



Office of Research, Innovation and Collaboration

2026 EHE RESEARCH FORUM

Thursday, February 19, 2026
Ohio Union



THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

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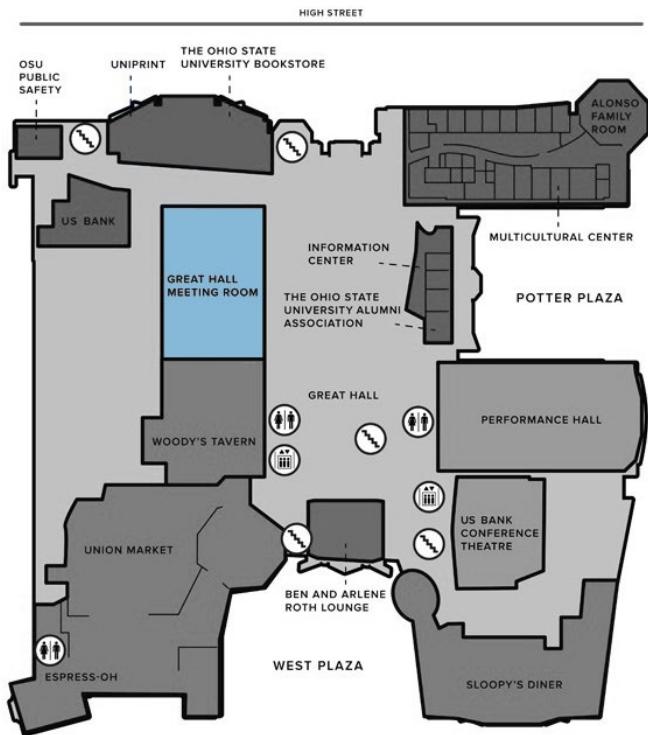
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Schedule of Events

Event	Time	Location
Registration with Breakfast	7:30 a.m. – 8:30 a.m.	3 rd Floor Hall
Session 1: Oral Presentations	8:00 a.m. – 9:00 a.m.	3 rd Floor Meeting Rooms
Break and Session 1: Poster Set Up	9:00 a.m. – 9:15 a.m.	3 rd Floor Cartoon Room
Session 1: Poster Presentations	9:15 a.m. – 9:45 a.m.	3 rd Floor Cartoon Room
Break and Session 2: Poster Set Up	9:45 a.m. – 10:00 a.m.	3 rd Floor Cartoon Room
Session 2: Oral Presentations	10:00 a.m. – 11:00 a.m.	3 rd Floor Meeting Rooms
Break	11:00 a.m. – 11:15 a.m.	
Session 2: Poster Presentations	11:15 a.m. – 11:45 a.m.	3 rd Floor Cartoon Room
Break	11:45 a.m. – 12:00 p.m.	
Lunch & Keynote (Erik Porfeli)	12:00 p.m. – 1:00 p.m.	1 st Floor Great Hall Meeting Room
Break	1:00 p.m. – 1:15 p.m.	
Session 3: Oral Presentations	1:15 p.m. – 2:15 p.m.	3 rd Floor Meeting Rooms
Break	2:15 p.m. – 2:30 p.m.	
Session 4: Oral Presentations	2:30 p.m. – 3:30 p.m.	3 rd Floor Cartoon Room

Maps

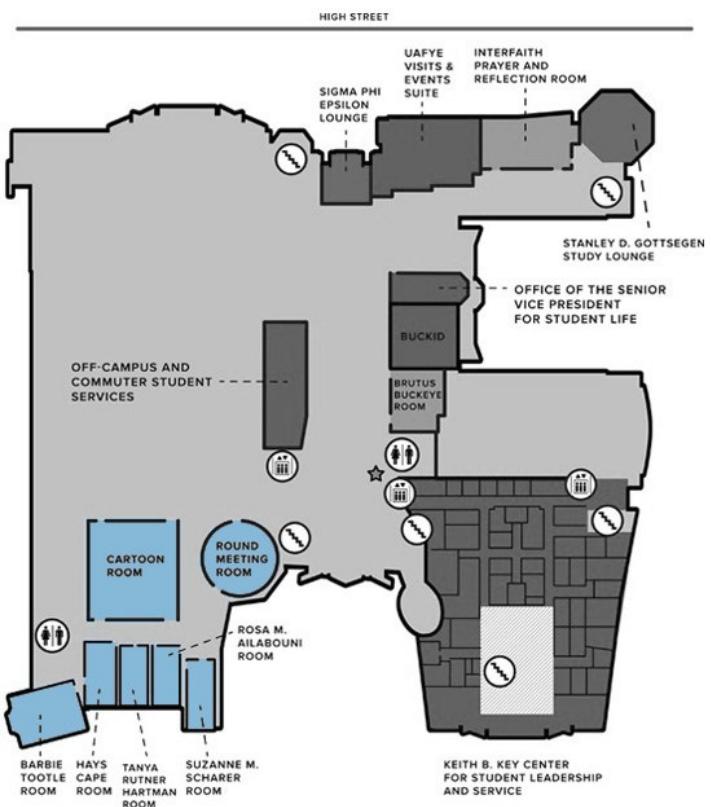


Ohio Union First Floor

Lunch will take place in the Great Hall Meeting Room.

Ohio Union Third Floor

The Oral Presentations will take place in the six breakout rooms. The Posters will be located in the Cartoon Room. Coats can be hung in the Cartoon Room. Please note there is no coat room attendant.

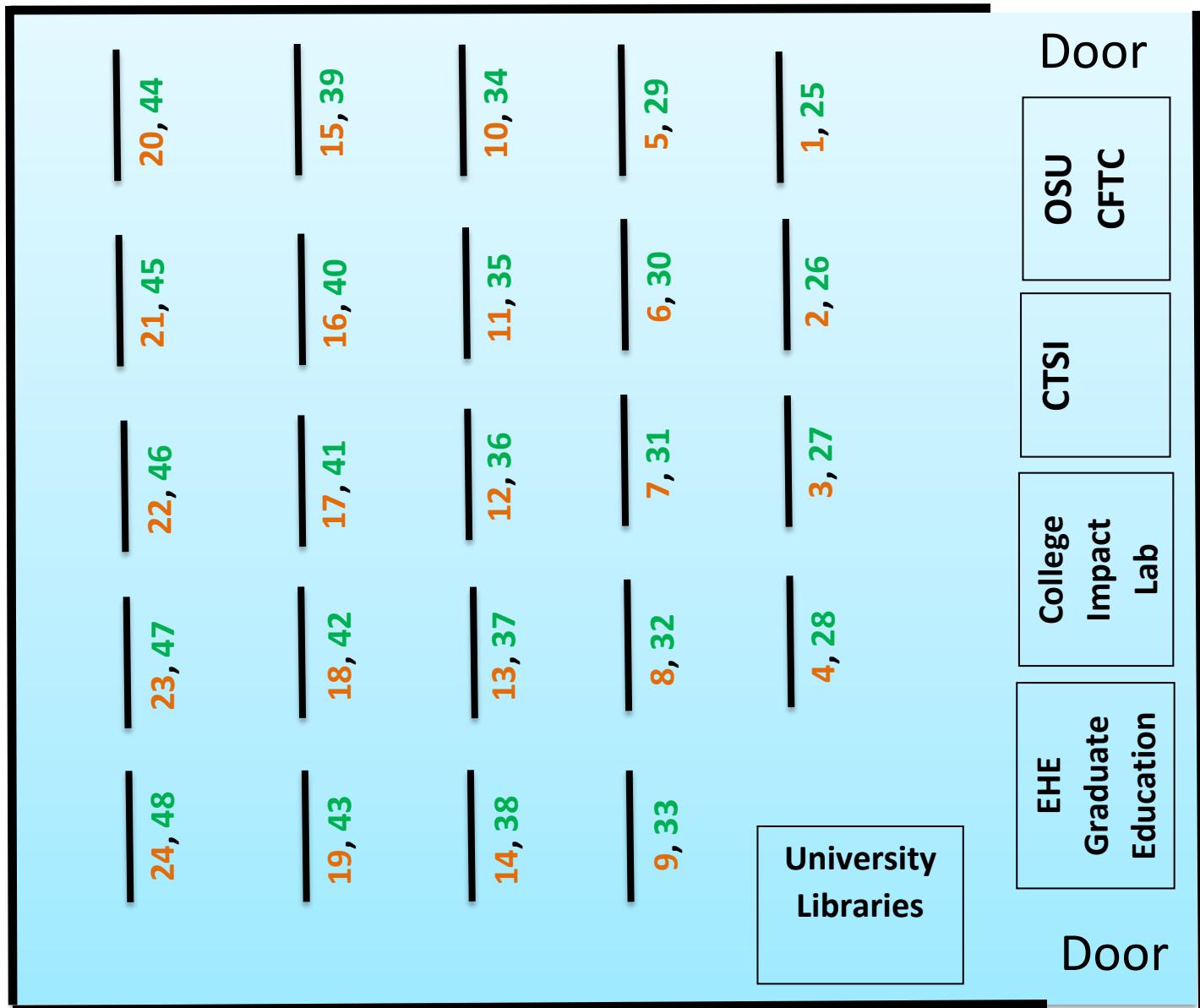


Cartoon Room Poster Grid and Exhibitor Table Diagram

Presenters' assigned presentation number indicates their poster grid location.

Orange is Session 1 and Green is Session 2.

Posters will only be up during presenters' assigned session.



Exhibitors - Cartoon Room

Clinical and Translational Science Institute (CTSI)

3rd Floor Cartoon Room (9:15-11:45am)

Contact: Michelle Messer, Michelle.Messer@osumc.edu

College Impact Lab

3rd Floor Cartoon Room (9:15-11:45am)

Contact: Emily Creamer, creamer.86@osu.edu

EHE Office of Graduate Education

3rd Floor Cartoon Room (9:15-11:45am)

Contact: Amanda Crall, crall.25@osu.edu

OSU Couple and Family Therapy Clinic (CFTC)

3rd Floor Cartoon Room (9:15-11:45am)

Contact: Ashley Hicks, hicks.266@osu.edu

University Libraries/Research Commons

3rd Floor Cartoon Room (11:15-11:45am)

Contact: Tracey Overbey, overbey.13@osu.edu

2026 EHE Research Forum Schedule

Registration and Breakfast (7:30 a.m. – 8:30 a.m.)

3rd Floor, Ohio Union

Session 1 (8:00 a.m. – 9:00 a.m.)

Oral Presentations, 3rd Floor, Ohio Union

Tanya Rutner Meeting Room: Reading/Literature

Presenter(s): Yueyue Li and Sarah Simpson

Title: Gaze, Frame, and Resistance: Reimagining Black Representation in Picturebooks

Abstract: This article investigates how literal and metaphorical frames in picturebooks function as both aesthetic devices and political interventions, particularly within texts centering Black history and identity. While frames traditionally structure the pacing and rhythm of visual narratives, they also operate ideologically, resisting dominant gazes.

Presenter(s): Rhonda Raines and Shayne B. Piasta

Title: Do Nonrespondents Differ? Examining Systematic Differences in Teacher Knowledge Survey Participation and Representation

Abstract: Findings from teacher knowledge surveys are often interpreted as representing a broad population but often exclude those with missing responses. We explored the existence of systematic differences among 798 participants using survey completion rates. Findings suggest differences exist among groups and highlight a need to consider generalizability.

Presenter(s): Heesoo Woo

Title: A Collaborative Action Research on Integrating Coding Robots to Support Children's Play and Teacher's Learning

Abstract: Using collaborative action research, this study examines how unplugged coding robots supported children's play practices and enhanced a novice kindergarten teacher's professional development. Findings show increased child engagement and problem-solving skills, alongside the teacher's growth in reflective practice and collaborative feedback.

Rosa M. Ailabouni Meeting Room: Student/Educator Belonging and Well-Being

PANEL

Presenter(s): Melissa Lafayette, Juan M. Chavez, and Mike James

Title: Building PACES: Trauma-Informed, Protective Practices to Strengthen Student Belonging While Supporting the Well-Being of Educators

Abstract: This panel highlights how trauma-informed practices and Protective & Compensatory Experiences (PACES) strengthen student belonging and educator well-being. Presenters share research on school climate and resilience alongside practical strategies that advance equity and cultivate thriving learning communities.

Hays Cape Meeting Room: Health

Presenter(s): Sam Meyerhoff

Title: Working to Center Students in Physical Education Through Culturally Sustaining Adventure-Based Learning

Abstract: This project examines integrating two existing educational frameworks in physical education, Culturally Sustaining Pedagogies (CSP) and Adventure-Based Learning (ABL). CSABL flips the traditional physical education setting from a teacher-directed one into a student-centered one that values culture and exploration for students and teachers alike.

Presenter(s): Lexi Myers and Ebony Mundy

Title: Redefining Roles: Urban School Psychologists' Views on Mental Health

Abstract: This study explores how school psychologists in high-need urban schools define and deliver mental health services. The presentation highlights systemic barriers, culturally responsive practices, and implications for equitable, sustainable school-based care.

Presenter(s): Zahra Aslani

Title: Postseason Evaluation of Diet Quality and Nutrient Intake Among NCAA Division I Football Athletes

Abstract: This study evaluated postseason diet quality and nutrient intake among NCAA Division I football athletes. Findings show low energy and carbohydrate intake, poor overall diet quality, and key micronutrient gaps, emphasizing the need for consistent RDN-led nutrition support during this transition period.

Suzanne M. Scharer Meeting Room: Families/Parenting

Presenter(s): Ionell Jay Terogo

Title: Symbolic Shifts and Spatial Narratives: Virtual Ethnographic Observations of Organizational Identity Change in a Philippine

Abstract: This qualitative study examines how a Philippine Catholic teacher education institution symbolically navigates identity change in the context of a free tertiary education policy. Virtual observations reveal hybridized digital narratives, spatial shifts, and postcolonial tensions that shape self-representation as a faith-based tertiary institution.

Presenter(s): Celina Hairston

Title: No-Nonsense Parenting and College Readiness: Promoting Self-Regulation and Self-Efficacy in Black Students from Single-Parent Homes

Abstract: This narrative inquiry aims to investigate how the no-nonsense style of parenting (a blend of authoritarian and authoritative parenting) used by Black single mothers promotes self-regulation and self-efficacy in preparing their children with college readiness skills.

Presenter(s): Autumn Kearney

Title: "We Stand in Solidarity with the People": Higher Education, Climate Change, and the Public Good

Abstract: As the climate crisis creeps into the university environment, it is important to understand the role institutions and their surrounding communities play in disaster recovery. As such, the purpose of this study is to better understand how the public is included in university recovery following climate disasters.

Barbie Tootle Meeting Room: Policy

Presenter(s): Eunji Koh

Title: A Typology-Based Exploration Under Ohio's Third Grade Reading Guarantee Exemption Reform

Abstract: Using district-level panel data, this study examines whether Ohio's new parent-request exemption changed prior third-grade retention patterns, how these shifts differed across district typologies, and what contextual factors may explain the variation. Event-study and fixed-effects models analyze six years of district retention and promotion data.

Presenter(s): Carrie Burggraf

Title: Credentialing High School Dual Enrollment Teachers in Rural Ohio: Motivations, Barriers, and Supports

Abstract: Since 2015, participation in Ohio's dual enrollment program, College Credit Plus (CCP), has increased by 52%. Yet, there is a lack of credentialed high school teachers to deliver CCP courses, particularly in rural areas. This phenomenological study explores motivations, barriers, and supports for credentialing high school teachers in rural Ohio.

Presenter(s): Kara Graham and Emily Creamer

Title: The Red-Blue Divide: Sociopolitical Influences on Faculty's DEI Perspectives

Abstract: This study examines how faculty perspectives about diversity programming align with state political contexts. Using national data, findings reveal ideological divides between red- and blue-state faculty, with shared support for religious inclusion. Our findings underscore sociopolitical influences.

Round Room: Case-Study/Ethnology

Presenter(s): Ruiping Chen

Title: Writing With AI: Negotiating Writer Identity through the Lens of Yin and Yang

Abstract: Through an autoethnographic lens, this presentation uses Taoist Yin Yang relationality to examine how multilingual writer identity shifts in AI-mediated composing. Findings show that AI can both mask and strengthen authorship, highlighting the relational dynamics of human/AI collaboration and the development of critical AI literacy.

Presenter(s): Ruchi Pathak

Title: (Re)Imagining Ways of Knowing: An Intermediary Epistemological Vehicle Between the East and the West

Abstract: An autoethnographic exploration, this work (re)imagines concepts like postcolonial theory, indigeneity, and identity work as an epistemological bridge between the West and the East. The aim of this research is to invite critical dialogue with scholars that identify with complex intersectionalities rooted in places, spaces, and cultures.

Presenter(s): Laurentia Sumarni

Title: From Initiation to Negotiation: Exploring Interactional Sequences in Indonesian EFL Classrooms

Abstract: This case study of an EFL classroom in Indonesia examined teacher/student interactional patterns. Findings revealed macro, meso, and micro pedagogical structures, with teacher questioning and the third turn pivotal in shifting scripted IRE/IRF exchanges into dialogic engagement, fostering meaningful language learning.

Break and Session 1 Poster Set Up (9:00 a.m. – 9:15 a.m.)

Cartoon Room, 3rd Floor, Ohio Union

Session 1 (9:15 a.m. – 9:45 a.m.)

Posters, Cartoon Room, 3rd Floor, Ohio Union

Presenter(s): Feifan Ma (Poster Grid 1)

Title: Maternal Closeness and Adolescent Drinking: A Dyadic Actor/Partner Model Using Sibling Data

Abstract: This project applies a dyadic Actor/Partner Interdependence Model to sibling data to examine how adolescents' perceptions of maternal closeness influence the age of first alcohol use. Findings reveal significant actor effects but no partner influence, highlighting the importance of individual-level family relationships in youth risk prevention.

Presenter(s): Anokhi Kulkarni (Poster Grid 2)

Title: Investigating the Role of Oxidative Stress-Induced β -Carotene Cleavage Products in Lung Cancer Progression

Abstract: Oxidative stress causes β -carotene to form apo-carotenals that may worsen inflammation and cancer risk. This project examines how these metabolites alter IL-11 signaling, proliferation, and chemoresistance in lung cancer cells to better understand lung cancer progression.

Presenter(s): Anni Li (Poster Grid 3)

Title: Using Video-Based Instruction to Promote Employment Skills Among Students with Developmental Disabilities

Abstract: This study is going to investigate the efficacy of video-based instruction (VBI) on the acquisition and generalization of employment skills among 15-20 years old students with intellectual and developmental disabilities (IDD). This study will use multiple baseline across participants single-case design.

Presenter(s): Kyle Smith (Poster Grid 4)

Title: Culturally Responsive Positive Action: Enhancing SEL in Urban Elementary Schools

Abstract: This poster presents the culturally adapted Positive Action SEL curriculum implemented with fifth-grade students in a diverse urban elementary school. Preliminary Panorama data suggest increases in self-efficacy and growth mindset. The poster highlights culturally responsive SEL strategies and implications for school psychologists.

Presenter(s): Myranda Smith (Poster Grid 5)

Title: One Size Fits Most: Service Delivery Models and Their Impact on Students with Visual Impairments

Abstract: Visual impairments vary widely, even within the same diagnosis, requiring flexible, individualized instruction. This session examines students' unique needs and explores collaborative service delivery models that ensure equitable, effective education in general settings.

Presenter(s): Eli Stroh (Poster Grid 6)

Title: Evaluating the Validity and Reliability of Wearable Tracking Devices for Estimating Energy Expenditure in Athletic Populations: A Scoping Review

Abstract: This scoping review analyzed 25 studies evaluating the validity and reliability of wearable devices for estimating energy expenditure in athletes. Findings suggest substantial variability across technologies and highlight the need for sport-specific validation to guide accurate interpretation of wearable-derived data in performance environments.

Presenter(s): Ruonan Yang (Poster Grid 7)

Title: Human versus AI Evaluation of Language, Content, and Organization in EFL Expository Texts

Abstract: This study compares human and ChatGPT ratings of language, content, and organization in 82 Chinese EFL essays. Humans gave higher scores for language, while AI rated content and organization higher. Findings suggest that integrating human ratings with AI evaluation can provide a more balanced and comprehensive approach to writing assessment.

Presenter(s): Weiying Wang (Poster Grid 8)

Title: Assessing Educational Equity in Ohio's Career Connections and Work-Based Learning Reforms

Abstract: This study examines how Ohio's Career Connections and Work-Based Learning policy promotes educational equity and postsecondary readiness. Using state data and policy analysis, it reveals gaps in teacher resources and student access, offering insights for more inclusive and democratic policy design.

Presenter(s): Bryanna Watts (Poster Grid 9)

Title: Beyond the Bell: Improving Lives through the Expanded Core Curriculum in After-School Programming

Abstract: This project explores strategies for implementing the Expanded Core Curriculum (ECC) in after-school settings, including an exploration of why the ECC is vital for students with visual impairments and practical steps for designing engaging programs that foster independence and success.

Presenter(s): Haofei Li (Poster Grid 10)

Title: From Respect to Interest: What Student-Perceived Teacher Support Means for STEM Motivation

Abstract: Using HSLS09 data on U.S. ninth graders, this study tests whether students' perceived Math & Science teacher support predicts their motivation in the same subject. Regression analyses show that higher perceived support relates to higher motivation, with similar benefits across school types and SES groups, plus small gender and item-level differences.

Presenter(s): Brandi Hilliard (Poster Grid 11)

Title: Examining the Impact of Race Socialization and Gender on Students' Perceptions of Racial Discrimination

Abstract: In educational settings, perceived discrimination affects students' academic achievement. One protective factor is racial socialization. This study examined whether racial socialization predicted racial discrimination among Black adolescents and whether gender moderates this. We found racial socialization and gender to be significant predictors.

Presenter(s): Ning Jin (Poster Grid 12)

Title: Using Online Behavioral Skills Training (BST) to Help In-Service Special Education Teachers Learn How to Implement Group Contingencies

Abstract: The study will conduct a multiple probe across participants (i.e., teachers), to examine the functional relation between online Behavioral Skills Training (BST) and teacher's intervention fidelity of group contingencies. Students' performance will be tracked to examine whether they can benefit after teachers complete online BST.

Presenter(s): Selvet Ece Genek Ilgaz (Poster Grid 13)

Title: Pre-service Science Teachers' Epistemic Beliefs about Biotechnology

Abstract: The study explores pre-service science teachers' epistemic beliefs about biotechnology. Using a structured survey, it examines their backgrounds, knowledge sources, biotechnology understanding and interest, and domain-specific beliefs about scientific knowledge in this rapidly evolving field.

Presenter(s): Kevin Fulton (Poster Grid 14)

Title: Civic Science Education Toward a Robust Definition and Theory of Change

Abstract: Civic Science Education (CSE) has emerged as a promising framework for preparing students to engage with science in civic contexts, but there are no agreed upon definitions. This systematic review results in a robust, integrated definition and theory of change, exploring measurement across individual, collective, proximal, and distal levels.

Presenter(s): Alice Deck (Poster Grid 15)

Title: The Effects of Milieu Teaching on the Communication Skills of Young Children

Abstract: The study on milieu teaching strategies demonstrates an increase in verbal communication in preschool-age children with language delays as a result of an intervention. The investigation supports milieu teaching strategies as an effective approach for increasing functional communication and expressive language in a preschool classroom environment.

Presenter(s): Abby Bush (Poster Grid 16)

Title: Roles, Resources, and Responsibilities: Examining Lead and Assistant Teachers in Preschool Programs

Abstract: This study examines differences in the roles, resources, and responsibilities of lead and assistant teachers in preschool classrooms. Differences in time spent on activities, lead to assistant teacher ratios, and access to professional development resources were explored to understand the current structure of teaching teams in preschool classrooms.

Presenter(s): Ariana Mallernee and Mona Mchaourab (Poster Grid 17)

Title: Scientific Health Empowerment and Integrative Solutions: SPARK Study

Abstract: Polycystic Ovary Syndrome (PCOS) is a common endocrinopathy characterized by anovulation, hyperandrogenism, and metabolic dysfunction. Nutritional ketosis, achieved through a ketogenic diet (KD) and exogenous ketone supplementation (KS), was implemented and metabolic outcomes and ovulatory regulation in women with PCOS was tracked and analyzed.

Presenter(s): Akerke Baiman (Poster Grid 18)

Title: Linguistic Justice and English Hegemony: Structural, Epistemic, and Decolonial Perspectives in Global Education

Abstract: English hegemony reproduces injustices that privilege certain voices and silence others; achieving linguistic justice requires decolonial and educational transformations that recognize and empower all languages. IÂ examine how educational and policy practices can promote linguistic justice and sustain native languages in an English-dominant world.

Presenter(s): Madan Pandey (Poster Grid 19)

Title: Prevalence and Lifestyle Factors Associated with Dyslipidemia Among Patients with Type 2 Diabetes in Nepal

Abstract: Dyslipidemia is highly prevalent among type 2 diabetic patients in Nepal. In a cross-sectional study of 215 patients at Bharatpur Hospital, 89.3% had lipid abnormalities. BMI, diet, diabetes duration, and lifestyle factors were significantly associated, underscoring urgent need for tailored, culturally relevant interventions.

Presenter(s): Riana Permatasari (Poster Grid 20)

Title: Libby's Ethnic Identity Conflicts in Alone and All Together by Joseph Geha

Abstract: This study aimed at analyzing ethnic identity conflicts experienced by the main character, Libby, in Alone and All Together after the 9/11 tragedy. Before the tragedy, she showed a strong ethnic identity as an Arab living in the US. However, after the tragedy, she felt worried and did not want anyone realized who she was as the impact of the 9/11.

Presenter(s): Asma Mohamoud (Poster Grid 21)

Title: Beyond Sight: Understanding English Language Acquisition Among Learners who are Visually Impaired

Abstract: This poster explores challenges faced by young children with visual impairments when learning dual languages. It emphasizes why early intervention is critical and provides insights to help teachers support preschoolers in developing language skills effectively.

Presenter(s): Taylor Maniglia (Poster Grid 22)

Title: Rater Reliability and Predictive Validity in UADDI: Effects of Single-Rater Scoring

Abstract: UADDI is a two-rater evaluation developed at OSU in accordance with CAEP standards. This study investigates whether the UADDI assessment can be effectively scored by a single rater without compromising the measurement quality or predictive utility. Our analysis supports the validity of a one-rater system compared to the current two-rater system.

Presenter(s): Zixin Zhang (Poster Grid 23)

Title: Maternal Depression and Emotion Socialization Shape the Link Between Internalizing Symptoms and Guilt Responses in Preschoolers

Abstract: This study examined whether maternal psychological and behavioral factors moderated links between internalizing symptoms and later guilt-related behaviors in 78 mother-child dyads. Internalizing symptoms predicted more guilt when maternal depression was low, less blame denial with high punitiveness, and more relief with maternal support.

Presenter(s): Mathew Almodovar (Poster Grid 24)

Title: Community-Based Physical Activity Intervention for Autistic Children to Promote Healthy Living

Abstract: This investigation has multiple purposes in which we would like to identify benefits, limitations and strategies for increase physical activity participation in families who have children with Autism Spectrum Disorder. We would like to see the effect of a 12 week intervention focusing on Fundamental Motor Skills and other behaviors as well.

Break and Session 2 Poster Set Up (9:45 a.m. – 10:00 a.m.)

Cartoon Room, 3rd Floor, Ohio Union

Session 2 (10:00 a.m. - 11:00 a.m.)

Oral Presentations, 3rd Floor, Ohio Union

Tanya Rutner Meeting Room: STEM

Presenter(s): Rika Mardiana

Title: Exploring Demographic Influences on Public Understanding of the Nature of Science (NOS): A Quantitative Study

Abstract: This study examines adults' understanding of six Nature of Science dimensions and tests whether gender, age, education level, and educational background predict NOS views. Results show uneven NOS conceptions, minimal demographic effects, and a gender difference in views of creativity. This research underscores the need for targeted NOS instruction.

Presenter(s): Serena Luo and Soo-Hong Yim

Title: Managing Time and Studying with Peers: Predicting the Use of Spacing and Retrieval Practice

Abstract: How do undergraduates select study strategies to support their learning? Following a self-regulated learning framework, we surveyed students in a senior-level engineering course to examine their time management, procrastination, active delay, and involvement in peer study groups to predict their use of spacing and retrieval practice.

Presenter(s): Anyi Ma

Title: Understanding the role of AI in FGCS Career Maturity: A Phenomenology Research on Graduate Students in Education

Abstract: This phenomenological research explores how first-generation graduate students in education engage with AI to develop career maturity. It examines their lived experiences, reflections on employability and professional growth, and aims to inform equitable career counseling in the AI era.

Rosa M. Ailabouni Meeting Room: AI Technology

Presenter(s): Xinyu Zhang

Title: Investigating Foreign Language Learners' AI Literacy: A Scoping Review

Abstract: AI-assisted teaching has been widely implemented in language education. AI literacy has become a prominent topic in research. This study aims to provide a scoping review of empirical evidence on the conceptualization of AI literacy and its impacts on learning in the foreign language acquisition context, focusing on college students.

Presenter(s): Onur Özkaynak

Title: AI Accent Bias in Teacher Evaluation: Gemini as Rater in a Verbal-Guise Study

Abstract: This study uses a teaching verbal-guise task to examine how Gemini, a large language model, evaluates teachers with different English accents. Mixed-method analysis of ratings and written feedback shows how AI raters can reproduce accent bias in teacher evaluation, with implications for teacher education and AI use in classrooms.

Presenter(s): Yeqing Liu and Jueun Lee

Title: Investigating the Use and Challenges of Technology in School-based Research

Abstract: In this mixed-methods study, we explore how researchers use technology and digital tools in school-based research. Findings highlight common digital tools used for different purposes during school-based research, key implementation challenges, and solutions to enhance feasibility, scalability, and equity in technology-driven educational research.

Hays Cape Meeting Room: Higher Education

Presenter(s): Emily Creamer

Title: Bridging the Gap: Employer Perceptions of Postsecondary Preparation for STEM Careers in Clean Tech Manufacturing

Abstract: As demand grows for a highly skilled clean-tech workforce, we use a descriptive-interpretive qualitative framework to examine employers' views on how well associate and bachelor's STEM programs, as well as the NSF-funded Green Internship, prepare students for advanced battery and renewable energy careers.

Presenter(s): Yun-Han Weng

Title: Innovation for Whom? Cross-Group Validity of Innovation Capacity Measures for Graduate Students

Abstract: This study presents early psychometric findings on whether the Innovation Capacities Scale validly measures innovation among international graduate students, using structural validity and invariance testing to evaluate whether the scale functions equivalently across groups.

Presenter(s): Jocelyn Sayin and Sydni Ratliff

Title: Differences in How Male and Female OSU Student-Athletes Present Themselves on Social Media in the Current NIL Landscape

Abstract: This study examines how male and female Ohio State University student-athletes present themselves on social media in the current NIL landscape. Using a qualitative content analysis approach, we collected and analyzed the Instagram posts of 8 student-athletes for one year and compared the type of content (e.g., frontstage vs. backstage) and frequency of posts between males and females. Findings highlight gender-based trends in athlete branding and provide insights for athletes, coaches, and marketers navigating NIL opportunities.

Suzanne M. Scharer Meeting Room: Discourse Analysis

PANEL

Presenter(s): Amanda Clark, Yaa Dankwa, Yuhan Gao, Autumn Kearney, and Stephanie Power-Carter

Title: "In the Thick of It"-Emerging Scholars Exploring Discourse Analysis in Educational Research

Abstract: Presenters explore approaches to discourse analysis; particularly how the study of languaging can provide a unique lens to better understand how people navigate educational and community contexts. The goal of the discussion is to encourage participants to consider DA as a critical, analytical lens and to build a collective of DA scholars.

Barbie Tootle Meeting Room: Families/Parenting

Presenter(s): Tristan Schmidt

Title: Private-Public Parenting in the American Context: Understanding Its Influence on Education

Abstract: American parenting involves conflict over pluralism, shaped by private-public assumptions and religious liberty, creating a complex, hybrid experience influenced by cultural values and legal history, especially in education, with ethical and societal implications.

Presenter(s): Ashley Landers

Title: Culture as Medicine: The Impact of Talking Circles on Fostered/Adopted American Indian/Alaska Native Relatives

Abstract: This study explores the experiences and impact of fostered/adopted American Indian/Alaska Native (AI/AN) relatives' participation in talking circles as a healing practice. Preliminary findings suggest that talking circles, as a culturally congruent healing practice, may impact the experiences and healing of fostered/adopted AI/AN relatives.

Presenter(s): Adriana Sotomayor Perez and Keyla Gonzalez Diaz

Title: Mothers at Crossroads: Sacrifice, Power, and Identity in Marvel's Cinematic Universe

Abstract: This study explores how the Marvel Cinematic Universe portrays mothers, Wanda Maximoff, Agatha Harkness, and Sue Storm, as powerful yet sacrificial figures, revealing how blockbuster films shape cultural ideas about maternal identity, gendered expectations, and the costs of motherhood.

Round Room Meeting Room: Foreign Language Learning

Presenter(s): Berli Arta

Title: Multi-dimensional Efforts of Equality and Equity: A Progress to Inclusive Education

Abstract: Appreciations on the efforts to improve the diversity, equity, and inclusivity (DEI) in education are insufficient. Therefore, this secondary study is aimed to examine three main dimensional efforts to address issues about DEI, including governmental interventions, pedagogical and institutional reforms, as well as social and cultural involvements.

Presenter(s): Jurnie Darakay

Title: From Localized Listening Materials to Culturally Responsive ESP: A Decade of Material Development in Moluccan English Education

Abstract: This presentation revisits a 2016 Moluccan-based listening materials project and shows how it evolved into a foundation for culturally responsive ESP curriculum design in Eastern Indonesia, highlighting connections between local knowledge, learner identity, and equitable multilingual education.

Presenter(s): Tatiana Chaiban

Title: Who am I? Teachers' Identity Vis a Vis Multifaceted Crises: Mixed-Method Study

Abstract: In times of omnicrisis, this study shows how overlapping emergencies in Lebanon have reshaped private school teachers' identities. The imbalance between their rigid intra-professional identity and the inter-professional one, highlighted the urgent need for stronger state action to sustain the system.

Break (11:00 a.m. – 11:15 a.m.)

Session 2 (11:15 a.m. – 11:45 a.m.)

Posters, Cartoon Room, 3rd Floor, Ohio Union

Presenter(s): Julius Jofferion (Poster Grid 25)

Title: Discrimination and Mental Health: Variations at the State-Level

Abstract: Previous literature has demonstrated that experiences of everyday discrimination are associated with poor mental health outcomes. This study investigated potential variations in the association of everyday experiences of discrimination and mental health outcomes in Black Americans based on state level, structural racism indices.

Presenter(s): Vishakha Kumari (Poster Grid 26)

Title: How Response Engineering and Agency Transference can Enhance Booking Experience in GenAI Chat Bots

Abstract: This research paper aims to propose a conceptual model on how response engineering and agency transference in Generative AI chatbots can enhance the booking experience, service quality, and avoid service failures.

Presenter(s): Ruiting Wang (Poster Grid 27)

Title: A Literature Review on Video-Based Interventions in Vocational Training: Efficacy, Maintenance, and Stakeholder Perspectives

Abstract: Video-based instruction (VBI) effectively facilitates rapid vocational skill acquisition for individuals with disabilities. However, research lacks long-term maintenance data and generalization studies, with limited focus on critical soft skills like self-management. This review highlights the disconnect between research focus and practical needs.

Presenter(s): Leana Sapp (Poster Grid 28)

Title: Rooted in Resilience: Strengths and Pitfalls of DBT Elementary Adaptation

Abstract: This poster explores practical tools for applying DBT concepts with elementary learners and for adapting interventions to better serve African American youth and other marginalized populations.

Presenter(s): Hind Haddad (Poster Grid 29)

Title: Religious Identity and Faculty Confidence in Addressing Sensitive Religious and Political Issues in the Classroom: A Foundation for Future Inquiry

Abstract: This study examines whether demographic characteristics predict faculty confidence in addressing antisemitism, Islamophobia, and Israel-Palestine discussions in the classroom. Results show demographics do not significantly explain confidence, highlighting the need to explore other factors affecting preparedness.

Presenter(s): Emma Brown (Poster Grid 30)

Title: Building Inclusive Classrooms: Supporting Learners with Visual Impairments

Abstract: Typical classrooms often present barriers for students with visual impairments. This poster explores these challenges and offers practical strategies to create more inclusive, accessible learning environments that support all learners.

Presenter(s): Samantha Brooks (Poster Grid 31)

Title: Protein Quality and Dietary Profiles in Normal Weight Obese versus Lean Premenopausal Women

Abstract: This study examined protein quality and dietary intake differences between normal weight obese and lean women. Despite similar Body Mass Index, groups had distinct body composition profiles, macronutrient distributions, and protein quality patterns, underscoring the need for targeted nutritional strategies in women with normal weight obesity.

Presenter(s): Zeynep Arslan (Poster Grid 32)

Title: Implementation of a Tier 2 Language-Focused Intervention for First Graders at Risk for Reading Comprehension Difficulties

Abstract: We examined implementation of a language-focused intervention for first graders at risk for reading comprehension difficulties. Trained interventionists delivered 20-30-minute small-group lessons. We describe adherence, dosage, and duration and use multilevel models to partition variance across students, groups, interventionists, and schools.

Presenter(s): Madeline Gautreaux (Poster Grid 33)

Title: Empowering Urban Boys Through After-School Movement & SEL Programming

Abstract: This study explores preliminary data on the social-emotional development of racially and ethnically diverse 4th and 5th grade boys in a large, urban Midwest elementary school who participated in Let Me Run, a physical activity-based afterschool program. Findings suggest gains in SEL skills, prosocial behaviors, and peer-mentor relationships.

Presenter(s): Kyra Foster (Poster Grid 34)

Title: Understanding and Optimizing the Family Mealtime Experience of Kinship Caregivers Caring for Children With and Without Sensory Processing Challenges

Abstract: Using a mixed-methods approach, this study explores family mealtime experiences in kinship care households, focusing on sensory- and non-sensory-related challenges, and how these challenges might be addressed through convivial eating practices. Caregivers' perceptions, self-efficacy, and intentions to implement these practices were also assessed.

Presenter(s): Katie Foster (Poster Grid 35)

Title: Breaking Barriers: Math Accessibility for Students Who Are Blind or Visually Impaired

Abstract: This presentation explores strategies and tools to make mathematics accessible for students with visual impairments. It addresses unique learning needs, the Expanded Core Curriculum (ECC), and solutions for tactile graphics, digital tools, and inclusive instructional practices to promote equity in math education.

Presenter(s): Alicyn Dickman (Poster Grid 36)

Title: Clean Hands, Safe Meals: Handwashing Guidance in Commercial Meal-Kit Recipes

Abstract: Despite advances in food safety technology, handwashing remains essential to prevent foodborne illness. Meal kits are boxes containing raw ingredients with recipes for at-home preparation by consumers. The objective of this study was to evaluate the presence and quality of hand washing advice in commercial meal kit recipes in the US.

Presenter(s): Yun-Han Weng (Poster Grid 37)

Title: Understanding Belonging in Community Colleges: An Analysis of Career Attitudes and Campus Engagement

Abstract: This study examines how career attitudes and campus engagement influence sense of belonging among community college students. Guided by Karp's (2011) Community College Student Success Model, we use structural equation model to assess measurement validity and estimate effects. Findings will clarify how motivation and engagement shape belonging.

Presenter(s): Yuan Tian (Poster Grid 38)

Title: A Scoping Review on Automated Scoring in English Speaking Assessment

Abstract: Automated scoring is increasingly applied in English-speaking assessment. This review uses PRISMA guidelines, and synthesizes 17 studies on automated speaking scoring, examining system features, alignment with human ratings, and implications for fairness, reliability, and the promise of hybrid human machine scoring in large-scale assessment.

Presenter(s): Jimin Han (Poster Grid 39)

Title: Buffering or Amplifying? The Moderating Roles of Relationships, Culture, and Support in School Violence Effects on Teachers

Abstract: This study examines whether supportive school contexts buffer or amplify the effects of school violence. Supportive environments lowered teachers' anxiety at low levels of violence and shaped how anxiety changed as violence increased, such that anxiety levels across support groups converged when violence was high. In contrast, for turnover intentions, supportive environments amplified the link between violence and teachers' intentions to quit or transfer

Presenter(s): Christy Conway (Poster Grid 40)

Title: Increasing Grapheme-Phoneme Correspondence Using Strategic Incremental Rehearsal

Abstract: Strategic incremental rehearsal, a versatile drill-based intervention, was used to increase knowledge of grapheme-phoneme correspondence for struggling readers in first and second grade at an urban school. Results of this multiple baseline across participants experiment were maintained over time and generalized to other stimuli and applications.

Presenter(s): Natasha Lusk (Poster Grid 41)

Title: Autism and Entertainment: Examining Representation Across TV and Film

Abstract: This poster examines portrayals of autism in television and film, highlighting both positive and negative representations. It explores how media shapes public perception of this disability and discusses the impact of these narratives on inclusion and understanding.

Presenter(s): Ilseok Jo (Poster Grid 42)

Title: A Comparison of Individualized Education Plan (IEP): Ohio vs. South Korea

Abstract: Every student with a disability needs a special plan called an IEP. This study compares how these plans work in Ohio (USA) and South Korea. Ohio gives schools more freedom to make custom plans, while South Korea uses the same rules for everyone to stay consistent. By looking at both, this study suggests ways to make special education more fair and effective for all students.

Presenter(s): Ashley Simon (Poster Grid 43)

Title: Chasing Indigo Rainbows

Abstract: This study investigates the psychological and economic dynamics behind the existence of a highly valued "favorite pair" of jeans. Using a Qualtrics survey, it measures attributes, emotional attachment, and WTP (Gabor-Granger & Conjoint Analysis). The goal is to test attachment as a mediator between the favorite pair of jeans attributes and WTP.

Presenter(s): Camille Sims (Poster Grid 44)

Title: Rooted in Resilience: Strengthening Emotional Regulation and Decision-Making in Urban Students

Abstract: This poster examines the implementation of QuaverReady, an evidence-based SEL curriculum, with first-grade students in an urban school. Graduate student facilitators delivered sessions targeting emotional regulation, peer conflict, and responsible decision-making.

Presenter(s): Ebony Mundy (Poster Grid 45)

Title: Understanding the Experiences of Former Special Education Students: A Narrative Study

Abstract: This qualitative study uses narrative inquiry to explore the experiences of six former special education students (ages 19–35) in Midwestern school districts. Their stories reveal insights into academic outcomes, support, relationships, self-advocacy, and belonging, informing improvements in special education.

Presenter(s): Brittany Oliver (Poster Grid 46)

Title: Exploring the Role of Artificial Intelligence in Supporting Learning for Students with Disabilities, Including Visual Impairments.

Abstract: This project explores how artificial intelligence (AI) can support students with disabilities, including visual impairments, by enhancing accessibility, learning experiences, and engagement in educational settings through the use of AI.

Presenter(s): John McGowan (Poster Grid 47)

Title: Compensation & Consensus: A Delphi Study on Paying Student-Athletes

Abstract: Prior to 2021, Student-Athletes were not allowed to be compensated in any form aside from limited scholarships. With the introduction of Name, Image, Likeness, and the recent House v. NCAA case, that has quickly changed. Utilizing the Delphi method, this study aims to forecast future issues regarding the impacts of student-athlete compensation.

Break (11:45 a.m. – 12:00 p.m.)

Keynote Speaker, Lunch (12:00 p.m. – 1:00 p.m.)

Great Hall Meeting Room, 1st Floor, Ohio Union

Erik J. Porfeli, PhD



Chair and Professor of Human Sciences
Interim Dean
College of Education and Human Ecology
The Ohio State University

Erik J. Porfeli, PhD is a Professor and Chair of Department of Human Sciences (DHS) in the College of Education and Human Ecology (EHE) at the Ohio State University (OSU). He earned his PhD at the Pennsylvania State University and served as a faculty member in the College of Education at UNC-Charlotte and in the College of Medicine at Northeast Ohio Medical University (NEOMED), where he also served as a Vice Chair of Research in the Department of Family and Community Medicine and the inaugural Associate Dean for Community Engagement and Admissions in the College of Medicine. His scholarship is devoted to lifespan career development with a focus on career adaptability, vocational identity, and work values.

He has been awarded several million dollars in grant funding to translate his research agenda to support youth to pursue academic and career pathways devoted to enhancing health in communities experiencing intergenerational health disparities. This funding enabled his team to serve over 100 PreK-12 school districts across Ohio with several university partners. He currently is translating that work with partners from the OSU Wener Medical Center and OSU Extension to establish an Appalachian and Rural Center for Health, which will serve as a platform to launch a new OSU Healthcare Extension service across Appalachian and rural Ohio in the coming years. Dr. Porfeli's leadership roles focus on initiatives that enhance access and opportunities for students in health and human sciences fields to advance the health, education, and economic vitality of underserved communities.

He joined OSU in 2017 as the chair of the DHS. The DHS is now the second or third largest Department at OSU by way of enrollment and is also a consistent leader in EHE in the procurement of extramural funding to support ongoing cutting-edge research. In his 9th year, the DHS is a thriving unit in terms of its mission impact, financial health, and supportive climate and culture. At the national level, Dr. Porfeli serves as the Chair of the Board on Health and Human Sciences of the Association of Public and Land Grant University (APLU), which is the leading Board in the nation devoted to health and human sciences disciplines in public and land grant universities. He also serves as a member of the Cooperative Extension Health Leadership Committee, which sets the vision for advancing human health through the US Cooperative Extension System. Dr. Porfeli has devoted over 20 years of his career serving in Ohio and especially engaged in leadership and program implementation spanning K-12 education and higher education. In his new role as interim Dean of EHE, Dr. Porfeli will continue to devote his career to uniting public and land-grant universities with PreK-12 school districts, industry and community partners to strengthen the capacity of communities to advance their health, education, and economic interests with their most vital asset, namely their community members.

Break (1:00 p.m. – 1:15 p.m.)

Session 3 (1:15 p.m. - 2:15 p.m.)

Oral Presentations, 3rd Floor, Ohio Union

Tanya Rutner Meeting Room: Special Education

Presenter(s): Kioshana Burrell

Title: Assessing Intersectionality and Social Justice in Special Education Work-Based Learning Curricula

Abstract: In this study, I employ a novel programmatic evaluation tool synthesizing Disability Critical Race Studies (DisCrit) and the Ford-Harris/Bloom-Banks Matrix to analyze the cultural competency of the curriculum of the Beautiful Rainbow Cafe, a work-based learning program where students with intellectual disabilities operate a restaurant in Alabama.

Presenter(s): Hoda Hashemi

Title: Using Fidgets to Address Behavioral Challenges for Individuals with Intellectual and Developmental Disabilities (IDD) in Community Settings

Abstract: This study examines using fidgets for individuals with Intellectual and Developmental Disabilities in community settings to reduce constant fidgeting, low attention, and stereotypic behaviors. If these behaviors decrease and the change is maintained, the effects may generalize to other settings (home, school) and improve overall quality of life.

Presenter(s): Sara Martin

Title: Middle School FLIP Recess: Improving Social Engagement for Students with Significant Disabilities

Abstract: FLIP Recess combines video modeling and educator-facilitated peer support to improve social interaction and peer play for middle school students with significant disabilities. Results from a multiple-baseline study show robust increases in engagement, high social validity, and promise for inclusive middle school settings.

Rosa M. Ailabouni Meeting Room: Foreign Language Learning

Presenter(s): Keyu Niu

Title: Motivational Predictors of Academic Buoyancy Among Adult Multilingual Language Learners

Abstract: This study examines how hope, perseverance, and consistency of interest predict academic buoyancy among adult learners of Swedish as a second language. Using hierarchical regression, we found that hope and perseverance significantly predicted academic resilience, highlighting the value of motivational strengths in adult L2 learning.

Presenter(s): Jiyoon Kang

Title: A Teacher Inquiry into Responsive Curriculum Design in Early Grade Heritage Language Education

Abstract: In a Korean heritage language class in the U.S., as a teacher in a first-grade class, I redesigned the curriculum to align with students' cultural and linguistic realities. This practitioner inquiry highlights the teacher's journey, classroom adaptations, and insights into bridging institutional expectations with teaching in a heritage school.

Presenter(s): Triubaida Ardianti

Title: Tracing Writer's Identities in L2 Argumentative Writing

Abstract: The present study aims to trace writers' identity development in the argumentative essays of two EFL students across multiple instructional cycles by using an integrated identity. Using Ivani's model of writer's identity, results show that both repeated engagement with argumentative writing could foster clearer self-expressions.

Hays Cape Meeting Room: Case Study/Ethnography

Presenter(s): Derek Braun

Title: Problem-Based Learning in the English Learner Context

Abstract: This qualitative case study explores problem-based learning in multilingual middle school science classrooms. Data from observations, interviews, and artifacts will be presented to examine its impact on English Learners' language acquisition, communication, collaboration, and scientific argumentation.

Presenter(s): Dian Sawitri

Title: Becoming Through Teaching: A Story of Growth Mindset and Humanizing Pedagogy

Abstract: A narrative inquiry that explores the lived experiences of a professor in higher education. Through stories of growth mindset, student-informed pedagogy, heartfelt feedback, and humility, the study highlights how long-term teaching identity develops and how relational practices foster student belonging and potential.

Presenter(s): Jason Segrest

Title: It's Who You Know: An Embedded Case Study on Building Social Capital in Secondary Urban CTE Schools

Abstract: Researchers argue that social capital influences academic and career opportunities; however, the literature is limited on how Black secondary CTE students develop it. This proposal explores how Black students in urban CTE schools build and utilize social capital through a multi-site embedded case study design.

Suzanne M. Scharer Meeting Room: AI Technology

Presenter(s): Anyi Ma

Title: Boosting Career Maturity: Exploration of Interdisciplinary Hands-on Training Among First-Generation STEM Undergraduates

Abstract: Federal STEM investments promote hands-on, interdisciplinary training for emerging careers. First-generation college students (FGCS), over half of U.S. undergraduates, often face barriers to these opportunities. This phenomenological study examines FGCS engagement in such training and its influence on career maturity.

Presenter(s): Rina Purnamaningwulan

Title: This systematic review explores 22 studies on AI-supported tools for young bilingual EFL learners. It highlights how AI tools support interactive, personalized learning experiences through enhancing reading enjoyment, vocabulary building, and oral skills. Key insights and pedagogical implications for age-appropriate EFL instructions are discussed.

Presenter(s): Chia-Hsin Yin

Title: Exploring Teacher-AI Rating Dynamics in EFL Writing: Genre Variation and Student Perspectives

Abstract: This study explores how teacher and AI ratings align in EFL writing. Drawing on essays and student interviews, it identifies areas of rating agreement and difference, as well as how learners perceive feedback. Results suggest AI can support classroom assessment while teachers remain central to writing development.

Barbie Tootle Meeting Room: Health

Presenter(s): LeeAnn Swager

Title: Mental Healthcare Providers' Perspectives on Virtual vs. In Person Eating Disorder Treatment

Abstract: The eating disorder (ED) treatment landscape has shifted to providing telehealth options for traditionally in person treatment modalities. This project surveys mental health professionals (n=40) providing ED treatment across the U.S. via telehealth, in person, and hybrid delivery methods to compare differences in associated barriers and challenges.

Presenter(s): Andrew Perry

Title: The Role of Belonging, Help-Seeking, and Identity Threat on the Academic Performance of First-Generation College Students

Abstract: We examined the relations between belonging, help-seeking, identity threat, and semester GPA in a sample of first-generation college students. Belonging was positively related to adaptive help-seeking and negatively related to both help-seeking avoidance and identity threat. Help-seeking avoidance was negatively associated with semester GPA.

Presenter(s): Aimee Miley

Title: Does the Discipline of Biological Mothers Change After Child Welfare Involvement?

Abstract: This study examines changes in biological mothers' discipline following child welfare involvement and in consideration of unique baseline factors. Findings suggest that use of aggressive disciplines remains stable and has a reciprocal influence across time. Child's age, domestic violence exposure, and service receipt also influence these findings.

Round Room Meeting Room: Identity and Belonging

Presenter(s): Liv Calhoun

Title: We Are the Movement, and our Demands are Intersectional: A National Qualitative Study on Intersectionality in the Experiences of LGBTQ+ Americans

Abstract: Using intersectionality, we analyzed responses naming issues affecting multiply marginalized people. We conducted content analyses and identified participants' perceptions of identities and systems that often intersected with LGBTQ+ identities.

Presenter(s): Ruth Oliwe

Title: Student-Authored Digital Mathematics Stories as Evidence of Students' Capital and Agency

Abstract: This study shows how student-authored digital mathematics stories capture how students draw on their community cultural wealth (Yosso, 2005) to identify and address social issues. It also examines how students assert agency to solve these issues and express their ideas through digital comics and videos.

Presenter(s): Zhi Jie Lee

Title: School Belonging Across Selected Southeast Asian Countries: A Rasch Tree Differential Item Functioning Analysis

Abstract: This study uses Rasch trees to examine whether a six-item school-belonging scale functions equivalently across selected Southeast Asian countries (i.e., Brunei, Malaysia, and Singapore) and genders. It also identifies differential item functioning that may bias cross-group comparisons of students' sense of belonging.

Break (2:15 a.m. – 2:30 p.m.)

Session 4 (2:30 p.m. - 3:30 p.m.)

Oral Presentations, 3rd Floor, Ohio Union

Tanya Rutner Meeting Room: English Language Learning

Presenter(s): Athriyana Pattiwael

Title: Growing Students' Social Activism through Critical Pedagogy-based Creative Writing

Abstract: This study captures Indonesian university students' critical engagement to social issues in a Critical Pedagogy-based Creative Writing course. Using poetry and reflection to engage activism, they interrogate injustice, resist discrimination, and reimagine their social, cultural, and political surroundings.

Presenter(s): Brenda Rojas

Title: Latino Parents Supporting Education Across Language Barriers

Abstract: Latino immigrant parents describe how they support their children's education while navigating language and institutional barriers. Their narratives show rich home-based engagement, reliance on informal networks, and systemic gaps that schools must address to foster equity.

Presenter(s): Anna Gao

Title: Understanding the GenAI-Resistance Among English as a Foreign Language Learners: Scale Development and Validation

Abstract: This study proposed and validated the GenAI-resistance scale grounded in innovation resistance theory and unified theory of acceptance and use of technology. The GenAI-resistance scale consists of seven dimensions. It was found that Chinese EFL learners have a medium-level of GenAI resistance influenced by both psychological and functional barriers.

Rosa M. Ailabouni Meeting Room: Literature Review

Presenter(s): Amanda Vesner

Title: Reading Confidence: A Synthesis of Self-Efficacy Research and Implications for Struggling Readers

Abstract: This oral presentation synthesizes theory and empirical research on reading self-efficacy, highlighting how modeling, teacher support, and classroom discourse shape motivation, strategy use, fluency, and achievement for struggling readers and identifying gaps to guide qualitative inquiry.

Presenter(s): Yana Karisma

Title: Translanguaging Pedagogies in Asian EFL Classrooms: A Scoping Review

Abstract: Translanguaging challenges English-only norms in Asian EFL classrooms. This scoping review (2020-2025) maps 12 studies showing its positive effects on proficiency, improved grammar comprehension, and the academic learning process, and enhanced learners' confidence while noting risks of L1 overuse and the need for balanced pedagogy.

Presenter(s): Ruth Wompere

Title: EFL Lecturers' Perspective on Culturally Relevant Pedagogy: A Literature Review

Abstract: This literature review synthesizes empirical research to investigate English as a Foreign Language (EFL) teachers' perspective on Culturally Relevant Pedagogy (CRP). Its primary objective is to establish a comprehensive understanding of how EFL teachers globally conceptualize, perceive, and attempt to enact CRP within their specific contexts.

Hays Cape Meeting Room: Foreign Language Learning

Presenter(s): Jaee Sonalkar

Title: Bridging Instruction and Assessment in World Language Classrooms

Abstract: This presentation shows how Task-Based Language Teaching (TBLT) provides the instructional pathway for the communicative performances elicited in world language classrooms by using IPAs. By aligning task cycles with IPA's three modes, I will demonstrate a coherent framework that links daily instruction to standards-based assessment.

Presenter(s): Martha Valenzuela

Title: Administrators' and Teachers' Perceptions of English Language Policy Implementation in Mexican Elementary Schools

Abstract: This study explores administrators' and teachers' perceptions of English language policy implementation in Mexican public elementary schools. Using a qualitative, phenomenological approach, findings reveal gaps between policy rhetoric and practice, highlighting inequities in resources, training, and continuity. There is a need for policy reform.

Presenter(s): Lutfi Mauludin

Title: Cohesion Variation across Competence Levels in Indonesian Vocational ESP Writing

Abstract: This study examines how Indonesian ESP vocational students use cohesive devices in procedure texts across proficiency levels. Reference, conjunction, and lexical cohesion dominated, with no ellipsis found. High- and mid-level writers used lexical cohesion more effectively, while low-level students relied mostly on reference and simple conjunctions.

Suzanne M. Scharer Meeting Room: K-12

Presenter(s): Rupa Narayanan

Title: Power of Triarchic Theory of Intelligence in the K-12 classroom: An Application in Mathematics

Abstract: Are you seeking a new approach to math differentiation? Explore Sternberg's Triarchic Theory of Intelligence: analytical, creative, and practical using the Common Core State Standards framework. Applying this research-based theory addresses the need for differentiated instruction for all learners in K-12 mixed-ability classrooms.

Presenter(s): Innocent Makgwakae

Title: Beliefs and Knowledge of General Physical Education Teachers about Inclusion and Teaching Students with Disabilities in Botswana

Abstract: The purpose of the proposed study is to determine, analyze, interpret, and intervene on Botswana general physical education teachers' beliefs, pedagogical content knowledge, and practices in teaching students with disabilities in their integrated (or inclusive) classes before and after receiving on-line professional development training.

Presenter(s): Sarah Hudler

Title: From Assessment to Inclusion

Abstract: Using ODEW statewide assessment data, I analyzed data using a regression discontinuity design if the 2019 policy and guidance document for identifying students who qualify to participate in alternate assessments (AA) for students with significant cognitive disabilities had an impact on AA participation and if that had an impact on placements.

Barbie Tootle Meeting Room: Foreign Language Education

Presenter(s): Zihan Ren

Title: Long-Run Effects of COVID-19 on Financial Risk Tolerance: Racial/Ethnic Heterogeneity in the U.S.

Abstract: This study uses 2018, 2021, and 2024 NFCS data with a PSM-DID framework to examine COVID-19's effects on financial risk tolerance (FRT) in the U.S. Results show a persistent decline in FRT, with notable racial/ethnic and demographic heterogeneity, highlighting the need for targeted financial education and policy responses.

Presenter(s): Zhi Jie Lee

Title: Factor Structure and Measurement Invariance of the CES-D 8 Depression-Scale in Finland

Abstract: This study examines the factor structure and measurement invariance of the 8-item Center for Epidemiologic Studies Depression Scale (CES-D 8) in Finland. The results show a clear three-factor structure. They also support fair gender comparisons of depressive symptoms in the Finnish population.

Presenter(s): Shari Gallup, Caezilia Loibl, Yesenia Alvarez Padilla, and Daniel Remley

Title: Financial Challenges of Older Adults with Type 2 Diabetes: A Qualitative Study

Abstract: This study explores the financial challenges of type 2 diabetes among Black older adults. We used a risk communication framework to guide interviews with 11 adults age 50 and older in Ohio. We report on the main financial burdens and moderating factors that characterize everyday life with diabetes in the Black community.