A; 12:25-1:55pm

Chairs: Jonathan J Gayles, Georgia State University; Kathy Huang, The Huang Films

73.012. Sylvia Wynter: On Being Human as Praxis. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency AB; 12:25-1:55pm

Chair: Katherine McKittrick, Queens University, Kingston Ontario

Participants:

Sylvia Wynter and Education as the Praxis of Human Freedom. Joyce E. King, Georgia State University

Performing the Human: Sylvia Wynter’s Maskarade, a Jonkonnu Musical Play. Sandra Richards, Northwestern University

Conversations with Sylvia Wynter. Katherine McKittrick, Queens University, Kingston Ontario

Claiming the Flesh: Wynter’s Political Physiology. Alexander Weheliye, Northwestern University

Discussant: Rinaldo Walcott, University of Toronto

73.013. The Paradox of Pursuing the American Dream for Immigrant Students and Families. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency C; 12:25-1:55pm

Chair: Bic H. Ngo, University of Minnesota

Participants:

Undocumented Immigrants Navigating Education and Citizenship. William Perez, Claremont University - Claremont Graduate University


Who Is in the Classroom Now? Teacher Preparation and the Education of Immigrant Children. A. Lin Goodwin, Teachers College, Columbia University


Racialization and the Process of Becoming “Americans.” Stacey J. Lee, University of Wisconsin - Madison

Discussant: Carola Suarez-Orozco, University of California – Los Angeles

Committee Sessions

73.014. Division G Fireside Chat. Justice for Whom? Building Research and Praxis Capacities Committed to Educational Justice in Our Schools, Neighborhoods, and Communities and in the Academy. Graduate Student Council Co-sponsored with Graduate Student Council, Division G - Social Context of Education; Invited Speaker Session
73.015. Innovative Leadership Preparation Programs: Processes and Practices to Facilitate Leader Development. Division A - Administration; Paper Session
Swissotel, Event Centre First Level, Zurich AB; 12:25-1:55pm
Chair: Marla Susman Israel, Loyola University Chicago
Participants:
Tracing the Evolution of Role Conceptualization and Leader Identity Development Among Urban School Principals in Training: A Longitudinal Study. David Mayrowetz, University of Illinois at Chicago; Anne Hutchinson, University of Illinois at Chicago; Michelle McKenna Shabaker, University of Illinois at Chicago; Shelby A. Cosner, University of Illinois at Chicago; Samuel Paul Whalen, University of Illinois at Chicago; Lisa Walker, University of Illinois at Chicago; Martha Hebert, University of Illinois at Chicago
A Data-Gathering System Valuing Multiple Ways of Learning and Leading Across the Principal Preparation Continuum. Marla Susman Israel, Loyola University Chicago; Susan P Sostak, Loyola University Chicago; Michael J. Boyle, Loyola University Chicago; Tanja Ann Rempert, University of Illinois; Felicia Stewart, Loyola University Chicago
Leadership Preparation in an Era of School Turnarounds: The Promise of University/District Partnership Programs. Chad Lochmiller, Indiana University; Daniel Reyes-Guerra, Florida Atlantic University; Colleen Chesnut, Indiana University - Bloomington; Molly Stewart, Indiana University - Bloomington
Outstanding Innovations in Educational Leadership Preparation. Stephen P. Gordon, Texas State University-San Marcos; John A. Oliver, Texas State University-San Marcos; Rachel Solis, Texas State University
A Critical Conversation: Cultivating Socially Just Leaders. Roderick Jones, University of South Florida; Angela C Passero, University of South Florida; Karen Ramlachkan, University of South Florida; Pakethia Harris, University of South Florida; Heather McConnell, Adrian Anthony, University of South Florida; Jennifer Ruick, Pasco County Schools; Michael Bailey, University of South Florida
Discussant: Jane Clark Lindle, Clemson University

73.016. Mobility and Stability and the Principal's Well-Being. Division A - Administration; Paper Session
Swissotel, Lucerne Level, Alpine II; 12:25-1:55pm
Chair: Crystal Machado, Indiana University of Pennsylvania
Participants:
Health of School Leaders: Findings From a 2012 Study in Germany, Austria, Switzerland, and Liechtenstein. Stephan Gerhard Huber, University of Teacher Education Zoug; Selin Kilic, Institute for the Management & Economics of Education; Christine Wolfgramm, Institute for the Management & Economics of Education
A Dream Attained or Deferred? An Examination of the Production and Placement of Latino Administrators. Emily R. Crawford, University of Missouri - Columbia; Ed Fuller, The Pennsylvania State University; Heather Bennett, The Pennsylvania State University; Chi Nguyen, The Pennsylvania State University
An Analysis of the Educational Leadership Faculty Job Market. Jayson W. Richardson, University of Kentucky; Ericka Hollis, University of Kentucky
What Factors Affect Principal Mobility and Departure? An Analysis of the 2007–2008 Schools and Staffing Survey and 2008–2009 Principal Follow-Up Survey. Rui Yan, University of Utah; Yongmei Ni, University of Utah
Discussant: Ellen W. Eckman, Marquette University

73.017. Educational States of Suspension: Tinkering and Hacking. Division B - Curriculum Studies; Symposium
Hyatt, West Tower - Gold Level, Acapulco; 12:25-1:55pm
Chair: Daniel Friedrich, Teachers College, Columbia University
Participants:
Tinkering With the Test: Rethinking Education Beyond Learning. Tyson E. Lewis, University of North Texas
Hacking as a Democratic Suspension. Daniel Friedrich, Teachers College, Columbia University
Reimagining Use and Uselessness in Education. Alyssa D. Niccolini, Teachers College, Columbia University; Maya R. Pindyck, Teachers College, Columbia University
Hack Like a Champion: Hacking Lemov. Lauren Gatti, University of Nebraska - Lincoln; Daniel Friedrich, Teachers College, Columbia University
Talking Tinkering: Dehiscence, Discussion, and Suspension. David Backer, Cleveland State University
Discussant: Jan Masschelein, Katholieke Universiteit Leuven

73.018. The Politics of Wisdom and the Politics of Knowledge: The Contemplative Turn in the Curriculum. Division B - Curriculum Studies; Symposium
Hyatt, East Tower - Gold Level, Columbus AB; 12:25-1:55pm
Chair: Bernadette M. Baker, University of Wisconsin
Participants:
The Wisdom of “Basic Goodness” and Contemplative Practice: Implications for Ethics and Social/Environmental Justice Education. Heesoon Bae, Simon Fraser University; Jing Lin, University of Maryland - College Park
Exploring Virtue and Its Connection to Knowledge and Creativity. De Tom E. Culham, The University of British Columbia
Cultivating Virtue as a Practice of Freedom. Robert James Hamm, University of South Australia; Bernadette M. Baker, University of Wisconsin
Attention, Contemplation, and Education. Aislinn O Donnell, Mary Immaculate College (University of Limerick)
The Wisdom Behind Mindfulness-Based Curricular “Interventions.” Oren Ergas, Hebrew University of Jerusalem
Discussant: Daniel P. Barbezat, Amherst College

73.019. Enhancing Achievement and Creativity via Technology. Division C - Learning and Instruction; Paper Session
Sheraton, Second Level, Colorado; 12:25-1:55pm
Chair: Lynn C Hartle, The Pennsylvania State University - Brandwijn
Participants:
Do Educational Technology Products Improve Mathematics Outcomes of Students in Grades 7 and 8? Soyeeong Jeong, Utah State University; Taylor Martin, Utah State University; Sarah Jane Harris-Brasil, Utah State University
Improving Early Math Learning With Technology: The Role of Professional Development. Courtney King Blackwell, Northwestern University; Naomi Hupert, Education Development Center, Inc.; Carlin Llorente, SRI International; Savitha Moorthy, SRI International
Make and Play for Learning: Computational Thinking and Participation in High School Students’ Collaborative Design of Augmented Board Games. Veena Vasudevan, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania
Understanding Achievement Emotions in Synchronous Hybrid Learning Environments: A Longitudinal Test of Control-Value Theory. Nikolaus Theodor Butz, University of North Dakota; Robert H. Stumpfisky, University of North Dakota; Reinhard Pekrun, University of Munich

73.020. Examinations of the Construct of Challenge: Readers, Texts, and Tasks. Division C - Learning and Instruction; Working Group Roundtable
Hyatt, West Tower - Bronze Level, Water Tower; 12:25-1:55pm
Chair: Elfrieda H. Hiebert, TextProject
Participants:
Does Text Challenge Level Matter? A Research Synthesis. Steven J. Amundsen, University of Delaware; Kristin Conradi, North Carolina State University
How Do Text and Task Interact to Form Complexity? John P. Sabatini, ETS; Tenaha P. O’Reilly, ETS; Laura Halderman, Educational Testing
Monday Afternoon, April 20, 2015

73.021. Measuring, Predicting, and Assessing Student Learning via Technology. Division C - Learning and Instruction; Paper Session
Sheraton, Second Level, Missouri; 12:25-1:55pm
Chair: Mahnaz Moallem, University of North Carolina - Wilmington
Participants:
Application and Assessment of Multimedia E-Book Instruction and Learning. Woori Kim, Purdue University
Learning Analytics to Explore the Learner Participation in Discussion of a Massive Open Online Course. Jia Yue Bong, Florida State University; Vanessa Paz Dennen, The Florida State University
Making Sense of Big Data From Classroom Assessments: Teacher Case Studies and Facets-Based Physics Assessments. Brian D. Gane, University of Illinois at Chicago; Chiaka Okoroh, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; Jim Minstrell, FACET Innovations
Toward Performance Prediction Using In-Game Measures. Sylvester Arnab, Coventry University; Odafe Inimugre, Coventry University; Fotis Liarokapis, Masaryk University; Gemma Tombs, Coventry University; Petros Lameras, Coventry University; Angel Serrano-Laguna, Universidad Complutense de Madrid; Pablo Moreno-Ger, Universidad Complutense de Madrid
Using Social Network Analytics to Provide Feedback on Course Discussion: Learner Preferences and Reactions. Vanessa Paz Dennen, The Florida State University

73.022. Asking Queer(er) Questions: Using Queer Scholarship to Reshape Qualitative Educational Research. Division D - Measurement and Research Methodology; Symposium
Marriott, Sixth Level, Northwestern/Ohio State; 12:25-1:55pm
Chair: Janet L. Miller, Teachers College, Columbia University
Participants:
Scavenging for Data: Queering Educational Research. Catherine A. Lugg, Rutgers University; Jason Murphy, Rutgers University
Queer, Quotidian, and Questioning in Global Times: Engaging Hybrid Identities and Cultures in Education. Nina Asher, University of Minnesota - Twin Cities
The Practice of Radical Love: Queer Theology as Pushing Methodological Boundaries in Qualitative Educational Research. Reta Ugena Whitlock, Kennesaw State University
Queering a Tempered Social Justice Discourse in Educational Research: Alternate Possibilities for Qualitative Inquirers. Michael Patrick O’Malley, Texas State University; Colleen A. Capper, University of Wisconsin - Madison
Discussant: Janet L. Miller, Teachers College, Columbia University

73.023. Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers. Division D - Measurement and Research Methodology; Symposium
Marriott, Sixth Level, Purdue/Wisconsin; 12:25-1:55pm
Chair: Maria Teresa Tato, Michigan State University
Participants:
The Development and Assessment of Mathematical Teaching Expertise: Educational and Scientific Importance of the Study. Maria Teresa Tato, Michigan State University; Mark D. Reckase, Michigan State University; Michael C. Rodriguez, University of Minnesota; Kiril Bankov, University of Sofia; Wendy M. Smith, University of Nebraska - Lincoln
Novice Teachers’ Mathematical Knowledge for Teaching: Conceptualizing, Measuring, and Reporting on Pilot Results. Kiril Bankov, University of Sofia; Michael C. Rodriguez, University of Minnesota; Maria Teresa Tato, Michigan State University
Novice Mathematics Teachers’ Enacted Practices: Developing an Observation Protocol to Use in International Settings. Wendy M. Smith, University of Nebraska - Lincoln; Maria Teresa Tato, Michigan State University

73.024. Refining and Redefining Gender Roles in Higher Education and Beyond. Division F - History and Historiography; Paper Session
Swissotel, Lucerne Level, Lucerne II; 12:25-1:55pm
Chair: Linda M. Perkins, Claremont Graduate University
Participants:
Embodiment of the Southern Gentleman: Exploring Constructions of Masculinity Through Celebration of the Confederacy. C. Rose Nelson, Stanford University
Overcoming Challenges in a Male-Dominated Leadership Field: A Historical Examination of School Administration. Nicole A. Spencer, University of Missouri
Discussant: Linda M. Perkins, Claremont Graduate University

73.025. Access for All? Preservice Teachers’ Sources of Knowledge and Instructional Decisions for English Language Learners. Division G - Social Context of Education; Symposium
Marriott, Fifth Level, Kansas City; 12:25-1:55pm
Chair: Ester J. de Jong, University of Florida
Participants:
A Comparative Analysis of Conceptions of the Knowledge Base for Mainstream Teachers of English Language Learners. Tamara F. Lucas, Montclair State University; Adrian D. Martin, Montclair State University; Cyrene Crooms, Montclair State University
Preservice Teachers’ Conceptualizations of Teaching English Language Learners. Ester J. de Jong, University of Florida; Sultan Turkkan, ETS
Pedagogical Language Knowledge Development Among Preservice Single- and Multiple-Service Teachers: Sources of Knowledge. Tomas Galguera, Mills College
Instructional Decision Making in an English Language Learner Endorsement Program: Centralizing Knowledge About Students. Lisa Pray, Vanderbilt University; Shannon Mary Daniel, Vanderbilt University - Peabody College
Discussant: Christian J. Falts, University of California - Davis

73.026. English Learner Access to Core Content: Critically Examining Linguistic Stratification in Schools. Division G - Social Context of Education; Symposium
Hyatt, West Tower - Bronze Level, Buckingham; 12:25-1:55pm
Chair: Ilana Marice Umansky, Stanford University
Participants:
The Consequences for Access to Core Curriculum of Continuing English Learner Status in Secondary School. Peggy Estrada, University of California - Santa Cruz; Haiven Wang, SRI International
The Impact of English Learner Status on Academic Course-Taking. Ilana Marice Umansky, Stanford University
Why Even High-Achieving English Learners Do Not Always Go to Four-Year Colleges. Jasko Kanns, Temple University
Undermatched? School-Based Linguistic Status, College-Going, and the Immigrant Advantage. Rebecca M. Callahan, The University of Texas at Austin; Melissa H. Humphries
Discussant: Adam Gamoran, William T. Grant Foundation

73.027. Race, Discourse, and Justice: Making Intelligible the Unconscious of Structural White Supremacy in Education. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Lincolnshire; 12:25-1:55pm
Chair: Zeus Leonardo, University of California - Berkeley
Participants:
Race and Critical Hermeneutics: Toward a Racial Conflict Theory of Interpretation. Ricky Lee Allen, University of New Mexico
White Skin, Black Friend: A Fanonian Application to Theorize Racial Fetish in Teacher Education. Cheryl E. Mattas, University of Colorado - Denver
White Immunity: Working Through the Pedagogical Pitfalls of “Privilege.” Nolan L. Cabrera, The University of Arizona
Neighborhood Schools: Contradictory Spaces of Disenfranchisement and Hope. Donyell Lakishka Roseboro, University of North Carolina - Wilmington
Discussant: Mark Giles, The University of Texas - San Antonio

73.028. Early-Warning Indicators and Indicators of Success. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott, Fourth Level, Clark; 12:25-1:55pm
Chair: Kecia L. Addison, Montgomery County Public Schools
Participants:
Predictors of Dropout Status for Eighth- and Ninth-Grade Students in a Large School District. Jonathan Darrell Rollins, University of North Carolina - Greensboro; Marty Ward, Winston-Salem - Forsyth County Schools
Effects of an Early-Warning Indicator and Intervention System on Student Engagement. Marcia H. Davis, Johns Hopkins University; Martha Abele Mac Iver, Johns Hopkins University; Marc L. Stein, Johns Hopkins University
The Influence of Student Mobility on High School Graduation: A Statewide Study. Lavetta Ross, Freehold Regional School District; Christopher H. Tienken, Seton Hall University
Mentoring Students Back on Track to Graduation: Program Results From Five Communities. Martha Abele Mac Iver, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University; Sarah Naeger, Johns Hopkins University; Emily Clark

73.029. Systematizing Formative Assessment for English Learners: Teacher Change and Student Academic Language Outcomes. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott, Fifth Level, Denver/Houston; 12:25-1:55pm
Chair: Patricia A DiCerbo, The George Washington University; Mikiyung Kim Wolf, ETS
Participants:
Improving Teaching and Learning in Middle School English Learner Classrooms: A Usability Case Study of Formative Assessment. Jane R. Shore, ETS; Mikiyung Kim Wolf, ETS
Teacher Adoption of Language Learning Progressions: First Signs of Impact on Language Development in Students With Diverse English Language Experiences. Alison L. Bailey, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Margaret Heritage, WestEd
Supporting Bilingual Teachers’ Use of Formative Assessments in Their Spanish Literacy Instruction. Georgia E. Garcia, University of Illinois at Urbana-Champaign
Discussant: Jan Lanier, Tennessee Department of Education

73.030. Workplace Learning: Blurring Classroom and Practice Boundaries. Division I - Education in the Professions; Symposium
Sheraton, Ballroom Level, Sheraton III; 12:25-1:55pm
Chair: Patricia S. O'Sullivan, University of California - San Francisco
Participants:
Learning for Practice: Early, Integrated Workplace Experiences Matter. Gail M. Jensen, Creighton University; Elizabeth Mostrom, Central Michigan University; Jan Gwyer, Duke University; Laurita Hack, Temple University; Terrence Nordstrom, Samuel Merritt University
Learning Through Practice: Navigating Complexity, Care, and Competence. Elizabeth Mostrom, Central Michigan University; Gail M. Jensen, Creighton University; Terrence Nordstrom, Samuel Merritt University; Laurita Hack, Temple University; Jan Gwyer, Duke University
Investigation into Physical Therapy Students’ Interprofessional Experiences During an Eight-Week Clinical Clerkship: Qualitative Study. Amber Fitzsimmons, University of California San Francisco
Discussant: Pamela L. Grossman, University of Pennsylvania

73.031. Affirmative Action and Intercollegiate Athletics: Historical and Contemporary Issues of Equity in College Sports. Division J - Postsecondary Education; Invited Speaker Session
Swissotel, Event Centre First Level, Zurich D; 12:25-1:55pm
Chairs: Lori D. Patton, Indiana University; Derek M. Van Rheenen, University of California - Berkeley
Speakers: Robin L. Hughes, Indiana University - Indianapolis; Lydia F. Bell, National Collegiate Athletic Association; Shaun R. Harper, University of Pennsylvania; Eddie Comeau, University of California - Riverside; Joy Blanchard, Florida International University; Joy Gaston Gayles, North Carolina State University
Discussants: Kristina Navarro, University of Wisconsin; Molly Christina Ott, Arizona State University

73.032. Educational Policy Reform and Issues of Justice. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre Second Level, St. Gallen 3; 12:25-1:55pm
Chair: Jennifer Ripper, University of Georgia
Participants:
Higher Education State Funding Indicators: Investigating Their Lagged Effects on Growth. Ronald H. Heck, University of Hawaii - Manoa; Scott L. Thomas, Claremont Graduate University
Quality, Value, and Justice in Higher Education: Engaging the Postsecondary Institutions Rating System. Ray Franke, University of Massachusetts - Boston; Gerardo Blanco Ramirez, University of Massachusetts Boston
Texas Legislator Representation and State Appropriations to Public Postsecondary Institutions in Austere Times. Christopher Russell Marsicano, Vanderbilt University - Peabody College; Jason A. Grissom, Vanderbilt University; Gingle Lee, The Education Trust
Toward a New Model of Student Debt Aversion and Tolerance: Evidence From English Higher Education. Steven Jones, The University of Manchester
Discussant: Eboni M. Zamani-Gallacher, University of Illinois at Urbana-Champaign

73.033. Financial and Socioeconomic Factors Affecting College Student Success. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich E; 12:25-1:55pm
Chair: Adrian H. Huerta, University of California - Los Angeles
Participants:
Exploring the Influence of Socioeconomic Status and Involvement on Educational Expectations. Marjorie L. Dorime-Williams, Baruch College - CUNY
Navigating Financial Aid Black Students at a Predominately White Institution. Antar Akari Tichavakunda, University of Southern California
The Third Shift: Underserved Students’ Demonstration of Strategic Success and Cultural Competency in Home, Work, and Academically Rigorous College Environments. De’Sha Shantrell Wolf, Portland State University
When Ability Cannot Be Blamed: Factors Associated With Degree Completion for High-Achieving Low-Income Students. Sylvia Hurtado, University of California - Los Angeles; Adriana Ruiz Alvarado, University of California - Los Angeles; Theresa Jean Stewart, University of California - Los Angeles
Discussant: Rachelle Winkle-Wagner, University of Wisconsin

73.034. Organizational Leadership for Social Change. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 12:25-1:55pm
Chair: Johnny D. Jones, Little Priest Tribal College
Participants:
Integrating Equity-Focused Change Efforts in Higher Education. Keith
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Monday Afternoon, April 20, 2015

Witham, Temple University; Cheryl Dy Ching, University of Southern California; Alicia C. Dowd, University of Southern California

Leadership for Transformative Change: Lessons From Technology-Based Reform in Broad-Access Colleges. Serena Klempin, Teachers College, Columbia University; Melinda Mechur Karp, Columbia University; Hoori Santikian Kalamkarian, Community College Research Center; Jeffrey Fletcher, Teachers College, Columbia University

Responding to Hate on Campus: Examining Administrative Leadership of Bias Response Teams. Ryan Miller, The University of Texas - Austin; Tonia Guida, The University of Texas - Austin; Stella L. Smith, The University of Texas - Austin; Sarah Kiersten Ferguson, Southern Methodist University; Elizabeth Medina, The University of Texas - Austin

Discussant: Diane R. Dean, Illinois State University

73.035. Revisiting Financial Literacy and Financial Aid. Division J - Postsecondary Education; Paper Session

Swissotel, Event Centre Second Level, Montreux 1 & 2; 12:25-1:55pm

Chair: Monica Christina Esqueda, University of Southern California

Participants:

American Indian College Students as Native Nation Builders: Tribal Financial Aid as a Lens for Understanding the Paradox of College-Going Messages. Christine Nelson, The University of Arizona

Privileging Performance While Sacrificing Need? The Unintended Consequences of Tying Need-Based Federal Aid to College Quality. Edward Smith, University of Pennsylvania; Awilda Rodriguez, University of Michigan - Ann Arbor


Institutional Approaches to the Net Price Calculator Mandate: A Market-Based Analysis. Jason Clark Lee, University of Georgia; Erin Beth Ciarimboli, University of Georgia

Discussant: Shannon M. Calderone, University of Denver

73.036. The Power of Utilizing Qualitative Research to Advance Social Justice. Division J - Postsecondary Education Cosponsored with Division D - Measurement and Research Methodology; Invited Speaker Session

Swissotel, Event Centre First Level, Zurich C; 12:25-1:55pm

Chair: Terrell Lamont Stryhno, The Ohio State University

Participant: Ronald Hallett, University of the Pacific

Presenters: Norma T. Mertz, The University of Tennessee; Floyd D. Beacham, Lehigh University; Julie Renee Posselt, University of Michigan

Participant:

Which Truths Shall We Speak to Power? Implications of Theoretical Choices in Qualitative Research With Elites. Julie Renee Posselt, University of Michigan

Discussant: Royel Johnson, The Ohio State University - Columbus

73.037. Beyond Reading, Writing, and ‘Rithmetic: Engaging Content Instruction in the Lives of Teachers. Division K - Teaching and Teacher Education; Paper Session

Marriott, Third Level, Kane/McHenry; 12:25-1:55pm

Chair: Darrell C. Hucks, Keene State College

Participants:

Case Study of a Secondary Science Teacher Incorporating Disciplinary Writing. Naomi M. Watkins, University of La Verne; Nancy T. Walker, University of La Verne

Learning to Teach Middle-Grades Reading: “I Think It Depends.” Katie Wester-Neal, University of Georgia

Mathematics Teachers’ Motivation to Seek and Engage in Professional Learning. Aina K. Appova, The Ohio State University

Toward (De) marginalization of Preservice Teachers With Reading Disabilities: A Multimodal Approach. Julia Hagge, University of South Florida; Margaret Billings Krause, University of South Florida

Using Critical Experiences to Understand the Development of Science Teacher Educators’ Pedagogical Knowledge: The Early-Mid- and Mid-Career Stages. Rebecca Cooper, Monash University

Discussant: Vanessa Diane Dodo Seriki, Loyola University Maryland

73.038. Creative Instructional Practices in Teacher Education. Division K - Teaching and Teacher Education; Paper Session

Marriott, Sixth Level, Great America; 12:25-1:55pm

Chair: Shaonan Zhang, University of Nevada - Las Vegas

Participants:

Building Disciplinary Literacy Through Popular Fiction. Kristin Leigh Cook, Bellarmine University; Elizabeth G. Dinkins, Bellarmine University

Future Professionals’ Play Coursework and Their Intention to Integrate Play: Mediating Role of Perceptions of Play. Eunjoo Jung, Syracuse University; Bora Jin, Syracuse University

Teaching the Class With The Class. Debra A. Miretzky, Western Illinois University

The Importance of Multicultural Music Education in Developing Students’ Multicultural Awareness. Rien Safrita, State University of Jakarta

Discussant: John Michael Seybert, Seton Hill University

73.039. Inquiry Within Professional Communities. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fourth Level, Belmont; 12:25-1:55pm

Chair: Bridgette LaDonna Davis, Louisiana State University - Baton Rouge

Participants:

Professional Development of Teachers Who Participate in Inquiry Communities. Vanessa Moreira Crocci, São Paulo Research Foundation—FAPESP; Dario Fiorentini, State University of Campinas

Teacher Research Partners: What Conditions Foster True Partnership Between University Researchers and Teacher Research Partners? Kari Naomi Kokka, Stanford University; Jim Malamut, East Bay Innovation Academy; Allison Mok, REALM Charter School

Teacher Learning Within a Research Community: Inquiry as Stance and Multicultural Education as Inquiry. Jonghun Kim, University of Wisconsin - Madison

Discussant: Sandra M. Webb, Georgia College & State University

73.040. Lessons Learned and Precautionary Notes to Inform Transformative Teacher Preparation Initiatives. Division K - Teaching and Teacher Education; Paper Session

Hyatt, West Tower - Gold Level, Hong Kong; 12:25-1:55pm

Chair: Colleen M. Conway, University of Michigan

Participants:

Embracing Transformation in Teacher Preparation: A Collaborative Case Study of Pilot Initiatives for Program Improvement. Sherry Dismuke, Boise State University; Jennifer L. Snow, Boise State University; Carolyn Loffler, Boise State University; A.J. Zenkert, Boise State University

Teacher Education Reform: What Can We Learn From Innovative Educators? Joanne L. Reid, Brock University; Susan Drake, Brock University

Using Web Sites to Compare the Objectives of Both Teach For America and Teach For India Within Local Contexts. Megan Blumenreich, City College of New York - CUNY; Anita Gupta, City College of New York - CUNY

Discussant: Donna A. Breaul, Missouri State University

73.041. Material Practice and Materiality: Too Long Ignored in Science Education Research and Practice? Division K - Teaching and Teacher Education; Symposium

Marriott, Tenth Level, O’Hare; 12:25-1:55pm

Chair: Catherine E. Milne, New York University

Participants:

Connecting Material Feminism With Science Education. Kathryn Scantlebury, University of Delaware; Anita Hassensius, Uppsala University; Kristina Andersson, Uppsala University; Amnca Guldberg, University of Göteborg; Anna T. Danielsen, Uppsala University

The Materiality of Scientific Instruments and Why It Might Matter to Science Education. Catherine E. Milne, New York University

The Materiality of Materials and Artifacts Used in Science Classrooms. Bronwen Cowie, University of Waikato; Kathrin Oetel-Cass, Aalborg University; Judy Moreland, The University of Waikato

The Material Object and Patterns of Attention in Science Learning. David Stewart Heywood, Manchester Metropolitan University

Enculturation Into the Practice of Teaching Argumentation in Science Through Interacting With Web-Based Materials. Shirley Simon, UCL Institute of Education; Paul Davies, UCL Institute of Education London

73.042. Paired and Traditional Practicums in Clinically Rich and Non–Clinically Rich Teacher Education. Division K - Teaching and
Teacher Education; Paper Session
Mariott, Fifth Level, Chicago FG II; 12:25-1:55pm
Chair: Heather A. Davis, San Diego State University
Participants:

Clinical Rich Teacher Preparation: Promises and Challenges. Long Peng, SUNY - College at Oswego; Jean Ann, SUNY - College at Oswego; Pat Russo, SUNY - College at Oswego; Anneke McEvoy, SUNY - College at Oswego

Exploiting the Relationship Between Preservice Teachers’ Epistemological Beliefs and Efficacy in an Immersive and Traditional Practicum Experience. Winnie Mucherah, Ball State University; Jon M. Clausen, Ball State University; Eva M. Zygmont, Ball State University; Patricia Clark, Ball State University; Susan Tancock, Ball State University; Kendra Joy Edwards Thomas, Ball State University

Preservice Teachers’ Perceptions of Clinically Based and Non–Clinically Based Teacher Preparation Programs. Jie Zhang, Western Kentucky University; Jill Cabrera, Delta State University; Cassie F. Zippay, Western Kentucky University; Sylvia Dietrich, Western Kentucky University; Kyong Hee Chan, Western Kentucky University; Chunling Niu, Western Kentucky University

Discussant: William E. Ely, University of California - Berkeley

Understanding the Complexity of Teacher Collaborative Learning in a Paired-Placement Context. Kim Anh Thi Dang, Vietnam National University

Discussant: Nicholas M. Michelli, City University of New York

73.043. Teacher Candidates Learning From Practice. Division K - Teaching and Teacher Education; Paper Session
Mariott, Sixth Level, Michigan/Michigan State; 12:25-1:55pm
Chair: Janine Schank Davis, University of Mary Washington
Participants:

Developing Expertise: Using Video to Hone Teacher Candidates’ Classroom Observation Skills. Sharlyn Steudman, East Carolina University; Kristen Cuthrell, East Carolina University; Joy Stapleton, East Carolina University; Elizabeth Marie Hodge, East Carolina University

The Potential of Video to Support Literacy Preservice Teachers in Working Toward Social Justice. Cheryl L. Rosan, Michigan State University

Theorizing in Practice: Effects of Collaborative Learning From Instructional Errors on Student Teachers’ Theory Application Competences. Martin Klein, Saarland University; Kai Wagner; Saarland University; Eric Klopp, Saarland University; Rohin Stark, Saarland University

Discussant: Nicole Alaine Bannister, Clemson University

73.044. The Politics of Policy and Teacher Assessment: Emerging Perspectives on edTPA. Division K - Teaching and Teacher Education; Paper Session
Mariott, Fifth Level, Los Angeles/Miami; 12:25-1:55pm
Participants:

Engaging Faculty in the Work: An Institutional Case Study of edTPA Implementation. Harriet R. Fayne, Lehman College - CUNY; Gaoxin Qian, Lehman College - CUNY

Politics of Policy: Assessing the Evolution, Implementation, and Impact of the Performance Assessment for California Teachers and edTPA. Emilie N. Reagan, University of New Hampshire; Thomas H. Schram, University of New Hampshire; Kathryn McCurdy, University of New Hampshire; Te-Hsin Chang, University of New Hampshire; Carla M Evans, University of New Hampshire

Tensions Within Preservice Teachers’ edTPA Experiences During Early Implementation in New York State. Kevin W. Mewis, University of Rochester; Jeffrey M. Choppin, University of Rochester; Haiqiong Shang-Butler, University of Rochester; Kathryn Crooman, University of Rochester

Discussant: Donna Marie Sacco, George Mason University

73.045. New Approaches for Funding Schools: Illustrations From Australia, China, and the United States. Division L - Educational Policies and Politics; Paper Session
Swissotel, Lucerne Level, Lucerne I; 12:25-1:55pm
Chair: Raegen Miller, Teach for America
Participants:

Using Pot to Build Schools: An Analysis of Colorado’s Legalization of Recreational Marijuana. Brooke Midkiff, University of North Carolina - Chapel Hill; Eric A. Houck, University of North Carolina - Chapel Hill

Crowding Out or Flypaper? The Causal Effects of China’s Centralized Rural Education Finance Reform. Fengming Lu, Duke University; Xiaoyang Ye, University of Michigan

Consequences of Privatization: School Districts and Their Relationships With Private Financial Consultants. Marielena Dawn Rivera, University of California - Berkeley

Facing Realities: The Challenge of Advancing Fiscal Equity in Resource-Strapped Contexts. Justin Davshoff, University of Maryland - College Park; Betty Malen, University of Maryland; Laura Coward Egan, Westat; Robert G. Croninger, University of Maryland - College Park

Is Formula-Based Equity Funding Enough? A Configurational Analysis of School Achievement in Victoria, Australia. Katherine Marie Caves, ETH Zurich; Bandara Bandaranayake, Victorian Curriculum and Assessment Authority; Andrea Schenker-Wicki, University of Zurich

Discussant: Raegen Miller, Teach for America

73.046. School Working Conditions and Teacher Turnover: Implications for Diversifying the Teacher Workforce. Division L - Educational Policies and Politics; Symposium
Hyatt, West Tower - Gold Level, Toronto; 12:25-1:55pm
Chair: Yolanda Sealey-Ruiz, Teachers College, Columbia University
Participants:

Teacher Turnover in High-Poverty Schools: What We Know and Can Do. Nicole S. Simon, Harvard University; Susan M. Johnson, Harvard University

The Effect of Subgroup-Specific Accountability on the Working Conditions, Turnover, and Attrition of Black Teachers in North Carolina. Matthew A. Skirell, Northwestern University

Educators of Color in Urban Charter Schools: The Sociocultural Dimensions of Working Conditions and Teacher Turnover. Terrenda Corisa White, University of Colorado-Boulder

How School Working Conditions Influence Black Male Teachers’ Decisions to Stay or Leave the Profession. Travis Bristol, Stanford University

Discussant: Linda Darling-Hammond, Stanford University

73.047. The Not-So-Lazy Days of Summer: Interventions to Improve Achievement and Attainment. Division L - Educational Policies and Politics; Symposium
Swissotel, Lucerne Level, Alpine I; 12:25-1:55pm
Chair: Jennifer Sloan McCombs, RAND Corporation
Participants:

Personal or Personalized? Investigating the Impact of Counselor Outreach Versus Automated and Personalized Messaging on Mitigating Summer Melt Among College-Intending, Low-Income High School Graduates. Benjamin Castleman, University of Virginia; Lindsay Coleman Page, University of Pittsburgh

How Teacher Expectations and Parent Involvement Predict Children’s Summer Reading Behaviors. James S. Kim, Harvard University; David Quinn, Harvard University

Summer Engagement and Student Persistence at a Selective Private University. Scott Bass, American University; Seth Gershenson, American University; David Pitts, American University

The Impact of Summer Learning Loss on Measures of School Performance. Andrew McEachin, North Carolina State University; Allison C. Atteberry, University of Colorado - Boulder

Discussant: Brent Joseph Evans, Vanderbilt University

SIG Sessions

73.048. Action Research and Professional Development. SIG-Action Research; Paper Session
Sheraton, Second Level, Arkansas; 12:25-1:55pm
Chair: Susan Finley, Washington State University - Vancouver
Participants:

Developing Faculty Knowledge of Technology-Enhanced Teaching Through Collaborative Action Research. Kamini Jaipal-Janami, Brock University; Candace Figg, Brock University; Tiffany L. Gallagher, Brock University; Ruth McQuirter-Scott, Brock University; Katia Ciampa

Knowledge Development for Enhanced Communicative Competence: A
Multiliteracies Approach. Jean McNiff, York St John University; Peter McDonnell

Professional Learning as Praxis Through Critical Participatory Action Research. Rhonda L. Nixon, University of Alberta; Anna Kirova, University of Alberta

Reflections on Collaboration: Three Instructors of a Collaboratory of Practice Graduate Course. Barb Brown, University of Calgary; Rowrita Dressler, University of Calgary; Sarah Elaine Eaton, University of Calgary; Michele Jacobsen, University of Calgary

Working With Creativity in Teaching and Learning: Eight Teachers on Four School Levels. Svanhorg Ranveig Jónsdóttir, University of Iceland; Dóraunn Blöndal, University of Iceland; Edda Kjartansdóttir, University of Iceland; Elsa Lyng Magnúsdóttir; Rétarholtsskóli; Hallóðrð Pálmarsdóttir; Óldhúnaskóli; Jóna S. Dórvaldsdóttir; Framhaldsskóli Mosfellshsagnar; Sverrir Arnason, Framhaldsskóli Mosfellshsagnar; Sigrúnur Einarsdóttir; Aðalþing Pre-school

Discussant: Rolf Straubhaar, University of Georgia

73.049. Reconceptualizing Teacher Biographies Through Complex Embodiments, Material Engagements, and Arts-Based Research. SIG-Arts-Based Educational Research; Symposium Swissett, Lucerne Level, Lucerne III; 12:25-1:55pm

Chair: Laura Traft-Prats, University of Wisconsin - Milwaukee

Participants: Aesthetic Material Biography as Pedagogical Method in Teacher Education. Jaye Johnson Thiel, The University of Tennessee - Knoxville; Brooke Anne Hofsess, Appalachian State University

Pedagogies of Contact. Tactic(al) Encounters: Performing Materiality Through Teachers’ Biographies. Adri Vidiella, University of Evora

Becoming Artist-Teachers: Pursuing Rhizomatic Paths. Christine M. Thompson, The Pennsylvania State University - University Park

Embodying Disney: Experimenting With Radical Senses of Beauty. Feminist Remystification, and Teachers’ Subjectivities. Laura Traft-Prats, University of Wisconsin - Milwaukee; Gina Ruchalski, University of Wisconsin - Milwaukee

73.050. Impact of Technology From Multiple Perspectives. SIG-Computer and Internet Application in Education; Paper Session Marriott, Fourth Level, Sheffield; 12:25-1:55pm

Chair: Saudia A. Khan, Teachers College, Columbia University


A Quantitative Study on Learning Management Systems Acceptance Behavior in Higher Education Institutions: Faculty Members’ Perspective. Nafsaniath Fatheema, Auburn University; David M. Shannon, Auburn University; Margaret E. Ross, Auburn University

Examining an Online Community of Practice From a Cultural Historical Activity Theory Perspective. Torrey Trust, University of Massachusetts Amherst

Exploring Gender Differences in Publication Rates Within Educational Technology Journals: 2004–2013. Cassandra Scharber, University of Minnesota; Angelica Pazurek, University of Minnesota - Twin Cities; Fan Ouyang, University of Minnesota

P–12 Educational iPad Research: A Literature Review. Joan E. Hughes, The University of Texas - Austin; Minwook Ok, The University of Texas - Austin; Audrey DeZeeuw, University of Texas - Austin

73.051. Race(ing) Teacher Education: Critical Race Theory as a Transformative Practice in Teacher Education. SIG-Critical Educators for Social Justice; Symposium Marriott, Third Level, Dupage; 12:25-1:55pm

Chair: Rema Ella Reynolds, University of Illinois at Urbana-Champaign

Participants: Race, Isolation, and Exclusion: What Early Childhood Teacher Educators Need to Know About the Experiences of Preservice Teachers of Color. Runita Cheruvu, William Paterson University; Mariana Souto-Manning, Teachers College, Columbia University; Tara Lenc, Teachers College, Columbia University; Marisa Salome Chin-Calabuig, Teachers College, Columbia University

Teacher Education and the Enduring Significance of “False Empathy.” Chezare A. Warren, Michigan State University; Bryan Hatchkins, Ph.D., University of Utah

Whiteness as Property: Innocence and Ability in Teacher Education. Subini Annya Amman, University of Denver

Where Is the Critical Conversation in Teacher Education? A Critical Race Perspective. Brenda Gayle Juarez, University of Massachusetts - Amherst; Cleveland Hayes, University of La Verne

Discussant: Daniella Ann Cook, University of South Carolina - Columbia

73.052. Lessons From the Federal Investing in Innovation (i3) Grants for Building and Sustaining Meaningful Family, School, Community Partnerships. SIG-Family, School, Community Partnerships; Symposium Swissett, Event Centre Second Level, St. Gallen 1; 12:25-1:55pm

Chair: Karen L. Mapp, Harvard University


What Does it Take to Form Meaningful Connections between Cultural Brokers, Parents, and Teachers? Lessons from the i3 We Are A Village Grant. Joanna D. Geller, Annenberg Institute for School Reform; Vianna Alcantara, Annenberg Institute for School Reform; Danielle Boucher, Brown University; Bath Maria Lopez, University of Colorado - Boulder; Elizabeth Joy Harris, Edumetrics; Keith C. Catone, Brown University; Juein Lee, Harvard University; Rosann Tung, Annenberg Institute for School Reform

Families and Schools Together for All Kindergartners: A Randomized Controlled Trial on Family Engagement and School Climate Effects. Lynn McDonald, Middlesboro University; Tom Kratochwill; Doria Mitchell, Philadelphia School District; Tonya E. Wolford, School District of Philadelphia; Susan Smelter-Anderson, Wisconsin Center for Education Research

Parent Involvement and Engagement in the Midwest Child–Parent Center Expansion Program. Momoko Hayakawa, University of Minnesota - Twin Cities; Arthur J. Reynolds, University of Minnesota - Twin Cities

Discussant: Anne T. Henderson, Brown University

73.053. Kindergarten Through 12th Grade. SIG-Hispanic Research Issues; Paper Session Swissett, Event Centre Second Level, Montreux 3; 12:25-1:55pm

Chair: Augustine Reyes, University of Houston

Participants: Testing a Mind-Set Intervention as a Resilience Factor Among Latina/o Students in Science. Lee Shumow, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University; Hayal Zeynepp Kackar-Cam, Northern Illinois University; Aldo Chopitea Rodriguez, Northern Illinois University

Ethnic Identity and Self Esteem Among Early Adolescents. Erika Feinauer; Brigham Young University; Kimberlee Callister Everson, Western Kentucky University

Examining the Interplay of Gender, Generational Status, and Engagement in Academic Achievement Among Latina/o Students. Joakim Phillips Boutakidis, California State University - Fullerton; James L. Rodríguez, California State University - Fullerton

Evaluating a Community-Based Parent Involvement Program for Hispanic Parents. Yolanda N. Padron, Texas A&M University; Elba Barahona, Texas A&M University - College Station; Kayla Braelin Rollins, Texas A&M University; Susana E Franco-Fuenmayor, Texas A&M University; Yohelestina Widdox, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University

Making Difficult Conversations Easier: Engaging High-Latino-Enrollment Nebraska High Schools in Interschool Communication About Successes. Edmund T. Hamann, University of Nebraska - Lincoln; William Richard England, University of Nebraska - Lincoln

73.054. Instruments, Tools, and Measures in Instructional Technology. SIG-Instructional Technology; Paper Session Marriott, Fourth Level, Addison; 12:25-1:55pm

Chair: Albert Dieter Ritzhaupt, Texas A&M University - College Station

Participants: A Comparison of Three Visual Tools to Prompt Cultural Reflection During Study Abroad. Kevin M. Oliver, North Carolina State University;
73.058. Students’ Mathematical Thinking: Grades K-5. SIG-Research in Mathematics Education; Paper Session
Marriott, Third Level, Cook; 12:25-1:55pm
Chair: Joi A. Spencer, University of San Diego
Participants:
Finding Order in Early Grades Addition and Subtraction Problems With Negative Integers. Laura Boifferding, Purdue University; Andrew Joseph Hoffman, Purdue University
The Role of Action in the Development of Angle Concepts. Carmen Petrick Smith, University of Vermont; Barbara Anne King, Florida International University; Diana Gonzalez; Natalie Paul, Florida International University
First-Grade Students’ Uses of Tables as They Explore Functional Relations. Barbara M. Brizuela, Tufts University; Maria Blanton, TERC; Angela Gardiner, University of Massachusetts - Dartmouth; Katherine Sawrey, Tufts University; Ashley Newman-Owens, Tufts University
Using I Poems to Illuminate Students’ Mathematical Identities. Jennifer Hall, University of Ottawa; Jo M. Towers, University of Calgary; Lyndon C. Martin, York University

73.059. Toward an Operationalizable Model of Scaling Information and Communications Technology—Enabled Learning Innovations. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
Marriott, Fourth Level, Armitage; 12:25-1:55pm
Chair: Nancy L. Yu, The University of Hong Kong
Participants:
Scalability at the Level of Learning Technology: Case Studies of Two Virtual Environment-Based Curricula. Christopher J. Dede, Harvard University; Shari J. Metcalf, Harvard University
Precarious School-Level Scalability Amid Network-Level Resilience. Nancy Law, The University of Hong Kong; Johnny Yuan, University of Hong Kong; Yeung Lee, The University of Hong Kong
Scalability at the System Level Through a Shared Problem and Partnership Across Levels. Therese Laferriere, Laval University; Alain Breuleux, McGill University
Discussant: William R. Pemul, University of Colorado - Boulder

Division and SIG Roundtables
73.060. Roundtable Session 31; Roundtable Session
73.060-1. Bilingual Students with Special Needs. SIG-Bilingual Education Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Renee Greenfield, University of Hartford
Participants:
Increasing Equity for Multilingual Students With Disabilities Through Critical Sociocultural Pedagogical Practices. Renee Greenfield, University of Hartford; Kara Mitchell Viesca, University of Colorado - Denver; Anne Oppenheim Davidson, University of Colorado
Kanguka (Wake Up): Codeveloping Educational Supports for Children With Refugee Status. Jessica Nina Lester, Indiana University; Allison Daniel Anders, University of South Carolina
Expanding What Counts as Science With Bilingual Children Perceived as Having Disabilities. Patricia Martinez-Álvarez, Teachers College, Columbia University
Culturally Responsive Schema-Based Instruction: Improving Word-Problem Solving for English Language Learners With Mathematics Difficulties. Melissa Kypriais Driver, University of Virginia

73.060-2. Imagining the Road Ahead: The Elliot Eisner SIG Inaugural Roundtable. SIG-Elliot Eisner; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Chrissy M. Morrey, University of Northern Colorado
Participants:
Understanding the Other Through Art: Fostering Narrative Imagination and Social Justice in Fifth-Grade Students. Jeong-Hee Kim, Kansas State University; Anna Wiehe-Beck, Sherwood School District Oregon
What Do Children Learn When They Do Math? Wade Tillett, University of Wisconsin - Whitewater
Engendering a Metacreative Becoming in Preservice Elementary Teachers.
Monday Afternoon, April 20, 2015

73.060-3. Correlates of Social and Emotional Learning Among Students and Teachers. SIG-Social and Emotional Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Jennifer Briggs, University of Pittsburgh
Participants:
- Relationship Between Multiple Ratings of Students' Behaviors: A Case for Student- and Teacher-Reported Behavioral Measures. Edwin Ndum, ACT, Inc.; Yi-Lung Kuo. Beijing Normal University - Hong Kong Baptist University United International College
- Targeting Teacher-Student Relationships to Support Preschool Social Competence: What Really Matters in the Classroom? Jennifer Briggs, University of Pittsburgh; Joseph W. Pieri, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh; Richard James Correnti, University of Pittsburgh
- Teacher-Child Relationships, Classroom Emotional Climate, and Elementary Students' Social-Emotional and Academic Development. Christina Rucinski, Fordham University; Joshua L. Brown, Fordham University; Jason Downer, University of Virginia; Hannah Wertz; Benjamin Golgor; Megan Stuhman, University of Virginia; Bridget Kathleen Hamre, University of Virginia
- The Roles of Psychosocial Factors in Achievement Gains: A Longitudinal Study. Yi-Lung Kuo. Beijing Normal University - Hong Kong Baptist University United International College

73.060-4. Exploration of Educational Experiences of Black Learners. SIG-Research Focus on Black Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Mary E. Dilworth, Independent Consultant
Participants:
- "Playing the Numbers Game": High School Students' Attitudes Toward (and Resistance to) Racial Equity Reform in Academic Placement. Ivory Marcel Berry, University of Illinois at Urbana-Champaign; Cecilia Elizabeth Suarez, University of Illinois at Urbana-Champaign
- Students of Color With Speech and Language Impairment: Giving Voice to the Voiceless. Antonio Latrell Ellis, College of Charleston; Nicholas Daniel Hartlep, Illinois State University; Zollie Stevenson Jr, Howard University
- The Audacity of Cool: Contextualizing and Investigating Cool for Black Male College Students. Kyle N. Boone, Huston-Tillotson University

73.060-5. Poetry and Narrative in Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Marit Dewhurst, City College of New York - CUNY
Participants:
- A Move to the Poetic: Intergenerational Narratives. Heather Skye McLeod, Memorial University; Gisela Ruhebaakt
- Tender Methods and Transformational Translations: Seeking Critical Consciousness Through the Art of Words. Vittoria S. Daiello, University of Cincinnati
- Wade in the Water: Storytelling as Cultivation of Openness. Laurel Marie Hart, Concordia University; Mindy Roberta Carter, McGill University

73.060-6. Technology and Understanding Our Work, Narratively. SIG-Narrative and Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: M. Shaun Murphy, University of Saskatchewan
Participants:
- Re/making the Self in Research Blogs: Reflexivity and (Digital) Archives of the Present. Shane Duggan, The University of Melbourne
- Understanding Jane Austen, Understanding Myself as a Technology Instructional Specialist: A Narrative Self-Study Portraiture. Stephanie Hatten, Galena Park Independent School District; Denise M. McDonald, University of Houston - Clear Lake
- Understanding Online Teachers' Work With Students With Disabilities, Narratively. Richard Allen Carter, The University of Kansas; Mary F. Rice, The University of Kansas

73.060-7. The Environment and Its Impact on Early Childhood. SIG-Early Education and Child Development; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Teresa Buchanan, Louisiana State University - Baton Rouge
Participants:
- A Pedagogy of Care for Well-Being. Mary Benson McMullen, Indiana University; Cary A. Bazzelli, Indiana University - Bloomington; Na Ru Von, Indiana University - Bloomington
- The Impact of Multiyear Learning Environments on Preschool Language and Social Skill Development. Landry Leimalani Fukunaga, Kamehameha Schools; Zijin Yang, Kamehameha Schools
- Connecting Early Childhood Environments to Health and Development: An Ecological Approach to Obesity. Abigail M. Jewkes, St. John's University

73.060-8. The Role of Play in Early Childhood Education. SIG-Early Education and Child Development; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 12:25-1:55pm
Chair: Mayra Almodovar, Oklahoma State University
Participants:
- Beyond Polarity: Conceptualizing a Pedagogy of Play and Happiness as a Continuum of Learning. Scott Frederick Hughes, Mount Royal University
- Elementary Educator Beliefs on Developmentally Appropriate Practices: Supports and Barriers for Play. Sarah Putrell Baron, Kern County Superintendent of Schools; Jason C. Innekes, University of Louisville; Cathy Yun, California State University - Fresno; Juan Carlos Gonzalez, California State University - Fresno
- Play History to Play Practice: Teachers' Playful Paits and Pedagogical Present. Katelyn Clark, Rutgers University

73.061. Roundtable Session 32; Roundtable Session

73.061-1. Negotiating Multiple Literacies Across Social Contexts. SIG-Language and Social Processes; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm
Chair: Sharr Green, University of Notre Dame
Participants:
- Background and Relevance in Text Selection. Kim Skinner, Louisiana State University; Audra Skakowska, University of the Incarnate Word
- Being and Becoming: Memory as a Discourse of Writerly Identity. Beth A. Buchholz, Indiana University
- Clashing Frameworks: The Unexplored Issues Limiting Teachers' Professional Development Literacy Learning. Danielle Lillige, University of Michigan - Ann Arbor

73.061-2. Toward Pedagogies for Liberation and Transformation: The Possibilities of Humanizing Pedagogies. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm
Participants:
- Cultivating Critical Community Literacies in the Midst of Antimigrant Hegemony. Cati V. de los Rios, Teachers College, Columbia University
- Critical Teacher Inquiry: Humanization as a Vehicle for Developing Teachers as Intellectuals. Antonio Nieves Martinez, University of Massachusetts - Amherst
- Critical Ethnic Studies Pedagogy in East Los Angeles. Jorge Lopez, Claremont Graduate University
- The Transformative Potential of Preservice Ethnic Studies Courses With Chicana Teachers. Elecia Reyes McGovern, University of California - Los Angeles

73.061-3. Science Education Pedagogies 2. SIG-Science Teaching and Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm
Chair: Dimitrios Graikinis, Toronto District School Board
Participants:
- Structuring Chemistry Laboratories Around Argumentation: Examining the Effectiveness of Argumentation in Fostering Science for All. Anna Margaret Strimaitis, Florida State University; Sherry A. Southerland,
Florida State University; Jonathon Grooms, Florida State University; Patrick James Enderle, The University of Texas - Austin; Victor Dale Sampson, The University of Texas - Austin

Students’ Conscientious Technology Designs as Actions on Socioscientific Issues. John Lawrence Benze, OISE/University of Toronto; Mirjan Krestovic, Peel District School Board

Talking the Talk: Are We Getting There? Elizabeth Edmondson, Virginia Commonwealth University; Fuhima Choudhary, George Mason University

The STEM Solar Lab: Bringing Science and Technology Into a Familiar, “Real World.” Martina Nieswandt, University of Massachusetts - Amherst; Michael Lehan, Diversified Construction Services LLC

Using Technology-Rich Inquiry-Based Instruction to Foster the Development of Elementary Students’ Views on the Nature of Science. Jennifer Schelling, The Florida State University; Anne Mendenhall, University of Nevada - Las Vegas; Nicole D Alemann; Sherry A. Southerland, Florida State University; Victor Dale Sampson, The University of Texas - Austin; Paul Marty, Florida State University

73.061-4. Advanced Technologies for Learning Roundtable. SIG-Advanced Technologies for Learning; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: Mike Tissenbaum, University of Wisconsin - Madison

Participants:
Educating Social Scholars: Examining Novice Researchers’ Practices in Social Media Contexts. Christine M. Greenhow, Michigan State University; Minhuyen Mai, University of Wisconsin - Madison; Benjamin William Gleason, Michigan State University

Teacher-Led Class Interventions Can Make the Difference in Computer-Supported Collaborative Science Learning. Annelies Raes, Ghent University; Tanmei Schellens, Ghent University

Learning Communities as an Equitable Social Infrastructure to Promote Interdisciplinary Understanding in Higher Education. Adi Kidron, University of Haifa; Yael Kali, University of Haifa

Facilitating Student Interaction Through Liking and Linking Tools in a Computer-Supported Collaborative Learning Environment. Alexandra Makos, University of Toronto - OISE; Kyungmee Lee, University of Toronto - OISE; Daniel Zingaro, University of Toronto; Jim Hewitt, OISE/University of Toronto

73.061-5. Teacher Labor Market: Hiring, Distribution, and Retention. Division L - Educational Policies and Politics; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Participants:

The Distribution of Decision Making in Teacher Hiring: Changes Over Time. Mimi Engel, Vanderbilt University; Marisa A. Canuata, Vanderbilt University

The Distribution of Effective Teachers Within and Across Districts in North Carolina. Allison Rose Socol, University of North Carolina - Chapel Hill; Sachi Takahashi-Rial, Duke University; Micah Guindon, University of North Carolina - Chapel Hill; Hunter Huffman, North Carolina State University

The Effects of No Child Left Behind School Accountability on Teacher Turnover. Min Sun, University of Washington - Seattle; Andrew Saulz, Miami University - Oxford; Yincheng Ye, Virginia Polytechnic Institute and State University

The Teacher Labor Market and Hiring Decisions: A Quantitative Analysis of Applicant Data. Diana D’Amico, George Mason University; Penelope M. Earley, George Mason University; Robert Pawlewicz, George Mason University; Heather Keenan, George Mason University

73.061-6. Teacher and Teacher Education Research in Environmental Education. SIG-Environmental Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: Sybil Kelley, Portland State University

Participants:
Climate Change Professional Development in the Context of the Next Generation Science Standards: Design, Implementation, and Initial Outcomes. Nicole A. Shea, University of Delaware; Chrystalla Mouza, University of Delaware; Andrea Drewes, University of Delaware

Exploring Preservice Teachers’ Images of Environmental Sustainability Through Photojournals. Lauren P. Madden, The College of New Jersey; Tabitha Dell’Angelo, The College of New Jersey

Environmental Educator and Classroom Teacher Perspectives on Teaching Climate Change. Megan C. McGinty, University of Washington - Seattle

Developing and Assessing Conceptual Thinking About Vulnerability Toward Global Climate Change in Teachers Serving Native American Communities. Devavarti Bhattacharya, University of Minnesota; Gillian Roehrig, University of Minnesota; Engin Karahan, University of Minnesota - Twin Cities

73.061-7. Teaching About Politics and Controversial Political Issues in Social Studies Education. SIG-Social Studies Research; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: J. Spencer Clark, Utah State University

Participants:
A Few Good Men: Canadian High School Students’ Conceptions of Politics as a Man’s World. Alan M. Sears, University of New Brunswick; Carla L. Peck, University of Alberta


Just Clowning: Employing Political Cartoons as Pedagogical Counterdiscourse. David W. Kupferman, University of Hawaii West Oahu

Turning Up the Heat: Classroom Discussion of Elections in an Era of Political Polarization—How Teachers and Students Respond. Ann Herrera Ward, University of Wisconsin - Madison

“There Is No Easy Solution”: Singapore Teachers’ Practice and Perspectives on Climate Change Education. Tricia Seow, National Institute of Education - Nanyang Technological University; Li-Ching Ho, University of Wisconsin - Madison

73.061-8. Thought-Provoking Issues in Catholic Education. SIG-Catholic Education; Roundtable Session

Hyatt, East Tower - Gold Level, Crystal BC; 12:25-1:55pm

Chair: Ursula S. Aldana, University of San Francisco

Participants:

An Inclusive STEM Program in a Catholic School. Dr. Marian Hobbie, Diocese of Rockville Centre

Contra/Diction: Homophobia in Canadian Catholic Schools. Tonya D. Callaghan, University of Calgary

Religious Education in Urban Catholic High Schools and Its Social Impact on Minority Male Youth. Ursula S. Aldana, University of San Francisco

Division and SIG Posters

73.062. Poster Session 17; Poster Session

73.062-1. Race Issues in Educational Policy. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:


73.062-2. Motivational and Cognitive Processes: Language, Literacy, Communication, and Reasoning. Division C - Learning and Instruction; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:
3. A Diary Study of Daily Need Satisfaction and Academic Dishonesty in College. Erika Alisha Patall, The University of Texas - Austin

4. A Naturalistic Study of Tutor Guidance During Invention Tasks. Catherine C. Chase, Teachers College, Columbia University; Jenna Marks, Teachers College, Columbia University; Jessica Wille, Teachers College, Columbia University.
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Counseling and Human Development; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 12:25-1:55pm

Posters:

39. A Comparative Study of Teachers’ Perceptions of Psychological Well-Being in Pakistan, Turkey, and the United States. Muhammad Akram, University of Education Lahore; Oyku Oz, Sally J. Zepeda, University of Georgia; Abdurrahman Iğan, Dizece University, Turkey; Atakan Ata, University of Georgia

40. An Exploration of How Multiple Identities Impact Help-Seeking Behaviors for College Students. Jennifer Miller, California State University - Channel Islands

41. Combining Teaching and Counseling Roles: Implications for Students’ Willingness to Seek Help From School Counselors. Yacov Yablo, Bar-Illan University

42. Teacher Support for Student Mental Health Following the 2013 Boston Marathon Attack. Jennifer Greif Green, Boston University; Ziming Xuan; Lana Kwong; Melissa K. Holt, Boston University; Anna Fasman; Jonathan Comer

43. Classroom-Level Feedback About Student Mental Health: Results of a College-Based Pilot Study and Future Directions. Jennifer Greif Green, Boston University; Claire Brown, Boston University; Suzanne Vennes, Boston University; Kayla Cody, Hamilton College; Anna Fasman

44. Exploring the Relationships Between College-Going Culture and Students’ Advanced Placement Course and Exam Participation. Chenoa S. Woods, Florida State University

45. Identifying Relational Bullying Through Attitudes, Bullying Experiences, and Status Among a Diverse Group of Adolescents. Ann Young Kim, Seattle Pacific University; Chad Allen Rose, University of Missouri - Columbia; Cynthia G. Simpson, Houston Baptist University

46. School-Level Predictors of Homophobic Name-Calling and Sexual Harassment Victimization/Perpetration Among Middle School Youth. Sarah J Rinehart, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign

47. Development of a Home Functioning Scale for People With Multiple Sclerosis. Juan Li, Kent State University; Shawn M. Fitzgerald, Widener University; Phillip D. Runrill, Kent State University; Han Zhang, Kent State University - Kent; Malachy Bishop, University of Kentucky

75.011. Preparation for Inclusive Education in the Era of High-Stakes Teacher Education Accountability: Mapping the Territory for New Directions in Theory and Practice. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency AB; 2:15-3:45pm
Chair: Srikala Naraian, Teachers College, Columbia University
Participants:


Disrupting the Conventional Discourse of Inclusive Teacher Education in an Era of Chaos. Marleen Carol Pugach, University of Wisconsin - Milwaukee

This New Field of Inclusive Education: Beginning a Dialogue on Conceptual Foundations. Scott Danforth, San Diego State University

A Model Cohort, the edTPA, and the Social Model of Disability: Reviewing the Foundations for Teacher Preparation for Inclusive Education. Srikala Naraian, Teachers College, Columbia University; Sarah L. Schlessinger, Teachers College, Columbia University

Discussant: Dianne L. Ferguson, Chapman University

75.012. Rethinking Bilingual Education: New Research on the Economic Benefits of Bilingualism. Committee on Scholars of Color in Education; Symposium

Hyatt, West Tower - Gold Level, Hong Kong; 2:15-3:45pm
Chair: Rebecca M. Callahan, The University of Texas - Austin
Participants:

Labor Market Differences Between Bilingual and Monolingual Hispanics. Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign

The Literal Cost of Language Assimilation. Orhan Agirdag, University of Amsterdam

Bilinguals, College Enrollment, and Labor Market Consequences. Lucrecia Santibanez, Claremont Graduate University

Employer Preferences: Do Bilingual Applicants and Employees Experience an Advantage? Diana A. Porras, University of California - Los Angeles

Discussant: Patricia C. Gandara, University of California - Los Angeles


Swissotel, Event Centre First Level, Zurich AB; 2:15-3:45pm
Chair: Nathern S. Okilwa, The University of Texas - San Antonio
Participants:


The Morality of Safety: Leveraging Collective Efficacy, Student Bullying, and Teacher Protection of Students. Tonya Hyde, Fort Sam Houston Independent School District; Page A. Smith, The University of Texas - San Antonio; Sean Kearney, Texas A&M University - San Antonio


No Indians Allowed: Exclusion, Role Allocation, and Functionalization in Reservation Border Town District Policies. Christine Rogers Stanton, Montana State University

Constructing Policy Problems and Solutions: A Critical Policy Analysis of Bullying Policies in Ontario, Canada. Stephanie Diane Tuters, OISE/
Examining Undergraduate STEM Success: Testing Emotions and Stereotype Threat as Predictors. Lindsey Beth Leker, University of North Dakota; Robert H. Stupnisky, University of North Dakota
Measuring Interest and Emotion in a Fourth-Grade STEM Unit. Robert William Danielson, University of Southern California; Gale M. Sinatra, University of Southern California; Viviane Seyranian, University of Southern California, Ananya Mukhopadhyay, University of Southern California; Benjamin C. Heddy, University of Oklahoma; Julie A. Marsh, University of Southern California; Morgan S. Polkoff, University of Southern California; Fan Zhou, University of Southern California; Kristene Hossepijan, University of Southern California
Effects of Experimentally Manipulated Text Difficulty and Text Value on Trajectories of Emotional Engagement. Sara M. Fulmer, SUNY - College at Oneonta; Paul C. Stey; Caitlin Mills, University of Notre Dame; Sidney K. D’Mello, University of Notre Dame
Mood and Focus of Attention During Reading. Catherine M. Bohn-Gettler, College of Saint Benedict; Virginia E. Clinton, University of North Dakota; David Rapp, Northwestern University
When I Am in a Good Mood, I Read and Learn Better: An Eye-Movement Study. Sara Scrimin, University of Padova; Veronica Ramon, University of Padova; Eleonora Danielli, University of Padova; Lucia Mason, University of Padova
Discussant: Mary D. Ainley, University of Melbourne

75.018. Motivation and Learning in Groups. Division C - Learning and Instruction; Paper Session
Sheraton, Ballroom Level, Sheraton II; 2:15-3:45pm
Chair: Heather A. Davis, San Diego State University
Participants:
Affective, Cognitive, and Social Dynamics in Collaborative Small Groups During Science Inquiry-Based Activities. Martina Nieswandi, University of Massachusetts - Amherst; Elizabeth McEnaney, University of Massachusetts - Amherst; Renee A. Affolter, University of Massachusetts - Amherst
Because We Trusted Each Other: An Adjustment of Attribution Theory in the Light of Group-Work Assignments. Marold S. Wosnitza, RWTH Aachen University; Karen Zschoeck; Kerstin Helker; RWTH Aachen University
The Role of Coping in Small-Group Socially Shared Regulation of Learning. Ruby Inez Vega, The University of Arizona
Transfer of Multi-link Causal Reasoning in Collaborative Group Work? Shufeng Ma, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
The Interplay of Peer Relationships, Classroom Discourse, and Reasoning. Jinging Sun, University of Illinois at Urbana-Champaign; Joshua Morris, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign; Brianne Delisi, University of Illinois at Urbana-Champaign; Samantha Shah, University of Illinois at Urbana-Champaign; Ruotian Wang, University of Illinois at Urbana-Champaign

75.019. Scaffolding Students’ Learning in Formal and Informal Contexts. Division C - Learning and Instruction; Structured Poster Session
Sheraton, Ballroom Level, Sheraton V; 2:15-3:45pm
Chairs: Nicole Danielle Martin, University of Wisconsin - Madison; Catherine Louise Dornfeld, University of Wisconsin - Madison; Sadhana Puntambekar, University of Wisconsin
Participants:
1. Fading Distributed Scaffolds: The Interplay Between Instructor and Material-Based Scaffolds. Nicole Danielle Martin, University of Wisconsin - Madison; Catherine Louise Dornfeld, University of Wisconsin - Madison; Dana Gnesidliow, University of Wisconsin - Madison; Sadhana Puntambekar, Sadhana Puntambekar University of Wisconsin
2. The Synergy of Heuristic Worked Examples and Collaboration Scripts in Fostering Mathematical Argumentation Skills. Freidy Vogel, University of Munich; Elisabeth Reicherdersorfer, Technical University of Munich; Ingo Kollar, University of Munich; Stefan Ufer, University of Munich; Kristina Maria Reiss, Technische Universitaet Munich; Frank Fischer, University of Munich
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4. Opportunities for Scaffolding Elementary Students’ Engagement in Scientific Practices. John-Carlos Marino, University of Michigan; Anna Maria Arias, University of Michigan; Elizabeth A. Davis, University of Michigan; Annemarie S. Palincsar, University of Michigan

5. Distributed Scaffolding in a Service-Learning in Literacy Education Class. Peter Smagorinsky, University of Georgia; Lindy L. Johnson, The College of William and Mary


Discussant: Iris Tabak, Ben-Gurion University of the Negev

75.020. Social-Mediated Learning, Intelligent Tutoring, and Knowledge-Building Discourse. Division C - Learning and Instruction; Paper Session

Hyatt, West Tower - Bronze Level, Buckingham; 2:15-3:45pm

Chair: Amy E. Berger, Embry-Riddle Aeronautical University

Participants:
Collaborative Design-Based Science Learning Among Rural Youth
Enhanced by Social Networking Forums. Michael A. Evans, North Carolina State University; Samantha Won, Virginia Polytechnic Institute and State University

Efficacy of the Web-Based Intelligent Tutoring System for the Structure Strategy With Fourth- and Fifth-Grade Students in High-Poverty Schools. Kausali K. Wijekumar, Texas A&M University - College Station; Bonnie J. F. Meyer, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University

Metadiscourse on Collective Knowledge Progress to Inform Sustained Knowledge-Building Discourse. Jianwei Zhang, University at Albany - SUNY; Dan Tao, University at Albany - SUNY; Yanqing Sun, University at Albany - SUNY; Mei-Hwa Chen, University at Albany - SUNY; Ben Peebles, University of Toronto - OISE; Sarah Naqvi Naqvi, University of Toronto - OISE

Social Scholars: Teaching and Research Practices in Social-Mediated Environments. Christine M. Greenhow, Michigan State University; Beth A Robelia, Walden University; Benjamin William Gleason, Michigan State University; Emilia Askari, Michigan State University

The Canonical Correlations Between Undergraduates’ Psychological Characteristics and Learning Outcomes in Social Media Learning. Soyoung Kim, Seoul National University of Science & Technology

75.021. Text Difficulty, Genre, and Medium Effects on Reading. Division C - Learning and Instruction; Paper Session

Hyatt, East Tower - Gold Level, Columbus CD; 2:15-3:45pm

Chair: Denis Dumas, University of Maryland - College Park

Participants:
Investigating the Impact of Text Difficulty on Children’s Reading Progress. Emily M. Rodgers, The Ohio State University; Jerome V. D’Agostino, The Ohio State University; Robert H Kelly, The Ohio State University - Columbus; Sinead J Haremy, The Ohio State University - Columbus; Katherine Brownfield, The Ohio State University - Columbus

Making Sense of Science Texts: A Mixed-Method Examination of Predictors and Processes of Expository Text Comprehension. Dennis S. Davis, The University of Texas - San Antonio; Becky H. Huang, The University of Texas - San Antonio; Tanisha Yi, The University of Texas at San Antonio

Reading Across Media. Lauren M Singer, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park

The Informational Text Structure Survey (ITSS2): An Exploration of Primary-Grade Teachers’ Sensitivity to Text Structure in Young Children’s Informational Texts. D. Ray Reutzel, Utah State University

The Relationship Between Students’ Reading Achievement in Different Text Formats and Cognitive Aspects to Reading. Agnes Hodt, MTA-SZTE Research Group on the Development of Competencies; Timea Toerok, University of Szeged


Marriott, Fifth Level, Denver/Houston; 2:15-3:45pm

Chair: Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning

Participants:
The Challenge of International Comparison: Seven Variants of the Validity–Comparability Compromise. David J. Clarke, University of Melbourne


Improving learning and Teaching Through Learning Analytics: Dilemmas, Tensions, and Trade-Offs. Charles Lang, Harvard University; Man Ching Esther Chan, The University of Melbourne

Rummaging Through Data? Dilemmas in the Secondary Analysis of PISA (Programme for International Student Assessment). Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning

Discussant: Hans Wagemaker, Independent Consultant

75.023. Validity: Methods and Applications. Division D - Measurement and Research Methodology; Paper Session

Marriott, Sixth Level, Northwestern/Ohio State; 2:15-3:45pm

Chair: Heng Patrick Luo, The Pennsylvania State University

Participants:
Content Validity Evidence: Test-Taker Influence. William James Trapp, College Board; Carol M. Myford, University of Illinois at Chicago


Predicting College Readiness From Interim Assessment Results: A Growth Model With Selection and Missing Data. Yeon Meng Thum, Northwest Evaluation Association; Tyler H. Matta, University of Oregon

Revealing Non-Cognitive Characteristics to Performance on The ACT®: An Application of Sparsely Clustered Data Methods. Daniel McNish, University of Maryland; Justine Radunzel, ACT, Inc.; Edgar I. Sanchez, ACT, Inc.


Discussant: Ryan J. Kettler, Rutgers University

75.024. The Jumpstart Intervention Program: Effects of Rich Early Learning Experiences on Learning Behaviors and Cognitive Skills. Division E - Counseling and Human Development; Symposium

Hyatt, West Tower - Gold Level, San Francisco; 2:15-3:45pm

Chair: Katelyn E. Kurkul, Boston University

Participants:
Home Is Where Learning Begins: Motivations for Early Intervention Programs That Target School Readiness. Katelyn E. Kurkul, Boston University; Kathleen H. Corriveau, Boston University

Narrowing the Gap: Jumpstart’s Impact on Reducing the Vocabulary Gap Between Children With Low and High Vocabularies. Julie Dwyer, Boston University

Children’s Use of Explanations to Develop Critical-Thinking Skills in Jumpstart Classrooms. Kathleen H. Corriveau, Boston University; Katelyn E. Kurkul, Boston University; Pratima Patil, Boston University

Discussant: Amie Grills, Boston University


Marriott, Sixth Level, Lincolnshire; 2:15-3:45pm

Chair: SJ Miller, University of Colorado - Boulder

Participants:
The Paradox of Visibility: Families Impacted by Homophobia, Heterosexism, and Transphobia in Schools. SJ Miller, University of Colorado - Boulder

Narrowing the Gap: Jumpstart’s Impact on Reducing the Vocabulary Gap Between Children With Low and High Vocabularies. Julie Dwyer, Boston University

Children’s Use of Explanations to Develop Critical-Thinking Skills in Jumpstart Classrooms. Kathleen H. Corriveau, Boston University; Katelyn E. Kurkul, Boston University; Pratima Patil, Boston University

Discussant: Amie Grills, Boston University
75.026. Beyond Empowerment: Accompaniment and Sociolinguistic Justice Through Youth Research. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Purdue/Wisconsin; 2:15-3:45pm
Chair: Doroles Ines Casillas, University of California - Santa Barbara
Participants:
Accompaniment, Sociolinguistic Justice, and Youth Agency. Mary Buchofz, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara; Doroles Ines Casillas, University of California - Santa Barbara
From Isolation to Collaboration: The Connection Between Language Beliefs and Teaching Philosophies. Elizabeth Anne Muñiz, University of California - Santa Barbara
Empathy and Affect in Latina/o Peer Discussions of Language Brokering. Audry Noelle Lopez, University of California - Santa Barbara
Bringing Academic Concepts to Life: Latina/o Students’ Experiences Within and Between “Communities of Practice.” María José Aragon, University of California - Santa Barbara
“It’s Just Funny”: Laughing About Race and Racism in a Cross-Racial Classroom. Megan Corella Morales, University of California - Santa Barbara

75.027. Black American Students’ Achievement in the Suburbs: Academic Success Through Family Engagement. Division G - Social Context of Education; Symposium
Marriott, Third Level, Dupage; 2:15-3:45pm
Chair: Vilma Seeberg, Kent State University
Participants:
Black American Family Engagement and Success and the Formation of a Soft Racial Class. Vilma Seeberg, Kent State University
Perceptions of Teacher Expectations Among Academically Successful Black American Students and Their Families. Larissa Malone, Kent State University
Understanding the Experience of Black American Students Who Migrated From the Inner-City to the Suburbs. Xiaoqi Yu, Kent State University

Marriott, Fifth Level, Kansas City; 2:15-3:45pm
Chair: Zeus Leonardo, University of California - Berkeley
Participants:
Loosening the Noose: Shifting From Colonial Violence Within Urban Schooling Toward Critical Pedagogies of Love. Tiffany Johnson
Frantz Fanon and Education: Toward Decolonial Praxis. Michael Singh, UC Berkeley

75.029. What Reviewers Want You to Know: The Dos and Don’ts of Writing Successful AERA Annual Meeting Submissions. Division G - Social Context of Education; Invited Speaker Session
Hyatt, West Tower - Gold Level, Acapulco; 2:15-3:45pm
Chairs: Sakeena G. Everett, Michigan State University; Adeyanyu O. Odutola, Clemson University
Participants: Kevin S. Carroll, Emirates College for Advanced Education; Kevin C. Roxas, Western Washington University; Ann Mogosh Mason, University of Wisconsin - River Falls; Leah Stauber, The University of Arizona; Curtis Anthony Brewer, The University of Texas - San Antonio; Kathy Carter, The University of Arizona; Edmund T. Hamann, University of Nebraska - Lincoln; Chiara Cannella, Fort Lewis College

75.030. Emerging Perspectives of Research on Learning at Work: Uncovering Processes of Professional Development. Division I - Education in the Professions; Symposium
Sheraton, Ballroom Level, Sheraton III; 2:15-3:45pm
Chair: Christian Harteis, Paderborn University
Participants:
Studying Teachers’ Informal Learning With Mixed Methods. Eva Kyndt, University of Leuven
Understanding Work-Related Learning During Internships: The Role of Individual and Job-Related Variables. Vincent Donche, University of Antwerp; David Gijsbers, University of Antwerp; Piet Van den Bossche, Maastricht University; Christian Harteis, Paderborn University
A Multilevel Analysis of Individual and Situational Influences on Learning Within Social Interactions in the Workplace. Andreas Rausch, University of Bamberg
Seeing the Others: The Advocatory Approach as a Learning Tool for Vocational In-Service Teachers. Sarah Heinzer, University of Zuerich; Fritz K. Oser, University of Fribourg

75.031. Deepening Our Understanding of Student Mathematics Knowledge in Community Colleges. Division J - Postsecondary Education; Symposium
Swissotel, Event Centre Second Level, St. Gallen 3; 2:15-3:45pm
Chair: Nikki Edgecombe, Teachers College, Columbia University
Participants:
When Memory Fails: Community College Developmental Math Students’ Deference to Memory Over Meaning. Karen B. Givvin, University of California - Los Angeles; Belinda Thompson, University of California - Los Angeles
Preparing Students in Developmental Math for College and Beyond: An Assessment of Student Understandings. Susan Bickerstaff, Teachers College, Columbia University; Madeline Joy Trimble, Teachers College, Columbia University
An Analysis of Conceptions of Inverse Trigonometric Functions. Vilma M. Mesa, University of Michigan

75.032. Engaging With Students and Student Affairs Professionals. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich C; 2:15-3:45pm
Chair: Aurora Kamimura, University of Michigan - Ann Arbor
Participants:
A Steeper Hill to Climb: The Role and Experience of Student Trustees in the 21st Century. Raquel M. Ball, University of Southern California; Daniel Maxey, University of Southern California
Developmental Evaluation of an International Student Program in the United States: Factors Influencing Satisfaction and Academic Success. Katherine Joy Nilsen, University of California - Santa Barbara; Anissa R. Stewart, University of California - Santa Barbara
Managing Multiple Roles: Metaphors of Supervising New Professionals in Student Affairs. Tiffany J Davis, North Carolina State University
Race and Rhetoric: An Analysis of College Presidents’ Statements on Campus Racial Incidents. Eddie R. Cole, College of William and Mary; Shuan R. Harper, University of Pennsylvania

75.033. Factors Affecting Diverse Students in STEM. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich E; 2:15-3:45pm
Chair: Luis Antonio Leyva, Rutgers University
Participants:
Are College Women Less Engaged in Computer Science Classrooms Than Men? Results of a Smartphone Experience Sampling Method Study. Carolina Milesi, NORC at the University of Chicago; Barbara Schneider, Michigan State University; Kevin L. Brown, NORC at the University of Chicago; Lara Perez-Fellner, Florida State University; Illya Gutin, NORC at the University of Chicago; Eric Dropkin, NORC at the University of Chicago
Examining Engagement in Diverse Learning Environments Between Native-Born and Foreign-Born Students of Color in STEM. Chyrstal George Mwangi, University of Massachusetts - Amherst; Sharon L. Fries-Britt, University of Maryland; Alicia M. Peralta, University of Maryland - College Park; Nina Daoud, University of Maryland - College Park
Factors Impacting Mentor Relationships Among STEM Students of
Color, Joseph A. Kitchen, The Ohio State University; Terrell Lamont Strayhorn, The Ohio State University; Leroy L. Long, The Ohio State University
Women Preparing for Careers in Technology-Related Fields: A Case in Japan. Masako Hosaka, University of Missouri
Discussant: Gina Ann Garcia, University of Pittsburgh

75.034. Pluralistic and Global Dimensions of College Student Outcomes. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 2:15-3:45pm
Chair: Ah Ra Cho, University of North Texas
Participants:
An Exploration of the Leadership Development of International Students Compared to Domestic Peers. Daniel A Collier, University of Illinois at Urbana-Champaign; David Michael Rosch, University of Illinois at Urbana-Champaign
Diversity Engagement and the Development of a Global Perspective. Mark E. Engberg, Loyola University Chicago
Institutional Environment, Student Motivation and Study Abroad Participation. Lanlan Mu, Indiana University - Bloomington; Victor Borden
The Role of High-Impact Educational Practices in the Development of College Students’ Pluralistic Outcomes. Krista M. Soria, University of Minnesota; Matthew Johnson, Central Michigan University
Discussant: Eric M Hartman, Kansas State University

75.035. Context Matters: Understanding the Multiple Dimensions of Teachers’ Lives. Division K - Teaching and Teacher Education; Paper Session
Marriott, Third Level, Kane/McHenry; 2:15-3:45pm
Chair: Suzanne C. Carothers, New York University
Participants:
A Day in the Life: Teachers’ Nonschool Time Use. Seth Gershenson, American University; Steve Holt, American University; Kristine L. West, St. Catherine University
Barriers to Career Opportunities for Female Teachers in Boys’ Schools. Daniela Acquaro, The University of Melbourne
Second-Career Teachers: Professional Identities Within the Landscape of Teaching. Ann Walker Nielsen, Arizona State University
The Personal Is Educational: Teachers’ Development of Self and the Facilitation of Family-School Partnerships. Olivia Soutullo, University of Florida; Tina M Smith-Bonahue, University of Florida; Stephanie C. Smith, University of Illinois at Urbana-Champaign
Transnational Teachers and the Teaching of Literacy. Brooke Ward, University of Wisconsin - Madison
Discussant: Suzanne C. Carothers, New York University

75.036. Critical Perspectives on Pedagogy Across Content Areas. Division K - Teaching and Teacher Education; Paper Session
Marriott, Tenth Level, O’Hare; 2:15-3:45pm
Chair: Wayne Journell, University of North Carolina - Greensboro
Participants:
Expanding Approaches to Teaching for Diversity and Justice: Infusing Global Competency Across the Content Areas. Ariel Tichnor-Wagner, University of North Carolina - Chapel Hill; Hillary Parkhouse, University of North Carolina - Chapel Hill; Jocelyn A. Glazer, University of North Carolina - Chapel Hill; Jessie Montana Cain, University of North Carolina - Chapel Hill
Posture, Pivot, Riff: Ecological Mathematical Agency in Pre-service Teacher Education. Jeremiah Isaac Holden, University of Colorado - Denver
Preservice English Teachers’ Development of Critical Language Pedagogy. Amanda J. Godley, University of Pittsburgh; Jeffrey Reaser, North Carolina State University; Kaylan Moore, University of Pittsburgh; Jessica Hatcher, North Carolina State University
Response-ability: A Bakhtinian Analysis of the Scripted Discourse Within Mandated Early Elementary English Language Arts Curricula. Susan A. Sturm, SUNY - College at Fredonia; Tina M. Bampton, University at Buffalo
Teacher Enactment of an Educative Inquiry Curriculum in History. Abby Reisman, University of Pennsylvania; Bradley Fogo, Stanford University
Discussant: Kristal Clemons, Florida Agricultural & Mechanical University

75.037. Literacy and Silences: Diversity, Social Justice, and Student Voice. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Addison; 2:15-3:45pm
Chair: Yvonne E. Gonzalez-Rodriguez, Rowan University
Participants:
Critical Theory and Early Childhood: Understanding How Teacher Perceptions Shape the Literacy Instruction English Language Learners Receive. Kerry Rizzuto, Monmouth University; Lilly M. Steiner, Boston University
Culturally Responsive Professional Learning and Development for Capacity-Building and Innovation in Literacy Practices That Support Diverse Learners. Letitia C. Pickel, University of Canterbury; Christine Henderson, EducationPlus/University of Canterbury; Gaylene Price, EducationPlus/University of Canterbury; Adie Bonisch, EducationPlus/University of Canterbury
Enacting Justice in the Age of the Common Core: Approaches to Praxis in Secondary English Language Arts. Alison George Dover, Northeastern Illinois University
Investigating Diversity Issues in Literacy Teacher Education: A National Research Study. Sue A. Sharma, Oakland University; Abha Gupta, Old Dominion University; Lynn A. Smolen, The University of Akron
Listening to the Voices of Silenced Readers: A Comparison of Third-Grade Online and Face-to-Face Book Discussions. Beth M Brendler, University of Missouri - Columbia; Vanessa E Adams, University of Missouri - Columbia
Discussant: Tamara T. Butler, Michigan State University

75.038. Moving Beyond Cultural Competency: Supporting Teachers to Build Cultural Humility. Division K - Teaching and Teacher Education; Symposium
Marriott, Third Level, Cook; 2:15-3:45pm
Chair: Erica Hodgins, Mills College
Participants:
In-Service Teachers Draw on Cultural Humility to Build Effective Learning Relationships With Students Across Difference. Erica Hodgins, Mills College
Designing Service-Learning to Foster Cultural Humility Among Preservice Teachers. Darren E. Lund, University of Calgary; Lianne Lee, University of Calgary
Nurturing Cultural Humility and Self-Reflexivity in Preservice Teachers Through Short-Term Community Service-Learning Projects. Vanessa de Oliveira Andreotti, The University of British Columbia; Kari Grain, University of British Columbia
Discussant: Alan Scott Tinkler, The University of Vermont

75.039. Social Foundations for Teaching Practice. Division K - Teaching and Teacher Education; Symposium
Marriott, Fifth Level, Los Angeles/Miami; 2:15-3:45pm
Chair: Karen M. Hammerness, American Museum of Natural History
Participants:
Context-Specific High-Leverage Practices: Findings From Two Urban-Focused Foundations Courses. Karen M. Hammerness, American Museum of Natural History; Bill Kennedy, University of Chicago
Resisting Myopia: Why Practice-Centered Programs Must See and Engage the Places Teachers “Practice.” Michael Bowman, University of Washington; Isaac Gottesman, Iowa State University
Learning to Enact Social Justice Through Practice: The Case of Advocacy Practices. Susannah Davis, University of Washington - Seattle
Using Performance-Based Assessments of Equitable Teaching Practice to Assess Actual Teaching Practice. Debi Khosnabis, University of Michigan; Simona Goldin, University of Michigan; Kelly McMahon, University of Michigan
Discussant: Kenneth M Zeichner, University of Washington

75.040. Teacher Candidates’ Beliefs, Perceptions, and Assumptions. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Michigan/Michigan State; 2:15-3:45pm
Participants:
Investigating Beginning and Graduating Preservice Teachers’ Beliefs About Intelligence and Endorsement of Instructional Strategies. Kathleen M. Cauley, Virginia Commonwealth University; Christy Tyndall, Virginia Commonwealth University; Erika K Dumke,
Virginia Commonwealth University; Jennifer Goldsmith, Virginia Commonwealth University
Preservice Teachers’ Perceptions of School Organization and Development. Dirk Jöんathaler, University of Mannheim; Nicole Bellin-Mularski, University of Potsdam; Dana-Kristin Mah, University of Potsdam
Preservice Teachers’ Beliefs About Causes of Motivation and Academic Success! Jennifer Le’ Shay Harper, Tusculum College
“Hard Work Can Lead You Anywhere”: Deconstructing Teacher Candidates’ Assumptions About Meritocracy, Educational Equity, and School Achievement. Althier M. Lazar, Saint Joseph’s University; Santiti Sharma, Saint Joseph's University

75.041. Teacher Education Programs Address the Implementation of edTPA. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Belmont; 2:15-3:45pm
Chair: Wafaa Abdel Kader, University of Phoenix
Participants:
Reframing Guiding Principles for Teacher Education. Rachel Stickles, Carroll University; Edie White, Carroll University; Kimberly Hofkamp, Carroll University; Kimberly R. White, Carroll University
Supporting Teacher Candidates on the edTPA: How Rubric Conceptions Align Between Preservice Teachers and Evaluators. Kelly Mills, University of Maryland - College Park
A Critical Look at Nonneutralities in Mathematics as Represented in the edTPA. Karen Colum, Minnesota State University - Mankato
Supporting Candidate Preparation for the edTPA Through a Web-Based Interdisciplinary Tool. Michael R. Vitale, East Carolina University; Jamin Carson, East Carolina University; Mark L’Esperance, East Carolina University
Discussant: Dorothée M. Anagnostopoulou, The University of Connecticut

75.042. The Power of Teacher Beliefs in Shaping Policy and Practice. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 2:15-3:45pm
Chair: Roderick LaMar Carey, University of Maryland - College Park
Participants:
Becoming Teacher Activists: Purpose Derived From the Past. Keith C. Catone, Brown University
Exploring That Which Makes Us Human: Vulnerability, Family, and Profession. Cheryl L. Beverly, James Madison University; Aaron Thomas Bodle, James Madison University; Jane B. Thall, James Madison University
Possible Selves as an Explanation for the Power of Preservice Teachers’ School Memories. Kyle Elizabeth Miller, Illinois State University; Rena Shifflet, Illinois State University
Teacher Language Ideologies and Top-Down Dual Language Bilingual Education Policy Implementation. Kathryn I. Henderson, The University of Texas - Austin
Teaching With Self: The Power of Authenticity in Alternative Education. Jessica Blum-DeStefano, Teachers College, Columbia University
Discussant: Debra A. Miretzky, Western Illinois University

75.043. Research on Students’ Motivation and Learning in Augmented Realities. SIG-APPLIED Research in Immersive Environments for Learning; Symposium
Marriott, Fourth Level, Armitage; 2:15-3:45pm
Chair: Christopher J. Dedo, Harvard University
Participants:
Mixed-Methods Assessment of Scientific Practices Demonstrated During a Vision-Based Augmented Reality Game. Denise Bressler, Stevens Institute of Technology
Mobile Technologies Support Student Understanding of Variability in Messy Real-World Data in Ecosystem Science. Amy M. Kamaraconen, Harvard Graduate School of Education; Denise Bressler, Stevens Institute of Technology; Shari J. Metcalf, Harvard University; Tina A. Grotzer, Harvard University; Christopher J. Dedo, Harvard University
Designing for Designers: Designing Augmented Reality Tools to Facilitate Youth Ownership. Judy Perry, The Education Arcade; Eric D. Klopfner, Massachusetts Institute of Technology
Discussant: Matt Dunleavy, Radford University

75.044. Teaching Academic Content to English Language Learners in the Context of New Common Standards. SIG-Bilingual Education Research; Symposium
Swissotel, Event Centre Second Level, Montreux 3; 2:15-3:45pm
Chair: Sultan Turkan, ETS
Participants:
Teacher Expertise and English Learners: Theoretical and Practical Considerations. Aida Halqui, WestEd
Developing Teachers’ Pedagogical Language Knowledge for English Language Learners and the Common Core Standards. George C. Bunch, University of California - Santa Cruz
Disciplinary Linguistic Knowledge for Teaching Content to English Language Learners. Sultan Turkan, ETS
What Do Teachers Need to Know to Support Academic Literacy in Mathematics for English Learners? Judit N. Moschkovich, University of California - Santa Cruz
Discussants: Guadalupe Valdés, Stanford University; Mary J. Schleppegrell, University of Michigan

75.045. Leadership and Formation in Catholic Schools. SIG-Catholic Education; Paper Session
Swissotel, Event Centre Second Level, St. Gallen 2; 2:15-3:45pm
Chair: Karie Huchtting, Loyola Marymount University
Participants:
Developing University–Catholic School Collaborations in the Service of Social Justice: Lessons Learned From Two Early-Career Scholars. Margarita Zisselbsger, Loyola University Maryland; Kalinda Jones, Loyola University Maryland
Sisters Teaching Sistas: An Autoethnographic Narrative. Pamela M. Christian, Azusa Pacific University; Mary Texeira, California State University San Bernardino
Faith Leadership Development in Novice Principals. Barbara Stacy Rieckhoff, DePaul University
Organizational Identities and Urban Catholic/Charter School Reform: Legitimacy and Levels. Kari A Carr, Indiana University - Bloomington; Samantha Paredes Scribner, Indiana University - Indianapolis
Discussant: Mary K. McCullough, Loyola Marymount University

75.046. Designing Supportive Doctoral Learning Environments. SIG-Doctoral Education Across the Disciplines; Paper Session
Swissotel, Event Centre First Level, Zurich D; 2:15-3:45pm
Chair: Diane R. Dean, Illinois State University
Participants:
An International Comparison of Doctoral Student Support Programs: Similarities and Differences Across National Contexts. Kari A. Holley, The University of Alabama; Omer Caliskan, Middle East Technical University
Building an Educational Leadership Studio: Collaboration Among Three Universities. Barbara J Mallory, High Point University; Robert Kelly Crow, Western Carolina University; Jim McDowell, East Carolina University; William Rouze, East Carolina University; Kathleen Topolka Jorissen, Western Carolina University
Acts of Transformational Resistance: Doctoral Students of Color in Schools and Colleges of Education. Tuesda Roberts, Michigan State University; ThedaMarie Danyle Gibbs, Michigan State University; Lorena Gutierrez, Michigan State University
Getting Learning Communities Into the Carnegie Project on the Education Doctorate: The Successes and Challenges. Debby M. Zambo, Carnegie Project on the Education Doctorate; Audrey Hovanessian, California State University; Jill Alexa Perry, Duquesne University
Teaching Assistant Instructional Development in Engineering: A Test of Four Programs. Carlton Jing Wong, The University of Texas - Austin; Joanna Angeline Gilmore, The University of Texas - Austin; Tershia Richey, The University of Texas - Austin
Discussant: Hironao Okahana, Council of Graduate Schools

75.047. Culturally Responsive Approaches to Preparing Early Childhood Teachers for Inclusive Classrooms. SIG-Early Education and Child Development; Symposium
Hyatt, East Tower - Gold Level, Grand B; 2:15-3:45pm
Chair: Elisa L. Klein, University of Maryland
Participants:
Collaborative Development of a Culturally Responsive Early
75.048. The Animal Question in Educational Praxis and Research: Rethinking “Justice” With Other Animals. SIG-Environmental Education; Symposium
Swissotel, Lucerne Level, Lucerne III; 2:15-3:45pm
Chair: Teresa Katrina Lloro-Bidart, California State University - Chico
Participants:
“They’re Hugging Each Other”: Constructing and Co-Teaching With the (Dis) Embodied Shark. Teresa Katrina Lloro-Bidart, California State University - Chico
Reimagining Convivial Cohabitation With Urban “Pest” Animals. Leesa K. Fawcett, York University
Discussant: Constance L. Russell, Lakehead University

75.049. Globalized Contexts for Collaboration, Change, and Reform. SIG-International Studies; Paper Session
Hyatt, West Tower - Gold Level, Atlanta; 2:15-3:45pm
Chair: David C. Miller, American Institutes for Research
Participants:
A Higher Education Capacity Assessment Framework: A Case Study in Malawi. Lucas Benjamin Hill, Michigan State University; Inese Berzina-Pitcher, Michigan State University; John Bonnell; John M. Dirkx, Michigan State University; Sekanawo Kaziya, Lilongwe University of Agriculture and Natural Resources, Malawi; Tom Smith; Mary Yunn
Higher Education Reform in Ecuador: Accountability, Access, and National Interest. Raul Leon, Eastern Michigan University; Blanca E. Elizabeth Vega, Teachers College, Columbia University
Leadership for Reforms in Canada, Jamaica, China, and Taiwan. Disraeli M. Hutton, University of the West Indies; Peter Yee Han Joong, The University of the West Indies; Ming-Dih Lin, National Chung Cheng University; Clyde Glasgow, Ontario College of Teachers
Teacher Collaboration in Asian Schools: Does It Impact Student Performance? Ashi Askin-Garmagen, University of Iowa; Weilin Chen, University of Iowa
The Ecology of Organizational Change: School Principals’ Perspectives on Green Schools in Israel. Oren Pizmony Levy, Teachers College, Columbia University; Dafna Gan, Society for the Protection of Nature in Israel
Discussant: David C. Miller, American Institutes for Research

75.050. On Creating and Maintaining the Experience of Interest. SIG-Motivation in Education; Symposium
Sheraton, Second Level, Colorado; 2:15-3:45pm
Chair: Carol Sansone, University of Utah
Participants:
Students’ Basic Psychological Needs and the Development of Situational Interest During Problem-Based Learning. Maximilian Knogler, Technische Universität München; Alexander Gröschner, TU München; Katrin Neubauer, Technical University Munich; Doris Levalter, Technical University of Munich
Undergraduates’ Implicit Theories of Interest Regulation. Dustin Thoman, California State University - Long Beach; Carol Sansone, University of Utah
Life Science Students Learning Physics With Life Science Examples. K. Ann Renninger, Swarthmore College; Catherine H. Crouch; Swarthmore College, Panchompoo Wisittanawat, Swarthmore College; Ming Cai, Swarthmore College
Context Personalization and Example Choice Increase Situational Interest in Mathematics for Students With Low Individual Interest. Sigve Høgheim, University of Bergen; Rolf Reber, University of Oslo
Discussant: Suzanne Hidi, University of Toronto

75.051. Music Education in Middle Schools. SIG-Music Education; Paper Session
Swissotel, Event Centre Second Level, Montreux 1&2; 2:15-3:45pm
Chair: Elizabeth Cassidy Parker, Temple University
Participants:
This We Believe in Middle-Level General Music Curriculum and Pedagogy. Stephanie Cronenberg, University of Illinois at Urbana-Champaign
Gender Differences in the Choral Classroom: Examining Participation and Teacher–Student Interactions. Jamey Kelley, University of Washington
Cooperation and Collaboration: The Influences of Classroom Culture on Students’ Participation in Creative Musical Activities. Daniel Albert, Michigan State University
Investigating Adjudicator Bias in Concert Band Evaluations: An Application of the Many-Facets Rasch Model. D. Gregory Springer, Boise State University; Kelly D. Bradley, University of Kentucky
Discussant: Susan Wharton Conkling, Boston University

75.052. Research Design: Theory as a Thimble for Tailoring Methodological Excess. SIG-Qualitative Research; Symposium
Swissotel, Event Centre First Level, Zurich G; 2:15-3:45pm
Chair: Brooke Madden, The University of British Columbia
Participants:
Mending a Frayed and Fraught Photovoice: Moving From a Metaphysics of Individualism Toward Relational Ways-of-Knowing-in-Being. Marc Roderick Higgins, The University of British Columbia
Embroidering the Signedify Teacher: Documents and the Production of Identity in School-Based Indigenous Education. Brooke Madden, The University of British Columbia
Stitching Together Arts-Based Mapping with Emergent Cartography. Elsa Lenz Kothe, The University of British Columbia
Unraveling “Queer” and “Trans”: On Getting to Unknown Youth. Sam Stiegler, The University of British Columbia
Investigating the Art Encounter With Deleuzean Concepts: Tailoring Research as a Desiring-Assemblage. Marie France Berard, The University of British Columbia
Discussant: Susan Naomi Nordstrom, The University of Memphis

75.053. Strategic Approaches to Literacy Development. SIG-Research in Reading and Literacy; Paper Session
Sheraton, Second Level, Arkansas; 2:15-3:45pm
Chair: Monica Gordon-Pershey, Cleveland State University
Participants:
A Tandem Model of Reading: Interpreting the Relationship Between Fluency and Silent Reading Comprehension in Secondary Students. Theresa Magguni-Lavel, Bellarmine University; David D. Paige, Bellarmine University; Timothy Rasinski, Kent State University; Grant Smith, Bellarmine University
Exploring the Impact of Culturally Responsive Young Adult Literature When Teaching Common Core Literacy Standards. Janine J. Darragh, University of Idaho; Elaine Radner, Gonzaga University
The Effects of Using Dialogic Reading on Young Dual Language Learners’ Emergent Literacy Skills. Mary Ellen Hueneckens, Virginia Commonwealth University; Yaoying Xu, Virginia Commonwealth University
The Relations Between Cultural Relevance and Reading Performance. Tanya M. Christ, Oakland University; Ming Ming Chiu, Purdue University; Stephanie Rider; Deborah Kitson; Renae Hieber, Anderson elementary; Elizabeth McConnell, Romeo Community Schools; Heather Mayerink, Oakland University
The Use and Misuse of Second Language Reading Strategies: Findings From Qatari Science Students’ Think-Alouds. Katherine Landau Wright, Texas A&M University - College Station; Sunni L Sonnenburg, Texas A&M University - College Station; Zohreh R. Eslami, Texas A&M University - College Station
Thinking Aloud in Reading Research: Still Controversial but Still Valuable. Lois Ann Knezek, University of North Texas; Nancy J. Nelson,
University of North Texas

Discussant: Julie Warner, Georgia Southern University

75.054. Understanding Educational Opportunity in Rural School Districts: An Examination of Community, Demography, and Policy. SIG-Rural Education; Symposium Swisotel, Lucerne Level, Alpine I; 2:15-3:45pm Chair: Sheneka M. Williams, University of Georgia Participants: School Funding and Rural Districts, Jerry Johnson, University of West Florida; Brian P. Zoellner, University of North Florida Location, Location, Location: School Choice in the Rural Context, Ain A. Grooms, University of Georgia - Athens A New Narrative on Rural Education: How One High School Takes on 21st-Century Challenges, Erica Lapotofsky Kryst, The Pennsylvania State University - University Park; Stephen Kotok, The Pennsylvania State University; Annelise Hagedorn It Takes a Community: Preparing Teachers for Rural African American Early Childhood Students, Janeuala M. Burt, Bowie State University; Daniel Boyd, Lowndes County Public Schools

75.055. Issues of Race and the Social Studies. SIG-Social Studies Research; Paper Session Swisotel, Lucerne Level, Lucerne II; 2:15-3:45pm Chair: Ashley Nicole Woodson, University of Pittsburgh Participants: Culturally Responsive Pedagogy in the Social Studies: Case Studies of Teacher Perceptions of their Practices and Higher Education Programs, Tracy Felkowski, University of Pittsburgh Learning to Teach About Race in Elementary Social Studies, Christopher C. Martell, Boston University Race and Economics: A Content Analysis of the Voluntary National Content Standards in Economics, Shakealia Yvette Finley, Georgia Perimeter College The Evolution of Race in Social Studies Research: A Content Analysis of College and University Faculty Assembly Programs, Christopher Busey, Texas State University; Shakealia Yvette Finley, Georgia Perimeter College Using Racial Identity Development Theory to Teach About Race and Racism in Social Studies, Andrea M Hawkman, University of Missouri; Antonio J. Castro, University of Missouri - Columbia

Discussant: Cynthia A. Tyson, The Ohio State University - Columbus

75.056. STEM Education and Society. SIG-Sociology of Education; Paper Session Swisotel, Lucerne Level, Lucerne I; 2:15-3:45pm Chair: S. Michael Gaddis, University of Michigan Participants: Science Achievement Gaps by Gender and Race in Elementary and Middle School: Trends and Predictors, David Quinn, Harvard University; North Cee, The University of Texas - Austin Shifting STEM Stereotypes? The Role of Teacher Gender and Peer Gender Composition in Shaping the Views of Male and Female Students, Catherine C. Riegel-Crumb, The University of Texas; Chelsea Moore, The University of Texas - Austin; Jenny BUentempo Leaning In or Blocked Out? Female STEM Graduates, Karly Ford, The Pennsylvania State University Trailblazing Without Feminists? Gendered Expectations of “Major Minorities” on a Conservative Campus, Benjamin G. Gibbs, Brigham Young University; Jacob Mortensen, Brigham Young University; Ian G Peacock, Brigham Young University; Martha Shepard, Brigham Young University Are Two-Year Colleges the Key to Expanding the Scientific Labor Force? Lara Perez-Felkner, Florida State University; Kirby Thomas, Florida State University; Samantha Nix, Florida State University; Jordan Hopkins, Florida State University Discussant: Peter Willis Cookson, American Institutes for Research

75.057. Transition Planning and Postsecondary Outcomes for Individuals With Disabilities. SIG-Special Education Research; Paper Session Sheraton, Second Level, Missouri; 2:15-3:45pm Chair: Edward G. Fierros, Villanova University Participants: Teaching Students With Significant Disabilities: Qualities and Characteristics of Experts, Andrea Ruppar, University of Wisconsin; Carly A. Roberts, Purdue University Using Research-Based Transition-Focused Community Conversations to Identify School and Community Needs, June Watters Goeth, Western Michigan University Effect of Postsecondary Supports on Two- or Four-Year College Completion for Students in High- and Low-Incidence Disability Categories, Lynn A. Newman, SRI International; Joseph W. Madaus, University of Connecticut; Harold Javitz, SRI International The Impact of Relationship Types and Social Support Satisfaction on Academic Success for College Students With Disabilities, Jennifer S. Kowitt, University of Connecticut; Allison Lombardi, University of Connecticut Silent No More: Using Photo-Essays to Reveal the Perspectives of Adults With Intellectual Disability, Kharon Denise Grimm, Purdue University; Gretchen D. Butera, Indiana University

75.058. Student and Teacher Experiences in Diverse, Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session Swissotel, Event Centre Second Level, St. Gallen 1; 2:15-3:45pm Chair: JoI A. Spencer, University of San Diego Participants: Engage Me: Walking With Bourdieau at the Intersection of Language and Capital in Urban Education, Abigail Rombalski, University of Minnesota - Twin Cities How Youths Experience and Make Meaning of Place, Race, and Citizenship, Jason R. Harshman, The University of Iowa Urban Students: Facing Problems or “Problem” Embodied? Urban Teachers Construct Students Through/Against Discourses of Lack, Heidi Pitzer, St. Lawrence University “I Did This and So Can You!” Exploring the Experiences and Perspectives of Male Teachers of Color in a Grow Your Own Teacher Preparation Program for Urban Schools, Djanna A. Hill, William Paterson University

Discussant: Jessica Shiller, Towson University

75.059. Public Authoring: Creating New Publics Through Literacies That Move Toward Justice. SIG-Writing and Literacies; Symposium Hyatt, East Tower - Gold Level, Grand A; 2:15-3:45pm Chair: Stephanie R. Jones, University of Georgia Participants: Public Authoring for Others to Use: Young Children’s Intra-Activity With Materials, Candace Ross Baby, University of Missouri - Columbia; Shonna Crawford, Evangel University; Tara Gutshall, Columbia Public Schools Public Authoring and Speaking Truth: “You’re Gonna Miss Me When I’m Gone.” Michelle Honeyford, University of Manitoba Writing Possibilities in Local Public Life: The “Call-and-Response” of Public Listening and Public Authoring, Jennifer L. Clifton, University of Missouri Discussant: Jennifer Rossell, Brock University

Division and SIG Roundtables

75.060. Roundtable Session 33; Roundtable Session 75.060-1. Understanding the Experiences of Black Academics in Higher Education. SIG-Research Focus on Black Education; Roundtable Session Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm Chair: Iesha Jackson, Teachers College, Columbia University Participants: Understanding Black and Minority Ethnic Flight From U.K. to Overseas Higher Education, Kavwant Bhogal, University of Southampton; Hazel Brown, June Jackson Examining Postracial Ideology in Higher Education Policy and Practice, Lorenzo DuBois Baber, University of Illinois Strategic Approaches to Increasing Faculty Diversity at Research Universities, Wayne D. Lewis, University of Kentucky; Ericka Hollis, University of Kentucky; Willis A. Jones, University of Kentucky; Neal H. Hutchens, The Pennsylvania State University - University Park Deconstructing Hybrid Spaces: The Lived Experiences of Internationally Educated Nurses of Color, Nadia M. Prendergast, University of Toronto
75.060-2. The Critical Roles of Fathers and Mothers: Gendered Perspectives. SIG-Family, School, Community Partnerships; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Chair: Hengameh Kermani, University of North Carolina
Participants:
- A Portrait of Father Involvement in a K–6 School. Elena Levine-Melendez, Pepperdine University; Diana B. Hatt-Michael, Pepperdine University
- Early Socialization for Science: Stories From African American Women SME Baccalaureate Recipients. Ezelza MCPherson, Indiana University South Bend
- Latino Family Engagement in Science Education: Fathers’ Journeys With Their Children From Middle School to High School to College. Martha A. Allexsaht-Snider, University of Georgia; Elif Karşı, TED University; Cory A. Buxton, University of Georgia - Athens; Shakhnoza Kayumova, University of Massachusetts - Dartmouth


75.060-3. Roundtable 1: Social Justice in Access to Higher Education. SIG-Hispanic Issues Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Chair: Sylvia Martinez, Indiana University
Participants:
- A Conceptual Model of Academic Resilience: Implications for Research on Academically Successful Latino Students. Daisy Denise Alfaro, California State University - Los Angeles
- It Is a Family Affair: Creating Supporting Partnerships With Latino Parents as First-Generation Students Transition to Higher Education. Lisceth Brazil - Cruz, University of California - Davis; Siria Martinez, University of California - Davis

75.060-4. What Makes a School/Campus Climate Queer-Friendly? SIG-Queer Studies; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Participants:
How a North Carolina School District Extended Employment Protections to Transgender Educators. Clyde Harreelson, University of North Carolina - Chapel Hill
- LGBTQ Resource Availability and Demand at Two-Year Institutions. David Joseph Nguyen, Michigan State University; Blue Brazelton, Michigan State University; Kristen A. Renn, Michigan State University; Michael R Woodford, University of Michigan
- Perceptions of Campus Climate Among LGBTQ Alumni. Jason C. Garvey, University of Alabama

75.060-5. The Politics and Policy of Responding to the Crisis of Campus Sexual Violence. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Chair: Roland W. Mitchell, Louisiana State University
Participants:
- Embodied Policy: A Discourse Analysis of Sexual Violence Policies in Higher Education. Susan F. Iverson, Kent State University

75.060-6. Action Research in Diverse Contexts. SIG-Action Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Chair: Sheetal Sood, University of Hartford
Participants:
- Critical Inquiry in the University Classroom: Reflections on Teaching The Diary of a Young Girl and Night. Irene Ann Reseney, University of Wisconsin - Madison
- Global Educators and Action Research. Margaret M. Riel, Pepperdine University

75.060-7. Examining Poetic Inquiry, Autoethnography, and Emancipatory Disability Research. SIG-Arts-Based Educational Research; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Participants:
- Coloring Hope Theory: An Autoethnographic Sketch of Pain, Silent Killers, and Dream Hope for Social Justice. Wilson Rick Sellner, University of Wyoming; Jesak Choo, University of Wyoming
- The Place of the Poem in Poetic Inquiry. Laura Apol, Michigan State University
- Critically (Re)examining Research Methods: Intersecting Arts-Based Methods and Emancipatory Disability Research. Holly Pearson, Chapman University

75.060-8. Federalism and Governing Education Today. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Chair: Kathryn A. McDermott, University of Massachusetts - Amherst
Participants:
- A Theoretical Examination of Borrowing Strength and Race to the Top. Andrew Saulitz, Miami University - Oxford
- Executive Federalism and Flexibility in Education Policy. Cheryl O’Connor; George Mason University

75.060-9. Politics and Access in Early Childhood Education. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Grand CD; 2:15-3:45pm
Chair: Xiuoli Wen, National-Louis University
Participants:
- Local Control in the Era of Accountability: A Case Study of Wisconsin 4K. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Bethany Wilinski, Michigan State University; Amato Nocera, University of Wisconsin - Madison
- Plays Well With Others - Negotiating a School District –Community Partnership for Pre-Kindergarten Provision. Bethany Wilinski, Michigan State University

75.060-10. The Availability and Quality of Early Childhood Education and Care Programs in Low-Socioeconomic-Status Areas. Dan Cloney, University of Melbourne; Gordon Cleveland, University of Toronto; John A.C. Hattie, The University of Melbourne; Collette Taylor, University of Melbourne

“Bottom-Line” Choices: Effects of Market Ideology in Florida’s Voluntary Preschool Policies. Angela C Passero, University of South Florida; Roderick Jones, University of South Florida
75.061. Roundtable Session 34; Roundtable Session

75.061-1. Critical Issues in the Education of Minorities in the United States. Division F - History and Historiography; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Carter Julian Savage, Morehouse College
Participants: Casting Shadows: How Rural Northeast Texas Dimmed the Light of Progress. Ashley N. Stone, The University of Texas at Austin
Challenging Inequalities: The First African American Female Ph.D.s. Kijwa Sanders-McMurty, 141 E. College Avenue
Institutional Histories of Three Historically Black Colleges and Universities in Mississippi: A Micro-Level Illustration of Civil Rights Movement Activism. Cindy Ann Kilgo, University of Iowa
A Pragmatic Approach Towards Educational Justice: Examining the Purpose of Education Through the Historical Gaze of Black Youth. Vincent DeWayne Willis, University of Houston

75.061-2. Mathematics Teacher Education. SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Yan Ping Xin, Purdue University
Participants: Envisioning Mathematics Teaching: A Study of Prospective Teachers’ Representations of a Class Discussion. Sandra M. Crespo, Michigan State University
Investigating Preservice Teachers’ Perspectives of Disciplinary Literacy in Mathematics to Prompt Programmatic Change. Jamie Covell, Old Dominion University; Mary Enderson, Old Dominion University
Preservice Teachers’ Conceptions of and Evaluation About Good Mathematics Assessment Practices. Ji-Hoon Son, University at Buffalo - SUNY; Hi-Eun Lee, Oakland University; Woong Lim, Kennesaw State University
Seeing It All Versus Not Seeing Anything: How Two Prospective Teachers Interpreted Similar Experiences. AnnaMarie Conner, University of Georgia; Carlos Nicolas Gomez, University of Georgia

75.061-3. Voices of Students and Professionals at Elite, Faith-Based, and International Institutions. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Gwendolyn C. Webb-Hasan, Texas A&M University - College Station
Participants: Pathways From Pain to Peace: An African American Woman Finding Voice in Black Womanist Theology and Leadership. Angela Louise Abney, Texas A&M University
Reconciled to Difference: The Experience of Ethnically Underrepresented Professionals at Evangelic Colleges and Universities. Andrew Pollom, Benedictine University
Sense of Belonging Among Undergraduate Students of Color at Predominantly White Faith-Based Institutions. David Edens, California State Polytechnic University - Pomona; Kizzy Jones-Lopez, California State University - Fresno; Oscar Espinoza-Parrav, Touro University - Nevada; Young K. Kim, Azusa Pacific University
Engineered Struggle and “Earned” Success: Preparation for Upward Social Mobility via Elite Boarding Schools. Amanda Barrett Cox, University of Pennsylvania

75.061-4. Evaluating Programs Designed to Enhance College and Career Readiness. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Karyn Elizabeth Banks, WERA Educational Journal
Participants: Career Pathways Advancing Life Opportunities for Students: Results From a Longitudinal Evaluation. Marisa E. Castellano, University of Illinois at Urbana-Champaign; George Richardson, University of Cincinnati; Kirsten Evart Sundell, Southern Regional Education Board; Laura Overman, University of Louisville; James R. Stone, University of Louisville
Evaluating the Effectiveness of a Program Designed to Increase Academic Readiness for Postsecondary Education. Jacqueline R. Stillsiano, Texas A&M University - College Station; Kim Boddie Wright, Texas A&M University - College Station; Danielle Bairdving Brown, University of Nevada - Las Vegas; Hersh C. Waxman, Texas A&M University
Increasing Middle School Engagement: Impacts of a Robotics Summer School Program. Douglas J. Mac Iver, Johns Hopkins University; Martha Abele Mac Iver, Johns Hopkins University
Investigating a One-on-One Tutoring Program’s Impact on Struggling Readers’ Attitudes About Reading and School. Susana E Franco-Fuenmayor, Texas A&M University; Kayla Brazel Rollins, Texas A&M University; Teohly Cristina Widdison, Texas A&M University - College Station; Elba Barabona, Texas A&M University - College Station; Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University

75.061-5. Evaluating Programs for At-Risk Youth. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Jeffrey A. Anderson, Indiana University
Check & Connect: The Impact of a Dropout Prevention Program on Course Completion and Graduation. Kristin Lillian Zeiser, American Institutes for Research; Jessica Heppen, American Institutes for Research; Mindee M. Ocmumings, American Institutes for Research; Nicholas Mills, American Institutes for Research; Lindsay Poland, American Institutes for Research
How Socioemotional Support Affects Education Decisions in Rural China: An Application of “Delphi–Propensity Score Matching.” Haugen Tao, UNICEF
Rural School Resource Officers: An Examination of Impact. Bill Sullivan, Eastern Kentucky University

75.061-6. Examining Student Achievement: Impact of Magnet Programs, Extracurricular Activities, and Incentives. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Edwin Ndhum, ACT, Inc.
Participants: Advanced Course Completion in Comprehensive and Magnet High Schools: A Study in Clark County School District. John Rice, WestEd; Min Huang, WestEd; Andrea Anne Lash, WestEd; Loan Tran, WestEd
Internal Versus External Assessment of Student Learning: The Case of a Mexican Elementary School. Maika Maria Dorantes Moguel, Secretaria de Educacion Publica; Edith J. Cisneros-Cohenour, Autonomous University of Yucatan
The Relationship Between Activity Participation and Academic Success of Hispanic Students. Vernela Edwards, Baker University; Britton Hart, Emporia High School
The Influence of Incentives on Student Performance on Low- and High-Stakes, Large-Scale Assessments. Carl Dean McGee, Kern High School District; Jason C. Immekus, University of Louisville

75.061-7. Investigating the Student Perspective: Assessment, College Experiences, and Instruction. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Participants: Alternative Conceptions Held by Elementary School Students Surrounding Figural Patterns. Nicole Ralston, University of Portland
Examining Kindergarten-Entry Skills in Literacy and Mathematics Across the Urban-Suburban-Town-Rural Continuum. Michael Thier, University of Oregon; Phillip Shawn Irvin, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon
Analysis of Students’ College Experiences: Many-Facet Rasch Rating Scale Analysis. Zongmin Kang, DePaul University; Gregory E. Stone, University of Toledo
Student Perceptions of Assessment Related to Goal Orientation. James H. McMillan, Virginia Commonwealth University; Amanda Turner, Connecticut State Department of Education

75.061-8. Online Teaching and Learning SIG Roundtable Session 2. SIG-Online Teaching and Learning; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Patrick Mose, Ohio University - Athens
Participants:
Click Here If 13 or Older: Achievement Outcomes and Grade-Level Differences in Texas Online Schools. Bryan Arthur Mann, Pennsylvania State University
Comparing High-Quality Online Professional Development Features to a Statewide Online Professional Development Program. Linda Collins, The University of Akron; Xin Liang, The University of Akron
Connectedness, Learning, and the Social Presence Model: A Decade of Research on Online and Blended Learning in Higher and K-12 Education. Aimee Whiteside, University of Tampa; Amy E. Garrett Dikkers, University of North Carolina - Wilmington; Somer Lewis, University of North Carolina - Wilmington
Implementation of Constructivist Online Game-Based Learning at School: Teacher Facilitation in the Academically Achieving Classroom. Morris S.Y. Jong, The Chinese University of Hong Kong; Chin-Chung Tsai, National Taiwan University of Science and Technology; Tianchong Wang, The Chinese University of Hong Kong

75.061-9. Community-Based Education Reform: Implications for Policy and Governance. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: David C. Berliner, Arizona State University
Participants:
Here Comes the Neighborhood: The Promise and Politics of Community-Based Education Reform. Sonya Douglass Horsford, George Mason University; Carrie Sampson, University of Nevada - Las Vegas
Community Schools as Urban District Reform: Analyzing Oakland’s Political and Racial Landscape Through Oral Histories. Tina M. Trujillo, University of California - Berkeley; Laura Elena Hernandez, University of California - Berkeley; Tonja Michelle Jarrell, University of California - Berkeley; Rene Espinoza Kissell, University of California - Berkeley
Transforming Out-of-School Challenges Into Opportunities: The Case of a Community School Implementation in the Midwestern United States. Terrance Green, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin
Community-Based Accountability: A New Era of Democratic and Local Control for ESEA?. Julian Vasquez Heilig, California State University - Sacramento, Derrick Ward, National Education Association; Eric Weisman, The University of Texas - Austin; Heather Cole, Raise Your Hand Texas

75.061-10. Comparative Perspectives: Learning From Large International Data Sets. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement
Participants:
Class Size Effects on Fourth-Grade Mathematics Achievement: Evidence From TIMSS (Trends in International Mathematics and Science Study) 2011. Wei Li, Michigan State University; Spyros Konstapopolous, Michigan State University
Country-Level Income Inequality and Educational Outcomes. Chrissie Edmunds, Brigham Young University; Kristie J.R. Phillips, Brigham Young University; Mikaela J. Dufar, Brigham Young University; Lance Erickson, Brigham Young University
School Autonomy’s Impact on the Private School Effect: Does Autonomy Mediate the Effect of Private Schools on Student Math and Reading Performance on PISA (Programme for International Student Assessment)? Ngaire Honey, Vanderbilt University

75.061-11. Education Markets and Social Inequalities: A Global Perspective. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Gold Level, Crystal BC; 2:15-3:45pm
Chair: Christopher A. Lubienski, University of Illinois at Urbana-Champaign
Participants:
Tutoring in the United States. Patricia Burch, University of Southern California; Jahni Madraca Ann Smith, University of Southern California
The Visible Hand: Markets, Politics, and Regulation in Post-Katrina New Orleans. Huriya Jabbar, The University of Texas - Austin
Marketization and School Choice: South Africa and the United States Compared. Bekiszwise S. Ndimande, The University of Texas - San Antonio
Have Neoliberal Education Policies Narrowed the Socioeconomic Achievement Gap in England? Geoff Whitty, UCL Institute of Education-London

Division and SIG Posters

75.062. Poster Session 18; Poster Session
75.062-1. View From the Margins: Inclusive Solutions to Challenges for Teachers and Teacher Educators. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
1. (Re)Imagining Our Foundations: One Social Foundations of Education Program’s Attempt to Reclaim, Reestablish, and Redefine Itself. Kelly McFaden, University of North Georgia; Sheri Carmel Hardee, University of North Georgia
2. Exploring Elementary School Teacher Candidates’ Perspectives on How They Are Prepared for Diversity. Jyoung Kim, University of Washington - Seattle
3. Muslim Students in American Public Schools: Rising to the Challenge. Seema A. Imam, National Louis University; Patricia A. Hanson, Islamic Society of Milwaukee
5. Practicing What We Preach: Asset-Based Pedagogy in the Multicultural Education Course. Jim L. Hollar, Central Washington University
6. Work Readiness Programs and the Creation of Homogenized Refugee Identity. Ana Carolina Fernandes de Bessa Antunes, University of Utah; Alyssa M Crow, University of Utah

75.062-2. Motivational and Cognitive Processes: Self-Regulation, Emotions, and Memory. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
8. A Double-Edged Sword: On the Net Effect of Dimensional Comparison. Hannu Müller-Kalhoff, University of Kiel; Friederike Helm, University of Kiel; Jens Moeller, University of Kiel
9. A Look at Executive Control in the Lab, in the Classroom, and in Real-World Achievement. Teomara Rutherford, North Carolina State University; Martin Bauchkuehl, MIND Research Institute; Susanne M. Jaeggi, University of California - Irvine; George Farkas, University of California - Irvine
10. Deconstructing Performance Goal Orientations: The Merit of a Two-Dimensional Approach. Stefan Janke, University of Mannheim; Sebastian Nitsche, University of Mannheim; Oliver Dickhäuser, University of Mannheim; Anna-Katharina Praetorius, University of Augsburg; Katharina Drexler, University of Augsburg; Michaela Fasching, University of Augsburg; Markus Dresel
11. Formation of Academic Self-Concepts: Does Perceived Similarity of School Subjects Play a Role? Friederike Helm, University of Kiel; Hanno Müller-Kalhoff, University of Kiel; Jens Moeller, University of Kiel
12. Homework Management Scale: Confirming the Factor Structure With Chinese Middle School Students. Jianzhong Xu, Mississippi State University; Xitao Fan, University of Macau; Jianxia Du, University of Macau; Ruiping Yuan, Mississippi State University; Faiy Yang, East China Normal University; Huashan Zhu, Admission and Examination Authority; Tongyi Liu, Haiyan Jianyu-Zhuhai
13. Motivational Processes and the Pursuit of Postsecondary Education. Lauren Elizabeth Musa-Gillette, National Center for Education-London