# Addressing Language Anxiety in European EFL Classrooms: Building Teacher Competence for Multilingual Inclusivity

Martin Lehrer

This study will explore how language anxiety influences the teaching practices of European EFL teachers in multilingual classrooms. The research will address a critical gap in the literature, where most studies focus on non-European contexts, overlooking the unique challenges posed by diverse educational systems and linguistic pluralism in Europe (Klanrit & Sroinam, 2012; Pasaribu & Harendita, 2018). The central research questions are: (1) To what extent do European EFL teachers adjust their teaching practices to manage language anxiety? and (2) How does teacher education influence the reduction of anxiety and enhance teaching effectiveness?

A mixed-methods approach will be employed, combining quantitative anxiety scales with qualitative interviews to assess the prevalence of language anxiety and strategies teachers use to manage it. Prior research highlights that anxiety often arises from concerns about linguistic accuracy, multilingual classroom management, and student expectations (El Ouastani, 2018; Han et al., 2016). The study focuses on in-service teachers, capturing the nuanced interplay of anxiety and pedagogical adaptation in diverse European contexts.

Anticipated findings suggest that language anxiety undermines teaching effectiveness by lowering self-efficacy and prompting avoidance behaviors. However, adaptive strategies, such as preparation, professional collaboration, and humor, may mitigate these challenges (Merç, 2015; Pasaribu & Harendita, 2018). These findings underscore the importance of supporting language teachers in building resilience and competence to navigate the complexities of multilingual classrooms.

This research underscores the necessity of curriculum development and teacher training programs tailored to address language anxiety and enhance teaching effectiveness in linguistically diverse classrooms. By strengthening teacher confidence and competence, such initiatives can improve educational outcomes and promote equity. Additionally, the study advocates for follow-up research to deepen understanding of these issues and inform policies that better support EFL teachers amid growing multilingualism in European classrooms. By examining the emotional and psychological factors influencing teaching practices, this research contributes to the expanding body of literature on FLTA. It also offers practical guidance for creating teacher training programs that alleviate anxiety, enhance classroom practices, and empower educators to become more confident and effective.

The relevance of this research aligns closely with the conference theme, Education in the 21st Century: Designing a More Inclusive Future,by addressing how educators can be better supported to foster inclusive, multilingual classrooms that reflect the diversity of today’s globalized world.

## Reference List

El Ouastani, S. (2018). Foreign language teaching anxiety: A study of teacher anxiety in non-native foreign language teachers in the Netherlands. In M. Simons & T. F. H. Smits (Eds.), Language Education and Emotions (pp. 91-102). University of Antwerp.

Han, T., Tanrıöver, A., & Sahan, Ö. (2016). EFL students’ and teachers’ attitudes towards foreign language speaking anxiety: A look at NESTs and Non-NESTs. Asian EFL Journal, 18(1), 32-52.

Klanrit, P., & Sroinam, R. (2012). EFL teacher’s anxiety in using English in teaching in the language classroom. International Journal of Social Science and Humanity, 2(6), 493-496. https://doi.org/10.7763/IJSSH.2012.V2.154

Merç, A. (2015). Foreign language teaching anxiety and self-efficacy beliefs of Turkish pre-service EFL teachers. The International Journal of Research in Teacher Education, 6(3), 40-58.

Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. LLT Journal: A Journal on Language and Language Teaching, 21(2), 134-147. https://doi.org/10.24071/llt.2018.210202

# Advertising Curriculum and the Integration of Regulations, Laws & Policies that Support Inclusive Design

Marisa Peacock

Inclusive design and online media have significantly impacted each other, influencing how content is created, delivered, and experienced across various platforms. There are several ways in which inclusive design has shaped the landscape of digital media, namely:

* implementation of Accessibility Standards and Guidelines
* Implementation of User or Human Centered Design
* integration and standardization of responsive design
* Implementation of assistive technologies, voice recognition systems, and other tools that enhance the digital experience for individuals with disabilities, and
* compliance and regulatory standards that aim to govern these practices.

These practices influence the industries creating content and consumer experiences for digital media. Within the current state of advertising, design is digital, and digital is design. As such, elements of digital and design inclusion must be effectively interwoven and integral to an advertising education. It is essential to integrate inclusive design elements and the policies regulating them into Advertising Curriculum because it empowers students, improves the workforce and reinforces the trust that clients have in advertising professionals.

While it is important to ask how inclusive design principles can be effectively integrated into an advertising curriculum, it is also essential to examine how faculty, students, and the industry perceive the importance of inclusivity in advertising and their current skill levels in implementing inclusive design. Then, we can begin to understand how best to integrate the appropriate principles to support existing learning outcomes, as well as current and potential abilities of faculty.

Recent studies have shown that providing information about the impact of inclusive design positively influence students’ attitudes toward the potential of inclusive marketing strategies. However, these kinds of methodologies and outcomes are limited as they apply solutions that do not adequately address foundations of advertising education. In his paper, Advertising Education at a Crossroad, Sang Lee writes,

The reality is that many developments in the advertising industry are unfamiliar to members of the advertising education community, and faculty members’ efforts to learn these changes at individual level often face practical limitations.

How can advertising faculty be best equipped with the tools and knowledge necessary to integrate inclusive design principles into their curricula? Curriculum integration must be done in a way that empowers and dynamically engages faculty to effectively integrate it into their courses. By making the policies and regulations that influence inclusive design accessible to faculty, it will help them incorporate it meaningfully into coursework, assignments, and discussions for both them and their students.

## References

Bennett, S., Agostinho, S. & Lockyer, L. (2017). The process of designing for learning: understanding university teachers’ design work. Educational Technology Research and Development, 65 (1), 125-145. http://dx.doi.org/10.1007/s11423-016-9469-y

Digital Equality Act. (2023). Home page. Retrieved from https://www.digitalequityact.org/

Garcia, Rosalinda, Morreale, Patricia, Letaw, Lara, Chatterjee, Amreeta, Patel, Pankati, Yang, Sarah, Escobar, Isaac Tijerina, Noa, Geraldine Jimena, & Burnett, Margaret. “Regular” CS x Inclusive Design = Smarter Students and Greater Diversity. ACM Transactions on Computing Education, (). Retrieved from https://par.nsf.gov/biblio/10419501. https://doi.org/10.1145/3603535

Huffman, A. (December 9, 2021). National Digital Inclusion Allia2nce. Digital Inclusion Funding in the Infrastructure Investment & Jobs Act. Retrieved from https://www.digitalinclusion.org/blog/2021/12/09/digital-inclusion-funding-in-the-infrastructure-investment-jobs-act/

Inclusive Design Research Centre. (2023). Home page. Retrieved from https://inclusivedesign.ca/

Lee, Sang. (2019). Advertising Education at a Crossroad. Journal of Advertising Education. 23. 109804821986744. 10.1177/1098048219867448.

Letaw, Lara & Garcia, Rosalinda & Morreale, Patricia & Verdi, Gail & Garcia, Heather & Noa, Geraldine & Madsen, Spencer & Alzugaray-Orellana, Maria & Burnett, Margaret. (2022). Educating Educators to Integrate Inclusive Design Across a 4-Year CS Degree Program. 10.48550/arXiv.2209.02748.

National Digital Inclusion Alliance. (2023). The Words Behind Our Work: The Source for Definitions of Digital Inclusion Terms. Retrieved from https://www.digitalinclusion.org/definitions/

Ontario College of Art and Design University. (2023). About page. Retrieved from https://www.ocadu.ca/about

Patel, Pankati, Moz-Ruiz, Dahana, Garcia, Rosalinda, Chatterjee, Amreeta, Morreale, Patricia, & Burnett, Margaret. From Workshops to Classrooms: Faculty Experiences with Implementing Inclusive Design Principles. Proceedings of the 55th ACM Technical Symposium on Computer Science Education (SIGCSE 2024), 1 (). Retrieved from https://par.nsf.gov/biblio/10494792. https://doi.org/10.1145/3626252.3630861

Rivera, R. G., Arrese, A., Sádaba, C., & Casado, L. (2020). Incorporating Diversity in Marketing Education: A Framework for Including All People in the Teaching and Learning Process. Journal of Marketing Education, 42(1), 37-47. https://doi.org/10.1177/0273475319878823

The EDISON Alliance. (2023). Best Practices. Retrieved from https://www.edisonalliance.org/best-practices

The EDISON Alliance. (2023). 1 Billion Lives Challenge. Retrieved from https://www.edisonalliance.org/1-billion-lives

U.S. Congress. (November 15, 2021). Infrastructure Investment and Jobs Act, Pub. L. No. 117–58, Stat. 429 (2021). Retrieved from https://www.congress.gov/117/plaws/publ58/PLAW-117publ58.pdf

Zitkus, E. & Langdon, Pat & Clarkson, P.. (2013). The limits of inclusive design in the current design practice. 10.1201/b15002-104.

# “Being a Leader, a Good Leader, is Tough.” Service Coordinator Supervisors in Early Intervention?

Kelly Fulton

The Individuals with Disabilities Education Act (IDEA, 2004) governs the Early Intervention (EI) system for families of children aged birth to three with or at risk for developmental delays and disabilities. Within this system, families have a key point of contact who manages all of their evaluations and services, the service coordinator (SC). When a family is identified for EI in Illinois, an SC from their Child and Family Connections (CFC) area contacts them to set up an initial evaluation. This evaluation identifies if the child is eligible under IDEA Part C for services and screens the child to determine the types of services they may need (20 U.S.C. § 303.13). Service coordinators in Illinois are overseen by a Child and Family Connections (CFC) supervisor. The SC is responsible for managing the intake process, but little is known about the CFC supervisor’s role in training and overseeing their SCs. This is alarming given the exorbitant responsibility that falls on an SCs shoulders. SCs are responsible for educating families on their rights, arranging assessments, identifying resources, developing Individualized family service planss, communicating with providers and families, overseeing the implementation of services, monitoring service outcomes, and supporting transition planning (Fulton et al., 2024; Nolan et al., 2005; Romer & Umbreit, 1998). The purpose of this qualitative study was to offer an in-depth look at the role of CFC supervisors as they support SCs. Seven CFC supervisors from around the state were interviewed. Supervisors characterized their role around SC support and having countless responsibilities. They discussed the traits, motivators, and communication skills that impact their effectiveness. They also explained how their decision-making was impacted by their training, supports, and problem-solving experiences. Implications for research and practice will be discussed.

# Breaking Barriers: Experiences of Asian Graduate Students as Transnational Mothers/Caregivers

Diana Purwaningrum, Triubaida Maya Ardianti

This study seeks to investigate the unique challenges faced by Asian graduate students in the United States who balance academics and long-distance caregiving. Despite the large number of international students in the U.S, the existing literature offers limited insight into the experiences of Asian graduate students who are also transnational mothers or caregivers for family members in their home countries. These dual roles present complex challenges intertwined with sociocultural aspects, geographic boundaries, and institutional limitations. This study aims to explore their experiences and identify ways to create more inclusive and supportive structures within higher education.

The primary objectives of this study are: (1) to examine how sociocultural values shape the caregiving and educational experiences of Asian graduate students who become transnational mothers/caregivers, and (2) to examine the unique challenges they encounter due to transnational caregiving roles. This research question that underpins this study is: What cultural and systemic barriers do they face, and how do they navigate these challenges?

To achieve these objectives, the study will employ a qualitative methodology. Semi-structured interviews will be conducted with 15 Asian graduate students from diverse cultural backgrounds who are either mothers or serve as caregivers for family members in their home countries. Participants will be recruited through purposive sampling to ensure representation of varied caregiving experiences and cultural values. Data will be analyzed thematically to understand shared experiences and unique challenges, providing a comprehensive understanding of their realities.

The anticipated findings are expected to reveal significant challenges, including the academic demands, emotional and logistical strain of long-distance caregiving, financial burdens tied to international regulations, and limited access to culturally sensitive institutional support. It is also anticipated that participants will demonstrate resilience through community buildings and cultural coping strategies.

The study’s findings will have important implications for higher education institutions in the U.S. Recommendations will include the development of tailored resources, such as remote caregiving support, culturally informed counseling services, and initiatives to build supportive student communities.

This research aligns with the theme Education in the 21st Century: Designing a More Inclusive Future by addressing the need for systemic reforms that recognize and support the diverse challenges of under researched groups. By shedding light on the experiences of Asian graduate students who are transnational mothers and caregivers, this study seeks to inform institutional practices that promote diversity, inclusion and equity in higher education.

# Civic Identity: How It Leads to Voting

Phillip Foster

Research Question: How does high school civic education influence voting behaviors in collegiate undergraduate students?

Rationale: Originally, this study was to examine if civic education leads to voting behaviors: essentially, if you receive a civic education, how likely are you to vote. However, research has suggested that a person’s civic identity - belonging to a social group - lead them to vote.

Methodology: The researcher used a semi-structured interview with 12 open-ended questions and multiple follow-ups. A total of 15 collegiate undergraduate students between the ages of 18-22 participants in the data collection. The researcher chose to use the Civic Identity Framework to examine the results of the interviews. The researcher uses a phenomenological study in which the participants' lived experiences are studied in relation to the discovery of their civic identity.

Anticipated Findings: The students' social and political identities influenced how they interacted with the world. Their values were determined by their parents or friends and how those entities would be impacted by policies.

Students are most likely to gain something they consider valuable when they are engaged with the content experientially: inside or outside of the classroom or school building. That value is attributed to learning about how the government functions and their role in relation to the government.

For those who did not have positive comments about a course, it was due to something they recognized they did not learn as participated civically, or things they were challenged to consider within the interview that made them realize what they missed.

Media is important but it should be consumed in a critical way. School culture can be influential, either positively or negatively. Volunteering was important because people gained valuable insights into themselves or the world, but only one person volunteered in relation to voting.

Implications: A student’s values can be different but it impacts the way they view the world.

Those students will be influenced by what they learn in school. However, if something is missing from their lessons, they will recognize it eventually. If schools develop a voting culture, this will be influential in how and what students learn.

Students need to be taught every step of the voter engagement process.

## References

Andolina, M. W., Jenkins, K., Zukin, C., & Keeter, S. (2003). Habits from Home, Lessons from School: Influences on Youth Civic Engagement. PS: Political Science and Politics, 36(2), 275–280. http://www.jstor.org/stable/3649322

Brooke Blevins, Karon LeCompte & Sunny Wells (2016) Innovations in Civic Education: Developing Civic Agency Through Action Civics, Theory & Research in Social Education, 44:3, 344-384, DOI: 10.1080/00933104.2016.1203853

Cohen, A. K., & Chaffee, B. W. (2013). The relationship between adolescents’ civic knowledge, civic attitude, and civic behavior and their self-reported future likelihood of voting. Education, Citizenship and Social Justice, 8(1), 43–57.

Fieldhouse E, Cutts D (2012) The Companion Effect: Household and Local Context and the Turnout of Young People. Journal of Politics 74 (3): 856–869.

Haduong, P., Jeffries, J., Pao, A., Webb, W., Allen, D., & Kidd, D. (2023). Who am I and what do I care about? Supporting civic identity development in civic education. Education, Citizenship and Social Justice, 0(0).

Hart, D., Donnelly, T. M., Youniss, J., & Atkins, R. (2007). High school community service as a predictor of adult voting and volunteering. American Educational Research Journal, 44(1), 197–219. https://doi.org/10.3102/0002831206298173

Kahne, J. E., & Sporte, S. E. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. American Educational Research Journal, 45(3), 738–766. https://doi.org/10.3102/0002831208316951

Kudrnáč, A and Lyons P (2017) Parental example as a motivation for turnout among youths. PoliticalStudies65(1),43–63. DOI:10.1177/0032321716644614

Smith, E. S. (1999). The effects of investments in the social capital of youth on political and civic behavior in young adulthood: A longitudinal analysis. Political Psychology, 20(3), 553–580. https://doi.org/10.1111/0162-895X.00156

Van Camp D, Baugh SA (2016) Encouraging civic knowledge and engagement: Exploring Current Events through a psychological lens. Journal of the Scholarship of Teaching and Learning 16(2): 14–28.

Weinschenk, A., & Dawes, C. (2022). Civic Education in High School and Voter Turnout in Adulthood. British Journal of Political Science, 52(2), 934-948. doi:10.1017/S0007123420000435.

# Cultural Relevance in the Classroom: Early Elementary Educators Discuss their Selection and Use of Diverse and Inclusive Literature

Katherine Davenport

Bishop (1990) originated the foundational metaphor that books teachers use in their classrooms should be reflective of students as mirrors, with reading becoming a “means of self-affirmation;” windows, where students can see others; and sliding glass doors for readers to enter a world that has been “created or recreated by the author” (Bishop, 1990). Children across racial and ethnic backgrounds need access to mirrors and windows for affirmation, compassion, and an understanding of the multicultural world they live in (Bishop, 1990; Dawes et al., 2024). Diverse and inclusive texts support culturally inclusive pedagogies where teaching and learning are “relevant to the languages, literacies, and cultural practices of students” (Paris & Alim, 2017, p. 5). Yet, topics and texts related to racial diversity in education and literature have recently become targets for censorship through rises in book bans, and “recent bills prohibiting the use of public funds to support DEI programs” (Meehan et al., 2023; S.B. 129, 2024). With Critical Race Theory, Ladson-Billings (2013) explained how race is socially constructed, structuring its systems and institutions, including education; creating a “hierarchy and an ideology of White supremacy” (Ladson-Billings, 2013, p. 36).

Accordingly, the purpose of this qualitative study is to explore practicing early elementary teachers’ understandings and perspectives of the diverse children’s literature they select for inclusion and use in their classrooms. This is important as educators play a key role in the texts students are engaged with at a young age in educational spaces. This study will also analyze the types of the literature used in their classrooms and address educators’ needs for a more expansive collection of culturally relevant and diverse children’s literature by referencing Bishop’s (1992) categories for balancing text sets, used as a guide in Möller (2016).

This study will analyze data from 8 transcribed semi-structured interviews and one focus group, as well as teachers’ reflective diary entries and the researcher's reflective memos. Some preliminary assertions correlate to the conference's sub-themes of educators’ embracing linguistic and cultural diversity to offer meaningful learning experiences and expanding epistemologies, of teachers and students. Overall, the conference’s theme speaks to an overarching theme of this research: a focus on educators who are using children’s literature to meet the needs of learners, working to not only promote inclusivity in their classrooms, but also inclusivity on a community and global level through their selection and use of children’s literature.

# Dismantling the Iron Cage of Neoliberalism: Critical Economic Literacy for Teachers in the Promotion of Critical Global Citizenship Education

Cat Ho

While Global Citizenship Education (GCE) has taken on growing prominence over the years, yet Critical GCE and teacher professional development (PD) for Critical GCE is still sorely lacking. Furthermore, the influence of neoliberalism as a modern form of “iron cage” with the attendant rise of global crises and inequality render many teachers at a loss as to ways to question the Economics that has built and maintained this “iron cage”. It is posited that there is a need for an “alternate criticality” since Critical Pedagogy and Critical Thinking, while valuable, have not effectively countered the rise of neoliberalism over the past four decades. Critical Economic Literacy is proposed to be an additional epistemic lens that can empower teachers to identify, analyze and critique the Economics in their personal and professional lives, such that teaching for Critical GCE becomes more salient and powerful.

Research Questions:

To what extent does gaining Critical Economic Literacy by non-Economics secondary subject teachers promote their teaching for Critical Global Citizenship?

What do non-Economics secondary teachers say about the impacts of an 8-lesson Critical Economic Literacy course on their personal and professional life?

What is the relationship between non-Economics secondary teachers’ development of Critical Economic Literacy and their understanding of Critical Global Citizenship?

Methodology:

This study is based on a 8 week Participatory Action Research where non-Economics teachers of a secondary school based in Beijing explore and are given approaches to question the current neoliberal Economics in each of their own subject fields. The research uses a thematic analysis to analyze the ways that teachers adapt their unit plans pre and post PAR to more effectively teach for Critical GCE.

# East Meets West: Integrating Cultural Identities in Academic Settings

Kshitij Tewari, Zhiyue Lu

International graduate students (IGS) often face unique challenges within the academic environment, particularly concerning their teaching duties and the relationships they build with students and colleagues. Cultural differences and issues related to teaching, grading, and adjusting to academic expectations cause significant stress, making their integration into institutional culture difficult while they try to maintain their cultural identity within educational spaces.

This study aims to explore these challenges, explicitly discussing the constraints faced by IGS from East Asian cultural and academic backgrounds. The research seeks to identify the impact of these challenges on their academic and professional development. Ultimately, we hope to foster a more inclusive environment where these students can thrive academically and socially, bridging cultural gaps and enhancing mutual understanding within the academic community.

Autoethnography allows researchers to reflect on their lived experiences, connecting the personal with the socio-political and cultural (Ellis, 2004; Keleş, 2022). Utilizing an autoethnographic vignette-based approach, two researchers with Asian academic backgrounds, currently enrolled in a doctoral program at a Midwestern US University, have collaborated to explore the conflicts they face in US academic settings. Our vignettes address two prompts: a) how our Asian academic background influences our relationships in academic spaces, and b) what conflicts we face in delivering our academic duties because of it.

Currently, we are reflecting and writing vignettes responding to the above prompts. We will analyze each other’s vignettes in the next step with a few rounds of iterative feedback and revisions. Through this process, we aim to identify key themes that illustrate how our academic backgrounds influence our interactions within academic spaces. These insights will also shed light on the implications for our academic responsibilities as educators or teaching assistants.

We expect that based on the differences in the Asian and American academic systems and society, there will be common issues that we both experience in academic settings. For example, based on our preliminary discussions, we have found that we face similar conflicts and concerns during teaching, grading, syllabus design, and interactions with students and colleagues. We expect to complete the study by March and present the findings at the conference. This research aligns with the conference theme because IGS of diverse backgrounds also serve as educators and teaching assistants, and the concerns and barriers they face need to be studied and addressed to make higher educational spaces more inclusive.

## References

Keleş, U. (2022). Writing a “good” autoethnography in educational research: A modest proposal. The Qualitative Report, 27(9), 2026-2046.

Ellis, C. (2004). The Ethnographic I: A Methodological Novel about Autoethnography. Rowman Altamira.

# Embedded Ethics in Engineering

Joseph Tibbs

In recent years, the importance of ethics interventions as an essential component of engineering education has become clear. However, the most effective structure and strategies for this multidisciplinary instruction are still a matter of study and debate. This review will focus on the instructional strategy referred to here as “embedded ethics”, in which ethical content is incorporated into an existing technical course rather than being presented separately. From a learning outcomes standpoint, this is the reflection of the very real social responsibility that engineers have to consider ethics in all aspects of their works; as such, they should be taught to consider it at all times, including in their technical courses. The scale of these interventions can vary from consecutive class periods spent researching and debating case studies to single homework questions asking for an ethical judgement based on a technical analysis for compassionate design. While it may be challenging for an engineering domain expert to present ethical information in enough detail to give students a theoretical grounding, there are benefits to showing students why they are being asked to consider ethical questions. In this review, I describe the existing literature on exposing students to ethics as part of technical course curriculum, present practical tips for implementing and assessing the effectiveness of these interventions, and conclude by proposing an embedded ethics lesson for a bioinstrumentation classroom that focuses on inclusivity. By ensuring that equity and accessibility are baked into the design process which students learn, engineering curriculum can incorporate inclusivity as a natural part of their technical education. The current stage of the review is a 3,000 word synthesis of the existing literature, but there are more details that can be added; I am interested in speaking with other educators to learn about their practice of ethical instruction and how they incorporate inclusivity in their lesson plans.

# Exploring and Implementing Social-Emotional Competence Coaching for BIPOC Early Childhood Teachers: A Mixed-Method Study

Casey Kim

This study employs an exploratory sequential mixed methods design to investigate the impact of Practice-Based Coaching (PBC) on BIPOC Early Childhood Education (ECE) teachers' social-emotional teaching practices. Initially, qualitative data from focus groups will be used to develop culturally inclusive coaching components. These components will then be tested quantitatively through a single-case design to explore the functional relationship between PBC and teaching practices. This methodological approach allows for the integration of BIPOC ECE teachers' insights into the development of intervention strategies, ensuring that the coaching is culturally responsive. The ultimate goal is to enhance the effectiveness of PBC in supporting the unique needs of BIPOC ECE teachers, thereby improving their capacity to foster social-emotional learning in diverse classrooms.

# Filling Students' Bellies and Minds: Addressing Basic Needs Insecurity in K-12 Schools

Amanda Randolph

This study advocates for educational professionals in K-12 schools to provide resources to students who experience basic needs insecurity. Over forty-million children living in the United States face some form of poverty and those affected are disproportionally non-white. Navigating school without access to basic needs such as food, clean clothing, and hygiene products can result in social and emotional challenges, which often have negative academic implications. The primary goal of this study is to illustrate how one Title 1 high school in the Midwest is reimaging how they support students outside of the classroom. Using interviews, the researcher intends to answer the question: How does having access to basic needs at school impact K-12 students?

Educational professionals are constantly looking for new ways to better serve their students. This research intends to amplify academic consequences impoverished students face in order to encourage more schools to offer basic needs to their students in building. Doing this will hopefully result in a variety of positive benefits, such as improved grades, decreased absenteeism, and a greater sense of self-efficacy. Ultimately, the researcher intends to advocate for greater initiative (funding) at the local, state, and federal level to help economically vulnerable students.

This study embodies the sub-theme of “Compassionate Design” as it encourages schools to reimagine how they support their students who are disadvantaged by the effects of poverty. The aspirations of the researcher include future policy reform to expand legislation such as McKinney-Vento to champion for a whole child approach, addressing the conference sub-theme of “Critically Examining Policy for an Inclusive Future”.

# History Through Community: Teaching the Korean War

Lisa Ryou

In April 2021, Illinois passed the Teaching Equitable Asian American Community History (TEAACH) Act, becoming the first state to require Asian American history to be taught in schools. The Act states that students learn about “the contributions of Asian Americans to the economic, cultural, social, and political development of the United States.” By contrast, the 2016 Illinois social studies standards mention “Asian American” only once, in a list alongside other minority groups. To enhance the teaching of Asian American history, textbooks must be updated to better reflect the diversity of this group. Current U.S. history textbooks commonly used in Illinois often offer limited representation of Asian Americans, typically focusing on the Chinese Exclusion Act and Japanese internment camps, while oversimplifying these complex topics in both language and depth. This study seeks to start to address these gaps by focusing on the Korean War, often referred to as the “Forgotten War.” Using archives and oral histories of both Koreans and Korean Americans who lived through the war, I will shift the focus from U.S. imperialism to the lived experiences of these communities. Highlighting the diverse and varied perspectives of both Koreans and Korean Americans will not only enrich students' understanding of the Korean War but also deepen their understanding of the experiences of Korean Americans today. This research aims to produce a resource that can be used in classrooms to teach about the Korean War through a new perspective. For the TEAACH Act to be as impactful as it can be, it is important to emphasize representation, understand the influence of textbooks, and create meaningful resources that can be used in the classroom. This can help lead to create a more inclusive history curriculum going forward.

# Increasing Study Abroad Participation by Historically Underrepresented U.S. Students

Sundi Musnicki

As our world becomes increasingly more diverse, the need to develop students into independent, open-minded citizens has never been greater (West, 2019). An experience that directly contributes to the development of global citizenship is study abroad, which research indicates has a positive impact on students’ self-sufficiency, autonomy, cultural awareness, decision-making skills, self-efficacy, and determination, has been associated with a variety of other positive outcomes as it relates to their cognitive, psychosocial, and cultural growth (Bhagat, 2011; Ecker-Lyster & Kardash, 2022; Engel, 2017; Esmieu et al., 2016; Smith et al., 2013; Twombly et al., 2012). Over the last 25 years, study abroad has steadily increased in popularity (Institute of International Education, 2023; Klee, 2022; Brundage et al., 2023; Twombly et al., 2012) as it strives to shift its perception from being an opportunity only for the elite to being an integral part of the college experience. But, “the field of [study] abroad [was] built on exclusionary practices” (Whatley & Raby, 2020, p. 95). As such, more work needs to be done to improve accessibility to and awareness of study abroad, specifically for those from historically marginalized backgrounds. A review of existing research found several studies that discuss in-depth the numerous obstacles that deter students from participation, including cost, lack of knowledge or family experience, difficulty finding relevant programs and/or locations, inaccessibility, concerns about on-time graduation, and family and community influence, and fear of isolation or discrimination (Bhagat, 2011; Blake et al., 2020; Ecker-Lyster & Kardash, 2022; Engel, 2017; Murray Brux & Fry, 2010; Nyunt & Sledge, 2022; Sweeney, 2013; Twombly et al., 2012; Walker et al., 2022). While existing literature provides in-depth analysis of these obstacles and offers numerous suggestions of strategies or interventions that can be employed to help students navigate these challenges, they have fallen short of uncovering the effectiveness that different academic, financial, and cultural interventions might have in improving underrepresented student participation in study abroad (Brux & Fry, 2010; Heirweg et al., 2020; Hurst, 2019; Kelley et al., 2016; McClure et al., 2010; Whatley & Raby, 2020). What impact can interventions have on helping students to overcome financial and social barriers? Focusing on strategies such as the centralization of resources, leveraging of faculty-student relationships to increase awareness of study abroad opportunities, facilitation of pre-departure community building activities, and development of culturally responsive experiences, interventions will be developed, employed, and assessed to determine their effectiveness and potential for future use by both higher education institutions and study abroad providers. Research suggests that promoting such opportunities can not only increase access and overall participation in study abroad, it can also have a positive impact on overall student retention (Metzger, 2006).

# Investigating Big Ten Universities' Website Discourse on the Future of Education

Minjoo Chong

This study examines how higher education institutions in the Big Ten Academic Alliance (BTAA) use their official websites to articulate values and visions for the future of education. By analyzing textual content, the research uncovers explicit and implicit messages about "future education," contributing to an understanding of how these institutions collectively and individually frame their roles in shaping 21st-century education. The research seeks to: 1) identify recurring keywords and themes related to future education across Big Ten university websites, and 2) determine whether these universities present a unified or differentiated discourse on the future of education.

The analysis focuses on common website sections such as "About," "Research," and "Academics" for BTAA member institutions. While the term "future education" may not always appear explicitly, implicit references are examined through contextual language and thematic patterns. The process involves systematically coding the text to identify recurring themes, categorizing language related to future education, and interpreting these findings within institutional and collaborative contexts. The goal is to uncover how keywords frame educational priorities and innovations aligned with future goals.

The study anticipates finding both shared and distinct themes, reflecting the dual roles of Big Ten universities as independent institutions and BTAA members. Results are likely to highlight common visions of innovation, inclusivity, and global challenges, while also showcasing unique institutional priorities. These findings will shed light on whether the universities articulate a cohesive voice about the future of education.

Given the BTAA’s prominence in shaping research, policy, and academic innovation, this research provides a unique perspective on how collaborative networks influence higher education’s direction. Analyzing its member institutions as an alliance, rather than as isolated entities, offers critical insights into how higher education institutions collectively navigate global challenges and advocate for inclusivity. These findings are crucial for policymakers, educators, and researchers seeking to understand and guide the evolving priorities of 21st-century higher education.

Aligned with "Education in the 21st Century: Designing a More Inclusive Future," this study evaluates how Big Ten universities incorporate inclusivity into their discourse. It examines dominant and marginalized themes, revealing whether inclusivity is framed as a core value or remains secondary to other priorities. This aligns closely with the conference's emphasis on creating equitable and inclusive educational frameworks for the future.

# Language policy of youth group ministry in a Korean church in the Midwest

Hye-in Yang

Korean churches have long served as pivotal out-of-school spaces for Korean Americans to gather, practice their home and community languages for biliteracy development, and foster cultural and linguistic identities as Koreans (Chong, 1998; Joo et al., 2023). Through religious literacy practices, including hymn singing, Bible study, and culturally grounded activities, Korean Americans not only enhance their biliteracy but also affirm their identities as Koreans (Chong, 1998; Joo et al., 2023). However, language policies within these churches, particularly in youth group ministries, vary widely.

This study examines the language policies (Spolsky, 2004) and ideologies (Schieffelin et al., 1998) shaping a youth group ministry in a Korean church in the Midwest. Employing a qualitative case study approach (Merriam and Tisdell, 2016), this research seeks to answer the following two research questions: (1) What is the language policy of the youth group service in the Korean church in the Midwest, and why was such a policy adopted? and (2) How does the language policy affect Korean American youth’s biliteracy practices?

Data collection includes observations of youth group worship sessions, focusing on language use during sermons, hymn singing, and Bible study, as well as semi-structured interviews with the youth group pastor, teachers, and students (Corbin & Strauss, 1990; Merriam and Tisdell, 2016). Field notes and interview transcripts will undergo two phases of thematic coding (Corbin & Strauss, 1990; Merriam and Tisdell, 2016), guided by the theoretical frameworks of language ideology (Schieffelin et al., 1998), language policy (Spolsky, 2004), and translanguaging (García & Kleifgen, 2019).

This study contributes to understanding how language ideologies in U.S. society influence the language practices of a marginalized Korean community. By exploring the intersections of language policy and biliteracy development, this research highlights the critical role of community spaces in supporting the linguistic and cultural needs of Korean American youth.

References

Chong, K. H. (1998). What It Means to Be Christian: The Role of Religion in the Construction of Ethnic Identity and Boundary among Second-Generation Korean Americans. Sociology of Religion, 59(3), 259-286. https://doi.org/10.2307/3711911

Corbin, J., & Strauss, A. (1990). Basics of qualitative research: Grounded Theory Procedures and Techniques. SAGE Publications.

Joo, S. J., Chik, A., & Djonov, E. (2023). "Church is like a mini Korea": the potential of migrant religious organisations for promoting heritage language maintenance. Applied Linguistics Review. https://doi.org/10.1515/applirev-2022-0052

Merriam, S.B., & Tisdell, E.J. (2016). Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass.

García, O., & Kleifgen, J. A. (2019). Translanguaging and literacies. Reading Research Quarterly, 55(4), 553-571. https://doi-org.proxy2.library.illinois.edu/10.1002/rrq.286

Schieffelin, B. B., Woolard, K. A., & Kroskrity, P. V. (Eds.). (1998). Language ideologies: Practice and theory. Oxford University Press.

Spolsky, B. (2004). Language policy. Cambridge University Press.

# Leveraging Technology in Early Intervention: Utilizing VR to Coach Caregivers of Young Children with Complex Communication Needs

Maryana Al Tobi

Virtual reality (VR) is an emerging technology with potential uses in early intervention, particularly in family-centered practices like parental coaching. This study investigates the effectiveness of delivering caregiver coaching through VR to parents of children with complex communication needs aged 2-4 years. Six parent-child dyads participated in a 16-week-long VR coaching program, during which VR was used to deliver asynchronous self-paced caregiver coaching. Parents’ application and retention of the taught skills were measured weekly using a fidelity checklist and a frequency count through the VR program and telehealth. Data were collected through 3 phases: baseline, intervention, and maintenance, and analyzed for each dyad at each phase. Results demonstrated significant parent application and retention of taught skills. These findings highlight that VR has the potential to enhance the service delivery of caregiver coaching in early intervention by addressing identified barriers in the field, such as language differences, granting diverse families better access to caregiver coaching. Further research needs to explore the effect of VR caregiver coaching delivery on children’s communication and social-emotional outcomes.

Leveraging VR in caregiver coaching connects the two subthemes: Diverse and Innovative Perspectives on Education in the 21st Century and Intentional Technologies for Diverse Futures. This study examines the use of VR, an innovative technology, to design and deliver effective caregiver coaching to families, ensuring that every family, especially diverse families, has access to high-quality early intervention services.

# Measuring Higher Education Instructor Inclusive Pedagogy: A Systematic Review

Mikayla Strasser

Rationale

In the 21st-century, universities serve increasingly diverse students, making inclusive pedagogy (IP) essential for removing barriers for all students (Loreman, 2017). IP addresses individual student needs to foster belonging and reduce equity gaps (Morina, 2021; Theobald et al., 2020). Despite growing research and professional development on IP, no studies have compiled instruments for measuring faculty knowledge, practices, or attitudes in higher education, where definitions of IP vary widely (Stentiford and Koutsouris, 2020). This gap complicates efforts to evaluate faculty development programs or intervention efficacy. This study aims to address this by reviewing existing literature on IP instruments in higher education.

In what contexts has IP been measured in higher education?

What constructs are measured in these instruments?

Which instruments are used?

What is the reliability and validity evidence of the instruments?

Design

A systematic review is underway, with initial searches yielding 1,532 articles from ProQuest Databases APA PsycINFO, ERIC, and snowball sampling with Google Scholar. Inclusion criteria require studies to empirical, peer-reviewed studies focused on higher education instructors and measurement of faculty knowledge, skills, or attitudes related to inclusive pedagogy (Stentiford and Koutsouris, 2020). Articles were screened using Covidence, with inclusion decisions validated by a second researcher using a random subset of the sample, with an interrater agreement on inclusion decisions at 88.9%. 79 articles met the criteria.

Analyses and Preliminary Findings

The 79 remaining articles will be coded using a framework modeled after the work of Lin et al. (2020) and Tang et al. (2020). Following systematic review and content analysis methodologies (Kitchenham, 2004; Frankel et al., 2011), the coding reliability of the framework was established through iterative testing and revisions with another researcher, experienced with review data extraction. Interrater agreement for coding reached 87%, with a sample of 19 of the 79 articles. I will complete the remaining data extraction independently before conducting descriptive statistics to answer the listed research questions.

Study-level findings will describe the context around instrument use (use for intervention testing, university type, subject areas, and definitions of IP). Instrument-level findings identify instrument type, frequency of use for an individual instrument across studies, constructs measured, informant type, and validity and reliability evidence.

Implications

This review aims to offer a framework and inventory to advance research and professional development in IP within higher education. By identifying high-quality tools, this study supports holistic, reliable, and valid measurement approaches to facilitate IP implementation.

## References

Kitchenham, B. (2004). Procedures for performing systematic reviews (Vol. 22, pp 1-26). Keele, UK: Keele University, 2004.

Fraenkel J. R., Wallen, N. E., & Hyun, H. H. (2011) How to design and evaluate research in education. New York: McGraw-Hill Humanities/Social Sciences/Languages.

Loreman, T. (2017, March 29). Pedagogy for Inclusive Education. Oxford Research Encyclopedia of Education. Retrieved 3 Dec. 2024, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-148.

Lin, Q., Yin, Y., Tang, X., Hadad, R., Zhai, X. (2020). Assessing learning in technology-rich maker activities: A systematic review of empirical research. Computers & Education 157. 2-22.

Moriña, Anabel. (2017). Inclusive education in higher education: challenges and opportunities. European Journal of Special Needs Education, 32. 3-17. https://doi.org/10.1080/08856257.2016.1254964

Stentiford, L., & Koutsouris, G. (2020). What are inclusive pedagogies in higher education? A systematic scoping review. Studies in Higher Education, 46(11), 2245–2261. https://doi.org/10.1080/03075079.2020.1716322

Tang, X., Yin, Y., Lin, Q., Hadad, R., Zhai, X. (2020). Assessing computational thinking: A systematic review of empirical studies. Computers & Education 148 2-22.

Theobald, E. J., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., Behling, S., Chambwe, N., Cintrón, D. L., Cooper, J. D., Dunster, G., Grummer, J. A., Hennessey, K., Hsiao, J., Iranon, N., Jones, L., 2nd, Jordt, H., Keller, M., Lacey, M. E., Littlefield, C. E., Lowe, A., … Freeman, S. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. Proceedings of the National Academy of Sciences of the United States of America, 117(12), 6476–6483. https://doi.org/10.1073/pnas.1916903117

# ‘’Memories of Papuqs’’ – Indigenous Qualitative Approach for Children Books on Indigenous Disaster Risk Management

Toni Ariwijaya

Disaster risk reduction policies in developing countries have often relied on scientific knowledge while overlooking the importance of indigenous knowledge (Gaillard & Mercer, 2012; Rist & Guebas, 2016). Indigenous knowledge is frequently undervalued, as it is sometimes perceived as inferior to scientific knowledge. However, it has been utilized for generations to mitigate hazards and reduce disasters within local communities (UNISDR, 2005).

Reflecting on the 2018 Lombok Island, Indonesia, earthquake, many schoolchildren in the southern coastal areas of Lombok Island appeared well-prepared and did not panic when the earthquake occurred. Baseline interviews conducted in two villages in South Lombok revealed that local narratives, primarily shared by female elders (known as “papuq” in the local language), advised that when the earth shakes, children should pack food and survival kits—such as torches and blankets—into their school bags and then walk towards the nearest hills. These narratives are also shared in various stories or even lullabies addressing different issues like flooding, clean water access, and sustainable fishing.

This study aims to enhance the understanding of the native experiences of Lombok Island in disaster risk management. It seeks to highlight the significance of indigenous knowledge within contemporary scholarship. The study focuses on two main research questions and employs a sharing circle methodology that was conducted between 2021 and 2022 with six elders living in the southern coastal areas of Lombok Island, a region with a history of disasters such as the tsunami in 1971. Qualitative data from interviews and sharing circles were gathered and analyzed, later to be translated into three illustrated children's books used by three elementary schools in the area.

As a native scholar, I reflect on our cultural and ethical responsibilities and address the complex tensions that arise when researching as an "insider" and "outsider" using sharing circles as an Indigenous methodological approach.

# Mental Health Supports in the Elementary Classroom

Elizabeth Walters

It is becoming more and more common that young students are experiencing mental health challenges, some as early as first grade (Stormont et al., 2015). With mental health challenges reaching students at younger ages, it is becoming increasingly important for teachers and school staff to be ready to assist their students in need. It is estimated that roughly a third of young people experience mental health challenges (Anello et al., 2017; Hsieh, 2023; Korinek, 2021). Of students who may be in need, 70-80% of students are not receiving any mental healthcare services (Paulus et al., 2016). While a large portion of students are struggling in school with mental health concerns, teachers and school staff are most likely to be the first to see any potential signs a student is struggling (Dimitropoulos et al., 2021). Today, when teachers notice signs of a student struggling with mental health, the staff often do not know how to assist a student in need (Gunawardena, et al., 2024). Teacher preparation programs often focus on classroom management, curriculum, and instruction skills, while neglecting how to support students who are facing mental health issues. This goal of this study is to answer the following research questions:

1. How prepared do educational professionals—teachers, counselors, psychologists, social workers, and administrators—feel regarding supporting students with mental health issues?

2. What kind of professional development do educational professionals feel they need to properly support students with mental health issues?

Data for these questions will be collected via a survey created by the investigator. The survey will go out to educational professionals in elementary schools starting with those that have memoranda of understandings with my university. It is anticipated that the data will show a very strong need for mental health training for educational professionals in elementary school. Many benefits will arise from my research. One benefit is identifying where teachers and school counseling staff need more support and professional development. Mental health can be very overwhelming, especially for those without training. By finding the areas where staff are struggling, I can provide resources to support teachers and mental health staff. My research will allow me to develop professional development to better prepare educational professionals to support students struggling with mental health.

## References

Anello, V., Weist, M., Eber, L., Barrett, S., Cashman, J., Rosser, M., & Bazyk, S. (2016). Readiness for positive behavioral interventions and supports and School Mental Health Interconnection: Preliminary development of a stakeholder survey. Journal of Emotional and Behavioral Disorders, 25(2), 82–95. https://doi.org/10.1177/1063426616630536

Dimitropoulos, G., Cullen, E., Cullen, O. Pawluk, C., McLuckie, A., Patten, S., Bulloch, A., Wilcox, G., & Arnold, P. (2021). Teachers often see the red flags first: Perceptions of school staff regarding their roles in supporting students with mental health concerns. School Mental Health, 14, 402–415. https://doi.org/10.1007/s12310-021-09475-1

Gunawardena, H., Leotini, R., Nair, S., Cross, S., & Hickie, I. (2024). Teachers as first responders: Classroom experiences and mental health training needs of Australian schoolteachers. BMC Public Health, 23(24), 268-281. doi: 10.1186/s12889-023-17599-z

Hsieh, W.-Y. (2023). Supporting young exceptional children’s mental health in the early childhood classroom. TEACHING Exceptional Children, 56(3), 182–193. https://doi.org/10.1177/00400599231174425

Korinek, L. (2021). Supporting students with mental health challenges in the classroom. Preventing School Failure: Alternative Education for Children and Youth, 65(2), 97–107. https://doi.org/10.1080/1045988x.2020.1837058

Paulus, F. W., Ohmann, S., & Popow, C. (2016). Practitioner review: School‐based interventions in child mental health. Journal of Child Psychology and Psychiatry, 57(12), 1337–1359. https://doi.org/10.1111/jcpp.12584

Stormont, M., Herman, K. C., & Reinke, W. M. (2015). The overlooked children: How teachers can support children with internalizing behaviors. Beyond Behavior, 24(2), 39–45. https://doi.org/10.1177/107429561502400206

# Pedagogical Agent Toolkit: Empowering ESL Teachers with AI Tools

Samuel Hum

Remote learning has underscored the importance of intentionally-designed virtual environments. Designing such instructional content, however, can be time-consuming and require educators to have technical expertise. To alleviate these issues, previous research has utilized AI for pose estimation to transform instructional videos into pedagogical agent (PA), well-researched virtual characters that scaffold and give educational support, animations. The researchers found that users with no animation experience had similar usability and task load levels compared to users with some animation experience. Our system extends the previous work by not only incorporating AI for gesture mapping but also adding additional AI models for machine translation and voice cloning. This allows instructional content to be created for diverse student populations from a single video. Our research goal is to provide empirical evidence that giving agency to educators when designing inclusive educational supports will result in increased perceived usefulness ratings of the tool by teachers and comparable perceptions of the PA compared to the original recorded video by students. We envision running studies with an ESL teacher and their middle school students. The teacher would upload a video of them teaching in English, another language, or code switching, edit the generated animations and audio in the desired language, and rate their experience using the tool using a Likert-type scale survey. Then their students would watch both the tool-generated animation and audio and the original video, and will rate their perceptions of the content with a Likert-type scale survey. We anticipate that similar to previous findings that teachers even with low-animation expertise can effectively use our tool and due to the additional functionality of the toolkit will rate the perceived usefulness of the tool highly. In addition, due to the naturalistic movements of the poses generated from the AI model, students will rate the PA similar to the video. Our project has implications for the role of teachers in designing inclusive educational supports for their class. We hope that our toolkit will give them more agency in the design and function of their PA that will be working with their students without adding significantly more burden.

# Personal as pedagogical: A teacher sharing her stories for critical connections with classroom texts and students

Gautam Bisht

In this paper we analyze the phenomenon of a teacher making connections between her lived experience as an immigrant and various classroom tasks. We build on prior work that shows the significance of autoethnographic narratives of a teacher in elevating the migration experiences of a largely homogenous classroom (Jimenez, 2020). The data for this paper comes from a Sophomore English class in a mid-western public school. The class had a mixed demographic, which means a significant portion of students did not identify as immigrants. Therefore, an analyses of a teacher’s personal storytelling in heterogonous context, and with a focus on how she weaves it with more normative academic tasks, helps to extend existing literature. For our analyses, we identified, coded and organized all moments of personal sharing into a typology, highlighting their features and pedagogical functions. Finally, we conducted discourse analysis of selected segments where she went in-depth about her immigrant background, to study how she positioned herself within the story and how she positioned the act of reading and writing itself. Informed by the theoretical framework of decoloniality (Mignolo, 2007) and border thinking (Anzaldua, 1999),we argue that she models

the use of memory and place for academic tasks that are usually framed as neutral and skills-based pursuits. She deploys intertextuality to connect different times, places and events, thereby bridging the classroom assignments to a critical reading of the world. Her discursive moves of jumping across pronouns (everyone, I, you, them) creates a shared self and opens up the ground for empathy. Given that teachers feel conflicted between their priority for critical exploration and preparing students for conventional school work (Curdt-Christiansen, 2010), insights from this paper can help bridge that tension. Our paper also contributes to theorizing the personal as pedagogical (and political), foregrounding the intersubjective aspects of the craft of teaching.

# Reframing Education Modality: Examining the New Art School Modality and Black Leadership in Education

Haerim Lee

In the 2025 graduate conference, I will present the New Art School Modality (NASM) and its connection to 21st-century educational context to examine the innovative approach of education, which activates inclusive, collaborative, and humane space. As someone who is originally from S. Korea, a monoethnic country, I am interested in multi-racial dynamics related to educational history and future education models, particularly in minority settings in the Chicago area to develop my understanding of racial dynamics. Working as an educator and artist in the South Side of Chicago, I have been closely engaging with the Black community on a personal level. The experience that I have allows me to open the space of building allyship with the Black community and how to activate a learning space together. There is a gap in understanding different minority groups, oftentimes because of the dominant narrative, cannon, segregation, and institutional policies. Because of that, there are misrepresentations of different minority groups, particularly between Black and Asian communities. As Asian, it is important to advocate for Black educational leadership experience to honor their contribution to deconstructing the idea of anti-blackness from an Asian minority perspective. By presenting NASM as a member of the community, I hope to bring this awareness to the audience. My goal is to explore the idea of visibility and invisibility of Black representation within educational spaces, particularly within higher education, particularly in the art and humanity realm. Investigating the New Art School Modality (NASM) will provide a trajectory of how these representations have evolved their impact on various minority groups, primarily focusing on Black communities.

# Self-Determined Student as Cofounding Factor in Teaching Instruction Research

Joan Nugroho

This research focused on finding notable cofounding factor of teaching instruction on a computer science course. Cofounding factor often neglected in research methodology while actually understanding cofounding factor is important to ensure the research produce valid and reliable result. Thus, following research question generated. What is notable cofounding factor can be found based on participant background and research result on a computer science course which is artificial neural network (ann) course? The methodology of this research considered case study (since the number of participants is limited) on an ann course in one private university. 8 participants enrolled in the class which can be classified based on two groups which are control group and experiment group. Control group contain 3 participants which only study based on standard lecture and assignment. Experiment group contains 5 participant which voluntary accept intervention (additional tool which is Neuroph learning material and conduct additional programming assignment). The result show that experiment group final score outperforms control group final score. Thus, temporary conclusion shows that the intervention successfully improving learning. However, after background data collected, it shows that participants in experiment group which voluntary accept intervention (additional tool learning and additional programming assignment) can be considered self-determined person (their past record is very good/high performer student) thus no wonder their willingly accept additional tool learning and additional programming assignment (since they are self-determined person thus expect challenge and high grade). Thus, is noted that the result not merely because intervention (additional tool and additional programming assignment) which improve teaching result, but the self-determined factor become notable factor in here. Based on this finding thus self-determination is notable cofounding factor in this ann course which hypothesized can be generalized on all teaching subject. Based on this finding thus the implication as follows. Since the cofounding factor is important factor which cannot be neglected thus the research on teaching instruction should strictly use randomize principle i.e. to know the effect of intervention (additional tool learning and additional assignment) do not use voluntary principle but randomize all 8 participant which one should in control group and which one in experiment group

# The Ethical Dilemmas of Technology Leaders in Schools

Ashish Gaur

A normative case study that explores the ethical dilemmas faced by school leaders in integrating technology within resource-constrained educational contexts. It examines the decision-making processes in an Indian school, focusing on balancing technological aspirations with pedagogical goals during budgeting periods. The central argument highlights the ethical tensions between egalitarian access and choice-based approaches, the fairness of economic burdens, and the accountability of stakeholders in adopting and validating emerging educational technologies. The study is grounded in the growing reliance on technology in education, which can often amplify pre-existing inequities rather than alleviate them.

The research addresses key questions: How do school leaders navigate competing ethical priorities when adopting new educational technologies? What frameworks guide decisions regarding the distribution of costs among schools, parents, and other stakeholders? How do schools evaluate the effectiveness of technological tools while managing resource constraints? These questions are essential for understanding how technology can be integrated in ways that are both inclusive and equitable.

The study employs an interpretive approach, using a fictionalized yet contextually grounded case study to engage educators, parents, and administrators. The narrative is designed to reflect diverse stakeholder perspectives and is accompanied by guided reflection prompts to elicit deeper ethical insights. This methodology aims to foster critical engagement with the complexities of ethical decision-making in educational technology.

This normative case study has not yet been applied by practitioners or scholars. However, it is anticipated to provide valuable insights for educational policy and professional development, particularly in preparing school leaders to navigate the ethical trade-offs inherent in technology adoption. By offering reflective tools and participatory methods, the study seeks to support informed and equitable decision-making for school leaders.

Aligned with the conference theme, "Education in the 21st Century: Designing a More Inclusive Future," this research underscores the importance of critically engaging with technology to ensure it enhances, rather than undermines, equity and inclusion. It aims to provide an avenue of critical engagement for addressing ethical dilemmas that are increasingly relevant as schools adapt to the evolving educational landscape.

# The Impact of African-Centered Education on the Identity, Self-esteem, and Academic Achievement of African American Middle School Students

Lutha Maura

This study will explore the anticipated impact of African-centered education on the identity, self-esteem, and academic achievement of African American middle school students. Rooted in Critical Race Theory (CRT), the research will investigate how culturally relevant education can counteract anti-Blackness and foster positive educational outcomes for marginalized students. Using an explanatory sequential mixed methods design, the study will first quantify the effects of African-centered education by administering standardized assessments of identity, self-esteem, and academic performance. The first phase will involve using the Multidimensional Inventory of Black Identity-teen (MIBI) to assess identity, the Culture Free Self-Esteem Inventories Third Edition (CFSEI-3) for self-esteem, and academic achievement will be measured through standardized test scores such as the PSAT 8/9 or Illinois Assessment of Readiness (IAR). In the second phase, qualitative interviews will be conducted with students through focus group sessions. These interviews will explore how African American students perceive the influence of African-centered education on their identity and self-esteem, and the role this education plays in their academic success. Key research questions will include: How do African American middle school students perceive the impact of African-centered education on their self-esteem? What aspects of African-centered education do African American middle school students find influential in shaping their identity? The qualitative phase will employ counter storytelling, a CRT method, to provide students with a platform to share their experiences and perspectives, challenging dominant educational narratives. The integration of both quantitative and qualitative results will offer a comprehensive understanding of the impact of African-centered education on students' academic success, self-esteem, and identity development. The anticipated findings are expected to highlight the transformative potential of African-centered education in addressing systemic racial disparities, offering a pathway to more equitable and inclusive educational practices. This study aligns with the conference theme, "Education in the 21st Century: Designing a More Inclusive Future," by contributing to the dialogue on creating more inclusive, humanizing, and culturally relevant approaches to teaching and learning. It underscores the importance of designing educational systems that affirm the identities of marginalized students, fostering empowerment, collaboration, and compassion. The implications of this research will extend to curriculum design, teacher training, and educational policy, advocating for the integration of culturally sustaining pedagogy to empower African American students.

# Through the lens of “Iyagi”: Korean/Korean American Parents’ Stories on Navigating Their Children’s Early Childhood Education

Pyeong-eun Kim

This study explores Korean/Korean American parents’ perspectives on their children’s experiences in predominantly White U.S. Midwestern settings. Using “iyagi”, a traditional Korean storytelling method, this research captures Korean/Korean American parents' narratives to understand their specific challenges, expectations, and aspirations for their young children. Through these stories, this study contributes to the field of early childhood education and Korean/Korean American communities by advocating for a deeper understanding of Korean/Korean American families and the role of parental narratives in shaping inclusive educational practices in early childhood educational settings. This project explores the lived experiences and perspectives of Korean/Korean American parents with children under five enrolled in white-dominant early childhood educational settings in Michigan. Theoretically framed by the notion of funds of knowledge (Moll et al., 1992) and white ignorance (Mills, 2007), this study seeks to answer the following research question: 1) How Korean/Korean American parents’ cultural values, practices, and experiences shape their educational aspirations and expectations for their children? 2) How do the funds of knowledge that Korean/Korean American parents bring into their children’s educational experiences intersect with the challenges posed by white ignorance in predominantly White early childhood educational settings?

# Understanding Experiences among First Generation to College Students’ Access to Social Capital in their Pursuit of Potential College Enrollment

Daniel Miller

According to the United States Congressional Budget Office, three million immigrants arrived in the country in 2023 (The Demographic Outlook: 2024 to 2054, 2024). These immigrant families are likely the first in their family to experience the unique challenges and opportunities of the U.S. educational system (Dennis et al., 2005). This study will examine the stories of Junior and Senior high school students who identify as First Generation to College. The study will explore their experiences inside and outside of school to gain knowledge about their post-secondary exploration process. Participants will include a small sample of students who attend a large suburban high school district and identify as First Generation to College.

The first research question will examine how these students receive information and process support regarding their post-secondary opportunities. The second research question will explore how the experiences among the same students are related to their college enrollment behaviors.

Through semi-structured interviews with students, their parents and high school counselors, results will look for patterns to explain how the students accessed information from their high school counselor and published informational sources (Waalkes et al., 2023). It will also explore how they acquired information through observational interactions with college personnel. Findings aim to show the frequency and duration of these interactions and whether they are associated with college enrollment behaviors (Duncheon & Relles, 2019). By showing how these processes have a direct or indirect relationship, this study will reveal a key explanation of how First Generation to U.S. college students access social capital in developing their self-efficacy as it relates to their post-secondary decision-making process (Coleman, 1998).

Additionally, research findings will bolster the Illinois Graduate Student Conference theme of designing a more inclusive future. Educators who support First Generation to College students will be provided with empirical evidence to support their ongoing effort to build thoughtful programming for their students. Providing data-driven guidance is critical as these educators serve on the front lines of public schools to improve their students’ post-secondary educational opportunities.

## References

Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. American Journal of

Sociology, 94, S95–S120. https://doi.org/10.1086/228943

Dennis, J. M., Phinney, J. S., & Chuateco, L. I. (2005). The role of motivation, parental support,

and peer support in the academic success of ethnic minority first-generation college students. Journal of College Student Development, 46(3), 223- 236.

Duncheon, J. C., & Relles, S. R. (2019). Brokering College Opportunity for First-Generation

Youth: The Role of the Urban High School. American Educational Research Journal, 56(1), Article 1. https://doi.org/10.3102/0002831218788335

The demographic Outlook: 2024 to 2054. (2024, January 1). Congressional Budget Office. https://www.cbo.gov/publication/59899#:~:text=CBO%20estimates%20that%20net%20immigration,over%20the%202027%E2%80%932054%20period.

Waalkes, P. L., Stickl Haugen, J., Mizutani, Y., Meyer, J. J., Salvatierra, D., Odle, C., &

Somerville, T. (2023). American first-generation college students’ narratives of positive relationships with their school counsellors. Journal of Psychologists and Counsellors in Schools, 33(2), Article 2. https://doi.org/10.1017/jgc.2023.1

# Using Gamification to Tackle Challenges in Culturally Responsive Classrooms: A Case Study Approach for Pre-service Teacher Training

Xinyue Zhou, Yesim Akar Hozman

Teaching in the U.S. presents unique opportunities due to its diverse and multicultural classrooms, requiring culturally responsive classroom management (Weinstein et al., 2003). This approach emphasizes equity and social justice, encouraging teachers to reflect on biases, validate cultural differences, and provide equitable learning opportunities. Pre-service teachers often feel unprepared for these challenges since university programs address them mostly through theoretical frameworks rather than practical, hands-on experiences (Howard et al., 2018). This highlights the critical need for training in culturally responsive classroom management at the pre-service level. The proposed study plans to use gamification to increase engagement by providing more hands-on learning activities.

While gamification has limitations, such as the risk of trivializing cultural content, this study aimed to explore the potential of gamified elements in case study activities. These elements include interactive scenarios based on real classroom challenges such as managing cultural misunderstandings, addressing biases, and adapting curriculum, as well as instant feedback and rewards like digital badges, progress trackers, or leaderboards. The goal is to enhance pre-service teachers' engagement, deepen their understanding of culturally responsive classrooms, and support the application of theoretical knowledge in challenging situations.

This study will employ a mixed-methods case study approach, integrating gamified elements into traditional case-based learning to examine the effectiveness of using gamification in case studies for pre-service teacher training. Data collection involves a combination of observation, gameplay analytics, and participant reflections, and both control and experimental groups are included to evaluate the effectiveness of using such a gamified approach. The primary population of this study will focus on pre-service teachers enrolled in teacher training programs in the U.S. This study hypothesizes that gamifying case studies will significantly enhance engagement, cultural awareness, and teaching adaptability among pre-service teachers. By immersing them in interactive, scenario-based learning, the approach is expected to foster deeper reflection on cultural biases, improve problem-solving skills in diverse classroom settings, and increase confidence in applying culturally responsive teaching practices. These outcomes aim to demonstrate the potential of gamification as a transformative tool in teacher training. This approach aligns with the conference theme, "Education in the 21st Century: Designing a More Inclusive Future," by leveraging innovative, interactive methods to foster inclusivity and adaptability in education, equipping future educators to meet the needs of increasingly diverse student populations.

References:

Howard, C., Overstreet, M., & Ticknor, A. (2018). Engaging Preservice Teachers with Culturally Responsive Pedagogy: Three Model Lessons for Teacher Educators. https://www.semanticscholar.org/paper/Engaging-Preservice-Teachers-with-Culturally-Three-Howard-Overstreet/0e9743ca8546a9db614ce17416056a1ad7146c60

Weinstein, C., & Tomlinson-Clarke, M. C. a. S. (2003). Culturally Responsive Classroom Management: Awareness into Action. Theory Into Practice, 42(4), 269–276. https://www.jstor.org/stable/1477388

# Using Human-Centered Design to Understand and Address Modern Slavery in a Collaborative Online International Learning Course

Joey Shepherd

Modern slavery, such as human trafficking, forced labor, and sexual exploitation, is a global problem affecting millions of people. This study examines the benefits of equipping eleven students from two different universities, one in the U.S.A. and one in South Africa, with human-centered design (HCD) tools to understand and address modern slavery in a collaborative online international learning (COIL) course. Students were asked to respond to a retrospective pre-post survey to measure their learning before and after participating in the course. The retrospective pre-post survey used a mix of 5-point Likert-scale questions and open-ended questions to determine what students had learned about HCD, modern slavery, and online communication. Six students completed the retrospective pre-post survey, and an analysis of their responses reveals significant improvement in the following: 1) their understanding of HCD; 2) their understanding of modern slavery; 3) their ability to use HCD tools, including brainstorming and prototyping ideas, to assess and address examples of modern slavery; and 4) their ability to communicate in an online setting. The survey responses also identify two key recommendations for future iterations of the course: 1) hosting a course session to review and train participants on the required technology and software applications; and 2) conducting the collaborative, online, synchronous course sessions at a time that better accommodates the time differences among participants. These findings: 1) document recommendations for future COIL courses; 2) support the use of COIL courses to educate students on HCD and modern slavery; 3) reinforce the use of COIL courses to allow global student interaction to analyze and assess modern issues impacting society; and 4) communicate the value of HCD to address examples of modern slavery. Since this project examines HCD, modern slavery, and the emerging field of COIL, the findings will contribute to future research on these topics.

Optional Statement: This proposal is relevant to the theme Education in the 21st Century: Designing a More Inclusive Future because it relies on diverse student perspectives in a COIL course and justifies the use of HCD tools, which prioritize empathy and compassion, to address societal issues. COIL courses allow for virtual exchange, global learning, and global student interaction, and these courses will contribute to a more inclusive educational future. HCD focuses on the needs of the people, and this technique will be useful to create, develop, and sustain more equitable, inclusive educational opportunities for all humanity.

# When to Clip: Analysis of self-selected responsive teaching video clips in high school mathematics classrooms

Eugene Cox

This in-progress study examines how secondary mathematics teachers use self-selected video clips to support responsive teaching practices. Responsive teaching involves making real-time instructional adjustments to meet the needs of their students and address students’ needs, which requires reflection and thoughtful decision-making (Robertson et al., 2015). This research focuses on understanding the rationale behind teacher-selected moments, their alignment with instructional goals, and how they reflect on in-the-moment pedagogical decisions. This study is guided by two research questions: (1) What are the common characteristics of teacher-selected moments used for responsive teaching practice? (2) How do student behaviors and interactions contribute to teachers’ decisions to record a clip? Data was collected during 2014–2015 from a prior research project which consisted of six middle school and high school mathematics teachers using point-of-view (POV) cameras, post-lesson teacher interviews) and classroom video data(Sherin & Dyer 2017; Palaguachi et al., 2022-2023) Qualitative data was analyzed using one teacher, which consisted of 7 teacher interviews and roughly 100 POV clips. Self-captured clips included capturing one minute before and three minutes after a selection of a clip, where teachers used wristband devices to control a POV camera footage.

Qualitative coding was conducted to analyze self-captured video clips and teacher interview data, alongside analytic memos (Saldana, 2013; Rogers 2018). Preliminary findings suggest that selected-captured moments highlight teachers’ efforts to balance instructional goals with responding to student needs, address student misconceptions, and foster collaborative problem-solving. Future work on this study, pending IRB approval will involve expanding our existing qualitative coding and analytic memos on a larger dataset which consists of an additional 5 teachers. Additionally, we will be integrating content logs with extracted audiovisual features using computational tools for audio analysis (eg., openSMILE for audio analysis). By combining qualitative and computational methods, this study aims to supplement existing work with a scalable approach for analyzing classroom interaction.

This work has practical implications for researchers, as it demonstrates the value of combining computational audiovisual data (pattern detection) with qualitative coding schema by helping uncover patterns that might go unnoticed. This in-progress work contributes to understanding how self-captured video can be used to enhance teacher reflection, improve professional development, and support responsive teaching practices. Lastly, submission aligns with conference strand: Intentional Technologies for Diverse Futures.

# Women High School Principals: Perspectives on Navigating and Negotiating their Gendered Role

Anne Allegretti

Despite women comprising the majority of K-12 educators, they remain significantly underrepresented in high school principalships and face unique challenges in these leadership roles. This study examines how women high school principals navigate work-life barriers and negotiate their gendered professional roles, arguing that traditional workplace structures and expectations continue to disadvantage women in educational leadership positions. The research addresses critical gaps in understanding women principals' experiences, particularly the strategies they employ to balance professional demands with personal obligations.

The study pursues three research questions: (1) how women principals describe work-life barriers, (2) what strategies they employ to balance professional and personal obligations, and (3) how they perceive and respond to gendered leadership expectations. Using Joan Acker's Ideal Worker Theory as a theoretical framework, this qualitative phenomenological study employs semi-structured interviews with women high school principals in Illinois. The target population includes 20 current public high school principals who self-identify as women, with participants recruited through convenience and snowball sampling methods.

Preliminary findings from the initial interview reveal significant work-life barriers including 80-hour work weeks, constant availability expectations, and delayed family planning. The participant reported experiencing gender-specific challenges such as "role incredulity," heightened scrutiny of professional appearance, and exclusion from informal leadership networks. Work-life balance strategies identified include relying on spousal support for domestic responsibilities and establishing boundaries around weekend communication.

While the research is ongoing, initial findings suggest that gendered organizational structures continue to create systemic inequalities in educational leadership. The study's implications include recommendations for developing administrative support teams, implementing mentoring programs, and reconsidering traditional leadership expectations that disadvantage women administrators.

This research contributes to creating a more inclusive educational future by examining how traditional leadership models may perpetuate gender inequities and identifying strategies for systemic change. By understanding and addressing these barriers, schools can work toward more equitable leadership opportunities that benefit from diverse perspectives and leadership styles.