

The poster features a vertical split design. The left half shows a close-up of a young person with dark, curly hair and freckles, wearing a green turtleneck. The right half shows a close-up of a young woman with long brown hair and a pearl earring. The background on the far right is a photograph of the Chicago skyline at dusk, with the Willis Tower prominent and its lights reflecting in a body of water.

CHICAGO INTERNATIONAL SUMMIT ON EDUCATION

June 6, 2025

No Room For Failure:
National and International
Perspectives on Promoting
Student Success



ABOUT CHICAGO INTERNATIONAL SUMMIT ON EDUCATION

Chicago International Summit on Education 2025 provides a platform for the presentation of new advances and research results in education theory and practice. It brings together academics, researchers, school leaders, and graduate students to share their research findings and best practices. The Summit includes presentations on innovative and emerging trends in educational practices to promote the successful transition of students beyond high school. All submissions are peer-reviewed and evaluated based on originality, technical and/or research depth, accuracy, and relevance to the conference's themes and topics.

No Room for Failure: National and International Perspectives on Promoting Student Success is the theme of Chicago Summit 2025 with diverse perspectives on the following topics:

- Understanding the Dynamics of Transition to Ensure College and Career Success for All Students
- Effective (and Ineffective) Uses of Educational Technologies
- Impact of Social Media on Students' Mental Health and Well-Being
- Artificial Intelligence: What It Is and Why It Matters
- Designing and Implementing Social Emotional Learning (SEL) Programs to Promote Equity
- Keeping Up with Curriculum Design: Implementation Trends, Student Assessment Strategies and Measurement Tools

VENUE

East-West University
Student Life Center
829 S Wabash Avenue
17th Floor, Lakeview Room
Chicago, Illinois, 60605

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#ChicagoSummit2025

JUNE 6, 2025

SCHEDULE

7:30 am - 8:20 am	Check-in and Breakfast	
8:20 am - 8:40 am	Welcoming Remarks	p. 4
8:40 am - 9:40 am	Panel Discussion: Preparing Students for College Success and Beyond	p. 5
9:45 am - 10:35 am	Breakout Sessions 1	p. 6-8
10:35 am - 11:00 am	Poster Presentation & Coffee Break Networking Session & Exhibition	p. 9-10
11:00 am to 11:50 pm	Breakout Sessions 2	p. 11-13
11:55 pm to 12:45 pm	Breakout Sessions 3	p. 14-17
12:45 pm to 1:35 pm	Lunch & Student Performances	p. 18
1:35pm to 2:30 pm	Panel Discussion: Navigating the Transition from High School to College	p. 19
2:35 pm to 3:25 pm	Breakout Sessions 4	p. 20-22
3:25 pm to 3:40pm	Poster Presentation & Coffee Break Networking Session & Exhibition	p. 23
3:40pm to 4:30pm	Breakout Sessions 5	p. 24-26
4:30pm to 5:00 pm	Award Ceremony & Closing Remarks	p. 27

June 6, 2025

WELCOMING REMARKS

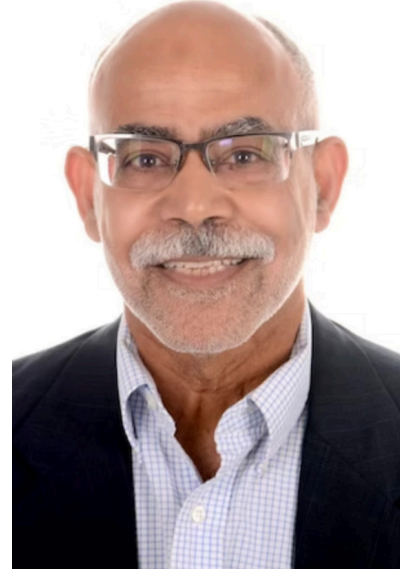


MARY THOMAS

Master of Ceremonies

Digital Marketing Intern
Ad Astra Research Institute

Mary Thomas is currently pursuing a degree in Digital Marketing at DePaul University in Chicago. Passionate about creative marketing strategies and content development, she has a keen interest in using digital tools to connect with audiences and drive brand growth. Outside of her academic work, Mary enjoys traveling, exploring new trends in social media, and staying active in the Chicago community.



DR. RADHI AL-MABUK

Welcoming Remarks

Board President,
Ad Astra Research Institute

Dr. Radhi H. Al-Mabuk is an emeritus professor of education in the Department of Educational Psychology & Foundations at the University of Northern Iowa, Cedar Falls, Iowa, a position he held over 30 years. His areas of expertise include child and adolescent development, human motivation, moral development, and instructional psychology.

**MODERATOR****D. ANTONIO CANTU, PH.D.**

Dean, College of Health, Education, and Human Sciences,
University of Arkansas – Fort Smith, AR

Host of the **Future Insight Podcast**

Professor Cantu has over thirty years of experience in professional education from high school through the university level. Professor Cantu is the author of numerous research articles, book chapters, and books on history/social studies education and technology integration.

PANELISTS**GINA BUCCOLA, PH.D.**

Dean, College of Humanities, Education and Social Sciences, Roosevelt University,
IL, USA

Dr. Buccola has published several books on early modern British drama and culture. Recent journal publications include *Medieval and Renaissance Drama in England* and *Borrowers and Lenders: The Journal of Shakespeare and Appropriation*.

**MARK POTTER, Ph.D.**

Provost and Chief Academic Officer, City Colleges of Chicago – Illinois, USA

In service to the seven City Colleges (Truman, Wilbur Wright, Malcolm X, Harold Washington, Kennedy-King, Olive-Harvey, and Richard J Daley), Dr. Potter leads efforts to advance quality academic experiences and high-value student outcomes in both credit programs and adult education.

www.futurereview.org/future-insight



Future Insight
PODCAST



BREAKOUT SESSIONS 1 9:45 AM - 10:35 AM

Conference Topic:
Impact of Social
Media on Students'
Mental Health and
Well-Being

Paper: Emotional intelligence is key for digital wellness: A practical framework to support student success

Laffier, J & Westley, M.



JENNIFER LAFFIER,
PhD, RCAT, RP

Director, Mental Health
in the Digital Age Lab

Assistant Professor,
Frazer Faculty of
Education, Ontario Tech
University

Abstract: Digital Wellness has been called the "rallying call of our time" (Pardes, 2018). Recent research reveals that 96% of youth use the internet daily, 45% report near-constant online activity, and 95% own smartphones (Faverio & Sidoti, 2024). It is essential that youth understand the impacts of technology on their mental health and learn how to engage with technologies, such as social media, AI, and iPhone, in ways that help them flourish. DW practices can foster youth success by promoting constructive interactions, ethical technology use, and reducing socially ill technological consumption (Keles et al., 2020; Laffier, 2023). However, this requires emotional intelligence (EI), a skill that can be developed and fosters critical functions such as self-awareness and self-regulation. Our research, focused on student wellbeing and success, critically examines the relationship between digital wellness and EI and strategies for promoting EI in students as they navigate their digital worlds.

Biographies:

Dr. Jennifer Laffier is an Assistant Professor in the Mitch and Leslie Frazer Faculty of Education at Ontario Tech University and a licensed Creative Arts Therapist and Psychotherapist with over 29 years experience in the mental health field. As a licensed practitioner working with children, youth, post-secondary students, adults, and older adults, she specializes in Digital Wellness, Trauma therapy, Play and Arts Based therapy, Cognitive Behavior Therapy, Eco-Therapy (nature), and authentic happiness (flourishing).



MADISON WESTLEY
Manager, Mental Health
in the Digital Age Lab
Ontario certified teacher
Doctoral student,
Ontario Tech University

Madison Westley is a doctoral student in the Doctor of Education program at Ontario Tech University and Manager of the Mental Health in the Digital Age Lab. As an educator, Madison has worked with children, youth, and families in preschool, middle school and high school settings. She also worked as a Student Success Coordinator in higher education, focusing on student leadership, engagement, and first-year programming for new college students. Madison is passionate about child and youth mental health, digital media, trauma-informed care, and community-based approaches to wellbeing.

Conference Topic:
Understanding the
Dynamics of
Transition to
Ensure College and
Career Success for
All Students



JENNY FOGARTY

Director of Initial
Teacher Training,
Anglia Ruskin
University, Cambridge,
UK



LEANNE GRAY, Ed.D

Lead for Initial Teacher
Training, Anglia Ruskin
University, Cambridge,
UK

Paper: "Keeping us warm:" trainee teachers' perspectives on school to university transition activities

Abstract: The aim of this study was to capture student perspectives on the range of activities they were invited to take part in as part of their transition to university for the first new teacher training degree written in England for 30 years. As part of the design of this new BEd, significant attention was paid to the design of a range of activities to ensure students were well prepared to begin their teacher training. These were designed from the point of offer following a face-to-face interview to the point of enrolment. This study explores the evidence base of the activities chosen (Ball, Banerjee, Holliman et al. 2024) including in person events, online webinars, pre-arrival questionnaires and 1:1 support sessions as well as the specifics of their design and implementation for the cohort of prospective teachers. It uses student feedback to consider the following questions:

How did the pre-course activities (from interview to enrolment) affect student transition from school to university?

Which pre-course activities were most effective in supporting student transition from school to university?

Using a mixed method study, trainees provided feedback on the impact of these activities using a questionnaire and 3 focus groups (one per campus of delivery). The data collected was then synthesised and analysed using thematic analysis (Braun and Clarke, 2013) to elicit the findings.

Results indicated that trainees valued opportunities for face-to-face interactions to establish the initial social bonds (for example following an on-campus applicant day a group engaged in social activities including sharing a meal together) and opportunities to engage with lecturers and key staff who would be supporting them on their journey as teachers. Less valued were central university activities that were not personalised to their course or prior experiences. As a result of the research the activities will be amended for the second cohort of students, reflecting the suggestion and feedback of the first group and the learning from their findings.

Biographies

Jenny Fogarty is Director of Initial Teacher Training at Anglia Ruskin University and is responsible for establishing ARU's course portfolio to award Qualified Teacher Status from 2024. An experienced teacher, school leader and teacher educator Jenny has taught in a range of formal and informal contexts using her extensive expertise in teacher training and academic development to empowering students and colleagues to create high quality learning environments. She is passionate about using education as a tool for personal and societal transformation.

Leanne Gray is the Lead for Initial Teacher Training at Anglia Ruskin University. She holds strategic responsibility for mentoring as part of ARU's newly accredited provision to award Qualified Teacher Status from 2024. Prior to joining the university, Leanne was a primary school headteacher. Leanne has expertise in mentoring, early years, and primary education, with a particular research interest in early mathematics.

Conference Topic:
Hybrid
Education-Challenges
and Opportunities



CARMINA
NORONA, Ph.D.

PAPER: COMMITMENT, COMPETENCE, AND SATISFACTION OF SPECIAL EDUCATION TEACHERS IN NATIONAL CAPITAL REGION: BASIS FOR A PROPOSED TRAINING PROGRAM

Abstract: This study aims to assess the level of commitment, competence, and satisfaction of special education teachers in the National Capital Region, Philippines, and understand the demographic profile of the respondents in terms of gender, teaching experience, educational attainment, and area of concentration. The study's findings will help the Department of Education develop an intensive training program for SPED teachers in each division, ultimately improving the quality of education in the country. Based on the research study findings, the researcher suggests the following conclusions. The special education teachers in the sample were predominantly female, highly educated, and experienced. The special education teachers demonstrated high teaching competence, social competence, and professional satisfaction. The intellectual competence of special education teachers was found to be at a competent level, indicating room for improvement, while the level of commitment among special education teachers was moderate. Regarding the level of commitment, the study's findings show that males are more committed than females. Based on the findings and conclusions, multiple recommendations are provided to help special education teachers, the Department of Education, and other stakeholders gain a deeper understanding of how to contribute to providing quality education and play a significant role in helping students with special needs succeed in life.

Biography: Dr. Carmina Norona is a professor at two private colleges in the Philippines, recognized for her work in psychology, special education, and educational research. With over 24 years of teaching experience across various academic levels, from preschool to higher education, she has focused her career on understanding the challenges faced by special educators and students with disabilities both locally and internationally.

Dr. Norona holds a PhD in Special Education from Pacific International College, where her dissertation centered on special educators in the Philippines. She is currently pursuing a doctoral degree online at Greenville College.

Beyond her academic roles, Dr. Norona is actively engaged in community outreach programs, striving to connect research with practical application. Her current research and work are focused on disability laws in the Philippines. She is dedicated to mentoring college and graduate students, as well as young researchers, remotely. She is an active member of the Illinois Center for Children with Exceptionalities. Previously, she worked as a special education teacher in Chicago Public Schools from 2019 to 2024.

In her leisure time, Dr. Norona enjoys reading, visiting libraries, volunteering, and advocating for people with disabilities, all of which contribute to a well-rounded life.

LAKE VIEW AND FOUNTAIN VIEW ROOMS

10:35 AM - 11:00 AM



Poster Presentation

The Efficacy of a Virtual and In-Person Mindfulness-Based Intervention Course on University Students During COVID-19 Pandemic

JANELL HARVEY, Ph.D.

Networking Session



Meet, engage in conversations, and build your professional network.

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

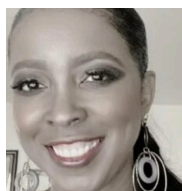
Exhibitor Table

Southern Illinois University Edwardsville (SIUE) is a nationally recognized university that provides students with a high-quality education that powerfully transforms the lives of all individuals who seek something greater.

<https://www.siue.edu/>

POSTER PRESENTATION 10:35 AM - 11:00 AM

Conference
Topic: Effective
(and Ineffective)
Uses of
Educational
Technologies



JANELL HARVEY,
Ph.D.

CEO, Harvey
Nonprofit
Consulting Group,
IN

Extending the Impact: Mobile Applications for High School Students with Bilateral Hearing Loss

Abstract: This study builds upon the foundational research presented in *An Analysis of Mobile Applications for Early Childhood Students With Bilateral Hearing Loss* (2018), inspired by the author's personal journey as the parent of a son born with bilateral hearing loss. While the initial research explored the efficacy of mobile applications for early childhood students, this extension examines their applicability and impact on high school students navigating similar challenges.

The study evaluates a curated selection of mobile applications, focusing on features such as auditory training, speech-to-text functionality, language development, and academic support. Using qualitative and quantitative methods, the research assesses usability, engagement, and effectiveness in fostering inclusion and academic success among high school students with bilateral hearing loss.

Preliminary findings suggest that mobile applications tailored to the unique developmental and educational needs of adolescents not only improve classroom participation and independent learning but also strengthen peer communication. The author's personal connection to this work adds a unique perspective, emphasizing the real-world importance of accessible and inclusive educational tools.

This research highlights critical gaps in technology availability and accessibility while providing actionable recommendations for educators, developers, and policymakers. By expanding the scope from early childhood to high school, it underscores the need for a lifelong approach to integrating assistive technologies, ensuring students with bilateral hearing loss are equipped to thrive academically and socially at every stage of their educational journey.

Biography: Dr. Janell Harvey is a retired marketing professor and a distinguished researcher whose work has bridged the gap between education, technology, and community well-being. Her research on applications designed to support youth with bilateral hearing loss was prominently featured in the esteemed series *Early Childhood Development: Concepts, Methodologies, Tools, and Applications*, showcasing her dedication to inclusivity and innovation in education.

Dr. Harvey's career as an academic was defined by her ability to inspire students and colleagues alike, blending her expertise in marketing with a passion for addressing societal challenges. Her research contributed valuable insights into how technology can empower underserved populations, particularly children with unique needs, fostering greater independence and access to resources.

In addition to her academic achievements, Dr. Harvey has made significant contributions to the nonprofit sector. She is the founder Harvey Nonprofit Consulting Group LLC, an organization dedicated to helping nonprofits navigate complex challenges such as fundraising, incorporation and organizational development. Through workshops and personalized consulting, her firm has empowered countless organizations to thrive and serve their communities more effectively.

BREAKOUT SESSIONS 2 11:00 AM - 11:50 AM

You Will Not Walk Alone- Addressing Bullying, Self Harm & Suicide Through Lessons From A Movement Challenge

Conference Topic:
Designing and
Implementing Social
Emotional Learning
(SEL) Programs to
Promote Equity



JEREMY THODE

Director of
Health, Physical
Education,
Athletics and
Campus Safety &
Management
Center Moriches
Union Free School
District, NY

Best Practice Presentation Description: Mental health has been an ongoing challenge for all school stakeholders. Anxiety, stress and disconnect have invaded our once stable lives. Take a walk with a 25+ year educator advocating for peace, unity and kindness. Listen to his experience through an extreme mental and physical challenge and how it changed his perspective about wellness, human contact and resilience. Learn how each of us are never alone in our struggles and obstacles.

The "You Will Not Walk Alone" initiative helped create unity across communities while providing important strategies to combat bullying, self-harm and suicide. This presentation will inspire the viewer to make positive change. The initiative created learning outcomes that are applicable to ALL students, staff and families.

We need to be intentional in breaking through our internal struggles and create an atmosphere that is safe for all stakeholders. Mental health issues are an incredibly difficult barrier to overcome in the school system. All stakeholders are struggling to find balance and internal peace. We need to ensure we provide encouraging messaging and a culture of care to everyone in the school system.

This presentation is an inspirational journey and creates a feeling of safety for the audience. The speaker offers a series of snapshots of mental and physical experiences which connect to social emotional learning strategies. The audience will experience unique storytelling techniques that promote audience investment and interaction.

This You Will Not Walk Alone experience is emotional. It is designed to create a safe environment where vulnerability is a central theme and is utilized to walk the audience through a journey towards compassion and understanding. The goal of the workshop is to unite the audience in our pursuit of mental health and wellness while creating a tool box for the prevention of bullying, self-harm and suicide in schools and society. The presenter will break down many barriers that build over time in the education profession.

There is a concerted effort to remind the audience about our passion to help students, make a positive difference and create systemic change. There is a clear focus on ensuring the audience knows they are not alone in their efforts. The audience will learn skills to help themselves, their students, and their colleagues navigate a more challenging educational setting and overarching society. There will be a strong message to buy into and establish a culture of care in schools where student voices are encouraged and utilized in shared decision making. The individual audience members will be motivated to make fundamental changes in their mindset and practices as educators and, more importantly, citizens. **YOU WILL NOT WALK ALONE!**

Biography: Jeremy Thode is a 28+ year educator. He has held the roles of Building Principal, Associate Principal and Athletic Director. Jeremy is a NYS Dignity For All Students Act Instructor and has trained thousands of educators across the country in bullying prevention. He has also worked with NYSED and other educational institutions to prevent bullying and protect ALL students. He is President of a non-profit, Jonah's Mission For Kids, established to support all educational stakeholders. Jeremy has presented across New York, the country and internationally on prevention of bullying, self harm, suicide, as well as, promoting inclusivity topics. "You Will Not Walk Alone" was covered by local and national media and focused on mental health and student safety. Jeremy is a former Board of Education President/Trustee and father of four children. His goal is to assist schools in providing a safe environment while celebrating ALL students, regardless of background or circumstance.

Conference Topic:
Impact of Social
Media on Students'
Mental Health and
Well-Being

Paper: Trauma-informed approaches that focus on student transitioning

Laffier, J & Westley, M.

Abstract: It is estimated that over 66% of the population will experience a traumatic event before they turn 16 (SAMHSA, 2022), and these adverse childhood experiences (ACEs) can have significant implications for student learning and development. Students who have experienced trauma often find it difficult to transition and adjust to changes in their educational environments - from minor transitions, such as between learning activities, to more significant changes, such as the transition to elementary school, high school or post-secondary education (Filipkowski et al., 2016; Morrow & Villodas, 2017; Wright, 2017). Research has demonstrated that creating calm, consistent and predictable environments can support students with trauma (Honsinger & Brown, 2019). However, when students are transitioning to a new learning environment, there are many “unknowns” that can make the transition more challenging and overwhelming. Educators, administrators, parents and support staff can integrate trauma-informed care practices into their approaches to support students with trauma during transitions to mitigate the impacts of symptoms. This session will explore trauma-informed care recommendations that foster a sense of safety, choice, collaboration, empowerment and trust to create smoother transitions that set students up for success and support well-being.

Biographies



**JENNIFER
LAFFIER, PH.D.**

Dr. Jennifer Laffier is an Assistant Professor in the Mitch and Leslie Frazer Faculty of Education at Ontario Tech University and a licensed Creative Arts Therapist and Psychotherapist with over 29 years experience in the mental health field. As a licensed practitioner working with children, youth, post-secondary students, adults, and older adults, she specializes in Digital Wellness, Trauma therapy, Play and Arts Based therapy, Cognitive Behavior Therapy, Eco-Therapy (nature), and authentic happiness (flourishing).



MADISON WESTLEY

Madison Westley is a doctoral student in the Doctor of Education program at Ontario Tech University and Manager of the Mental Health in the Digital Age Lab. As an educator, Madison has worked with children, youth, and families in preschool, middle school and high school settings. She also worked as a Student Success Coordinator in higher education, focusing on student leadership, engagement, and first-year programming for new college students. Madison is passionate about child and youth mental health, digital media, trauma-informed care, and community-based approaches to wellbeing.

Conference Topic:
Keeping Up with
Curriculum Design:
Implementation
Trends, Student
Assessment
Strategies and
Measurement Tools

Differentiated Reading Support: An Overview of Tier 2 and Tier 3 Interventions at Homewood-Flossmoor Community High School

Best Practice Presentation Description: Aim of the Study: At Homewood-Flossmoor Community High School, the Multi-Tiered System of Support (MTSS) model for reading intervention is rooted in the neuroscience of how individuals learn to read. Recognizing that reading is not an innate process, we utilize structured literacy principles to provide explicit, systematic, and diagnostic instruction tailored to students' needs. This study aims to evaluate the effectiveness of our Tier 2 and Tier 3 intervention strategies in supporting students reading at or below an eighth-grade level, ensuring they graduate college, career, and life-ready.

Methods: Our structured literacy-based MTSS model integrates co-taught social science courses (Tier 2) and targeted skill acceleration through small-group instruction (Tier 3). Instructional strategies include phonological awareness, morphology, guided questioning, text analysis, and executive functioning support. Students are benchmarked three times a year, with progress monitored in both word recognition and language comprehension. Data-driven instructional decisions and interdisciplinary collaboration between reading specialists and content-area teachers guide intervention effectiveness.

Results: Preliminary data indicate that students receiving structured literacy interventions demonstrate measurable progress in reading proficiency. Benchmark assessments show gains in decoding, comprehension, and vocabulary acquisition. Students in Tier 3 interventions display improvements in reading stamina and executive functioning skills. Additionally, interdisciplinary collaboration between reading specialists, social science teachers, and special education staff enhances instructional consistency and student engagement.

Conclusions: Our MTSS reading intervention model is built on the foundation of structured literacy, grounded in the Active View of Reading, and provides a comprehensive framework for differentiated literacy support. By employing explicit, research-based strategies, we ensure that struggling readers receive the necessary scaffolding to achieve academic success. This presentation will highlight best practices and offer actionable strategies for educators seeking to enhance their reading intervention programs.

Biographies



LAUREN FREEMAN

Lauren Freeman is a passionate educator and instructional leader with over two decades of experience supporting students and teachers through high-quality, evidence-based practices. She holds a Master of Arts in Special Education, a Master's in Reading, and a Type 75 in Educational Administration from Saint Xavier University, where she also earned her undergraduate degree in Elementary Education. Currently serving as the Reading Department Lead at Homewood-Flossmoor High School, Lauren has dedicated her career to improving literacy outcomes through structured intervention models, collaborative curriculum development, and professional learning. She has extensive experience designing and leading standards-based instruction, facilitating ACT preparation programs, and coaching educators in data-driven practices. Her leadership has redefined service delivery models to promote equity, access, and student achievement. With Orton-Gillingham certification and a background that spans early elementary to high school education, Lauren brings a student-centered lens to everything she does, consistently fostering excellence in instruction and support for diverse learners.



JENNIFER RUDAN

Jennifer Rudan is the Director of Student Supports at Homewood-Flossmoor High School, where she leads systemic efforts to ensure all students have equitable access to academic and social-emotional growth opportunities. With over 20 years of experience in education, Jennifer has held roles spanning from teacher to administrator, with a consistent focus on intervention, inclusion, and student-centered innovation. In her current role, Jennifer oversees all academic, behavioral, and summer interventions designed to bridge learning gaps, cultivate strong academic habits, and support a positive school climate. She co-led the design and implementation of a district-wide multi-tiered reading program, utilizing data-driven practices and targeted supports to address reading fluency and word recognition for struggling students. Her leadership in developing an Early Warning System and restructuring the Student Support Team has further strengthened the district's capacity to identify and respond to student needs holistically. Jennifer holds a Bachelor of Science in Physical Education from DePaul University and a Master of Arts in Education from Olivet Nazarene University. She is a certified school administrator and teacher evaluator with a passion for building inclusive learning environments and sharing best practices with fellow educators.

BREAKOUT SESSIONS 3 11:55 AM - 12:45 PM

Conference Topic:
Designing and
Implementing Social
Emotional Learning
(SEL) Programs to
Promote Equity

Implementations of Preventive Approaches in K-12 Schools

Best Practice Presentation Description: The topic “Implementations of Preventive Approaches in K-12 Schools,” focusing on a comprehensive, strengths-based framework that fosters student well-being and academic success.

This approach encompasses three key components:

1. Building Safe Learning Environments: Establishing a school culture that prioritizes safety and inclusivity is fundamental. By proactively addressing behavioral and emotional challenges, we create spaces where students feel secure and supported, which is essential for effective learning and personal growth.
2. Fostering Strong Student-Teacher Relationships: Utilizing positive psychological principles and self-determination theory, we emphasize the development of meaningful connections between students and educators. This relational approach enhances student engagement, motivation, and resilience, contributing to a more dynamic and responsive educational environment.
3. Implementing Peer Mentorship Programs: Training students to serve as Assistant Mentors under teacher supervision empowers them to support their peers, fostering a sense of responsibility and community. This peer-led initiative not only aids in the early identification of issues but also promotes leadership and empathy among students.

A vital component of this preventive approach is teacher training. Educators are equipped with knowledge of diverse psychological theories and are supported to internalize and apply positive psychological approaches effectively. This training ensures that teachers can identify student strengths, understand behavioral patterns, and create nurturing classroom environments that promote growth and resilience.

These preventive strategies are supported by data-driven tools and assessments, ensuring that interventions are tailored to individual needs and grounded in empirical evidence. By integrating these approaches, we aim to cultivate an educational atmosphere that not only addresses challenges proactively but also unlocks each student’s potential, laying the foundation for lifelong learning and personal development.



DAVID H. UGUR,
Ph.D.

President at
Academic Window
LLC, Preventive
School Counseling
Services, SEL

New Hampshire

Biography: Dr. Ugur is a distinguished professor and the founder of the Faculty of Education and Counseling Department at Fatih University in Turkey. He earned a PhD in Counseling and a master's degree in Sociology and has dedicated his career to comprehending and resolving students' problems and their motivation. In pursuit of this goal, he has extensively researched Positive Psychology and Self-determination theory, Bloom’s Taxonomy and some other theories, and has combined these approaches to develop his own unique methodology. Dr. Ugur has made significant contributions to the field of school counseling through the development of his innovative PreventiveSchool Counseling Program, which has been implemented in several countries around the world. He has also published numerous articles in scientific journals and presented his research at conferences across the globe. In 2009, Dr. Ugur spent a year as a visiting professor at the University of Northern Iowa, further expanding his knowledge and experience in the field of education. In 2017, he founded Academic Window, LLC, which provides preventive counseling services to middle and high schools worldwide.

Dr. Ugur got his green card in the U.S. through the National Interest Waiver (NIW) with the Preventive school counseling studies and he has received recognition for his outstanding contributions to the field of education and counseling. With his extensive experience and passion for helping students, he continues to impact the lives of countless students, teachers, parents and individuals worldwide positively

Conference Topic:
Impact of Social
Media on Students'
Mental Health and
Well-Being

ACCELERATING MATHEMATICAL LEARNING IN ELEMENTARY STUDENTS THROUGH THE USE OF MATHEMATICAL REPRESENTATIONS



**HOU CHUN
KUONG, Ed.D.**

Faculty member
at School of
Education,
Morningside
University, Iowa

Best Practice Presentation Description: This action research investigated the impact of diverse mathematical representations, such as visual models, manipulatives, symbolic notation, and real-world contexts, on accelerating students' understanding of area measurement in elementary mathematics. Grounded in an acceleration framework rather than a remedial model, the 10-week intervention was implemented in a third-grade classroom to provide just-in-time supports that enabled access to grade-level geometry content. This approach aimed to deepen students' conceptual understanding of area, strengthen their problem-solving skills, and promote equitable access to rigorous instruction in measurement and spatial reasoning.

Students were encouraged to choose the level of representation, concrete, semi-concrete, or abstract, that best supported their understanding when solving area-related problems. Instructional tools included tiles, grid paper, array models, symbolic notation, and contextual word problems. Findings indicated that this flexible, student-centered approach significantly enhanced engagement, confidence, and academic performance. Students became increasingly adept at selecting and transitioning between representations to solve problems and justify their reasoning. These results suggested that representational strategies, when aligned with student readiness, served as a powerful tool for accelerating learning and closing opportunity gaps, particularly in foundational geometry concepts such as area, in the elementary classroom.

Biography: For over a decade, Hou Chun Kuong has taught, advised, and mentored students in instructional design and curriculum, grounded in the principles of educational foundations and child/adolescent development. Her expertise spans student assessment, classroom dynamics, classroom management, research methods in education, and action research, using a range of methodologies including qualitative, quantitative, and mixed methods. She works primarily with graduate-level teacher education candidates and aspiring school leaders. Her academic and professional work integrates human development theory into curriculum and instructional design for adolescent learners. She contributed to the development of an online Teacher Intern Licensure Program within a Teacher Education Program, where she supported both program design and implementation. This role also enabled her to engage in research on teacher preparation and collaborate directly with practicing educators. Her research interests include the role of teachers in creating positive and meaningful learning experiences, strategies for making mathematics instruction more engaging and relevant, and the integration of technology in education.

This is a moderated session! The presenters are Dr. Monique Vandresen and Dr. T.L. Brink. The session moderator is Dr. Tinukwa Boulder.

Conference
Topic: Artificial
Intelligence:
What It Is and
Why It Matters



MONIQUE
VANDRESEN, Ph.D.

Associate Professor

University of Santa
Catarina, Brazil

Paper: Image-generation Tools and Student Engagement and Learning Outcomes in a Fashion Design Class

Abstract: The aim of this study was to discuss questions such as educational scenarios that are suitable or unsuitable for utilizing generative AI for image creation, how image-generation tools affect student engagement and learning outcomes, measures that can be taken to use image-generating tools responsibly, and the impacts image generation might have on traditional fashion editorial teaching methods. Employing mixed methods, the study reports on the introduction of IA image generating images possibilities undergraduate students in a classroom environment. 50 students participated in five problem-based learning activities that engaged students using interactive, hands-on lessons and activities designed to teach the image creation process. The results indicate incorporating AI-generative tools into Fashion Design education enfold numerous potential to improve the creative process, particularly for students from the first year of college education and various backgrounds. Although additional research and elaboration are needed to optimize the use of these tools, the findings stress the impact of these experiences on the creative process.

Biography: I have started my career as a journalist, and entered the academic world in 1993, when I did my M.A. at the Institute of Social Studies in Den Haag, Netherlands. Even after my M.A., I have worked at a public television station and produced videos and scripts for universities and the Ministry of Education. I hold a PhD in Communication Sciences from the University of São Paulo (2005) and my main research interests are in the area of Communication, emphasizing the possibilities of technology and its support in the fight for freedom. Today I am an Associate Professor at the State University of Santa Catarina (UDESC), and have completed a postdoctoral internship at the University of California-Riverside.

I teach Communication for Fashion undergraduate students and Graduate Research Methods for Performing Arts graduate students. I have experience in the areas of Fashion, Art and Design, working mainly on the following themes: Transmedia, New Media, Fashion, Behavior, History, Communication and Consumption. I have graduated in Social Communication from the Federal University of Santa Catarina (1990), and have a master's degree in Development Studies from the Institute of Social Studies (1993), where I was a scholarship holder from the Dutch Government.

This is a moderated session! The presenters are Dr. Monique Vandresen and Dr. T.L. Brink. The session moderator is Dr. Tinukwa Boulder.

Conference Topic:
Artificial Intelligence:
What It Is and Why It
Matters

AI Chatbots: we must teach our students how to use this 21st century tool



T.L. BRINK

**Professor of
Psychology
Crafton Hills College,
CA**

Best Practice Presentation Description: Aim of the Study:

To demonstrate how to teach students to use artificial intelligence chatbots effectively, efficiently, ethically, and equitably.

Methods:

This is a case study of my psychology research methods class. The term project is the development of a term project (a written report of original quantitative research). This requires the student to go through a dozen steps from brainstorming a topic, to literature review, to formal proposal, to data gathering instrument (e.g., questionnaire), to collection of data, to coding, to statistical analysis, to a formal write-up. On each step, the possible uses of AI will be compared to the use of other (possibly more appropriate) tools.

Results:

Students found that AI chatbots were most useful for brainstorming a topic, discovering previous publications (and complete bibliographical information), applicable theories, phrasing questionnaire items, suggesting inferential statistical tests, grammar / spell checking, and APA formatting.

Conclusions:

AI chatbots are a 21st century tool. Unless faculty train students in the proper use of this tool, students may not learn how to use it properly, but use it improperly, or use other (less appropriate) tools.

Biography: T.L. Brink earned his doctorate from University of Chicago. He has served on faculties at several universities, including Stanford (Department of Psychiatry) and Loma Linda (School of Public Health). He has authored or edited books that have been reviewed in the medical and psychological journals of six continents. His articles have received over thirty thousand scholarly citations. Since 1996 he has taught online asynchronously for Crafton Hills College. Morton Ann Gernsbacher, past-president of the APS, called him "truly the pioneer in online education."

LUNCH & STUDENT PERFORMANCES 12:45 PM - 1:35 PM**Chicago Center of Music Education**

The Chicago Center for Music Education (ChiME) provides access to evidence-based music therapy and engagement-based music programs that develop critical skills and foster self and social growth. We strive to inspire a higher level of humanity through music and we believe that everyone should have access to the many benefits of music education. Our program objectives aim to help participants reach their true potential through the joy of music-making and the acquisition of essential life skills. We teach children to value differences and celebrate diversity through repertoire, curriculum, and relationship-building activities. Our goal is to provide everyone with opportunities to tap into their creativity, express themselves musically, and grow their skills and character through music.

ChiME was founded in 1981 as the Suzuki-Orff School for Young Musicians with the inaugural class of 15 families from diverse cultural and economic backgrounds. Today we serve around 3,300 participants through Music Classes, Private Lessons, and Music Therapy at our West Town location as well as Classroom Music instruction during and after school at Chicago area partner schools. During 2024 we delivered instruction to students in 182 classrooms throughout our 26 partner schools and organizations (including 17 Chicago Public Schools), 180 after-school program participants, over 100 private lesson students, 40 Early Childhood families, 20 individual Music Therapy clients, and 50 summer camp participants. Every year, we also put on between 20-30 performances for audiences ranging from 10 to 300. Approximately 69% of our participants are economically disadvantaged and 35% have diverse learning needs.



PANEL DISCUSSION 1:35 PM - 2:30 PM

NAVIGATING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE



RADHI AL-MABUK, Ph.D.

Professor Emeritus of Education, Department of Educational Psychology & Foundations, University of Northern Iowa, IA

Board President, Ad Astra Research Institute

MODERATOR

Dr. Al-Mabuk is a professor emeritus of education in the Department of Educational Psychology & Foundations at the University of Northern Iowa, Cedar Falls, Iowa, a position he held over 30 years.. Dr. Al-Mabuk received his Ph.D in Educational Psychology from the University of Wisconsin-Madison, and his M.S. in Community Counseling from Winona State University, and B.A. in Social Studies Education from St. Mary's University.

PANELISTS



MEGAN HOUGARD

Chief of College and Career Success, Chicago Public Schools, IL

As the Chief of College and Career Success, Megan Hougard helps ensure that Chicago Public School (CPS) students have the support needed to succeed beyond graduating from high school. By focusing on investments in multiple postsecondary pathways, she envisions students from every neighborhood in Chicago being able to pursue fulfilling careers that reflect their passions.



JEFFERY BECKHAM JR.

Chief Executive Officer, Chicago Scholars
Co-CEO, REACH Pathways

Jeffery Beckham Jr. is the CEO of Chicago Scholars and the Co-CEO of REACH Pathways, an award-winning ed-tech platform reimagining career exploration for first-generation and low-income students. Under his leadership, Chicago Scholars has supported over 6,000 students on their journeys to and through college, generating more than \$700 million in merit aid since 2007.

Conference Topic:
Designing and
Implementing
Social Emotional
Learning (SEL)
Programs to
Promote Equity

BREAKOUT SESSIONS 4 2:35 PM - 3:25 PM

PAPER: USING PEDAGOGY OF TECHNOLOGY INTEGRATION AND SOCIAL EMOTIONAL LEARNING

Abstract: The paper discusses how technology and social-emotional learning strategies can be used as foundations to support pedagogy. Social-emotional learning (SEL) can create a nurturing learning environment that awakens students' interest and helps them focus on learning. Educators and policymakers have endeavored to improve learning by focusing on mental processes (cognitive learning) and overt behavior (behaviorism) and viewing learning as an internal and active engagement (constructivism). The authors believe these learning theories provide valuable foundation for pedagogical practices. Building on this foundation, critical scholars also examine how to design and facilitate learning experiences that do not marginalize learners (critical pedagogy). However, it is essential to recognize how social-emotional learning (affect) is linked to cognitive processes and affects how individuals learn, focus, and interpret the environment. SEL acknowledges the importance of human attributes such as self-awareness, mutual understanding, social competence, and critical consciousness. Innovations in learning technologies can support and facilitate social-emotional learning experiences using media-rich pedagogical materials to immerse students in experiential learning. The social-emotional learning approach recognizes that the learners' inner, subjective feelings are essential in stimulating the desire to act, which includes awakening students' interest in learning. In this presentation, the authors discuss how technology supports and facilitates social emotional learning. Specifically emphasizing the pedagogy of technology that grounds the integration of technology in learning theories.

Technology integration requires teachers to demonstrate their intention to use technology to enhance teaching and learning activities to engage and inspire students. Education technology scholars advocate for technology integration that extends beyond facilitating the regurgitation of knowledge to promoting problem-solving, creativity, connections between theory and practice, critical thinking and reflection. The authors explore how low and high technology can enable educators to align address SEL in their curriculum and instruction. We consider the complexities, tension, and merits of the connections between technology SEL.

Biographies

Dr. Mabel CPO Okojie is a professor of education and workforce development at Mississippi State University. As an educator, Dr. Okojie is committed to creating a learning environment that encourages critical thinking and reflective learning where instructional materials are analyzed and evaluated. Her instructional goals include helping her students generate new ideas and expand their existing knowledge.

Dr. Tinukwa Boulder is an Associate Professor of Practice and Co-Associate Chair in the Department of Teaching, Learning, and Leading (TLL). She is also the Director of Innovative Technologies and Online Learning in the Office of the Dean at the School of Education at the University of Pittsburgh. Her research examines how emerging instructional technologies can enhance teaching in different learning environments. Recently, her research agenda has shifted to examine how instructional design praxis aligns with critical theory to understand how established instructional design paradigms marginalize and exclude underrepresented people based on their intersectional cultural identities.



MABEL OKOJIE,
Ph.D.



TINUKWA
BOULDER, Ph.D.

Conference Topic:
Understanding the
Dynamics of
Transition to
Ensure College and
Career Success for
All Students



**TERENCE
SINABAJIJE, Ph.D.**
Assistant Professor,
Oakton College

***PAPER: UNDERSTANDING AFRICAN REFUGEE/MIGRANT
EDUCATIONAL TRANSITIONS FROM COUNTRY OF ORIGIN TO
REFUGEE CAMP TO THE US: USING LIFE STORY NARRATIVES TO
COMPARE EDUCATIONAL EXPERIENCES***

Abstract: This retrospective research uses two qualitative studies to understand the assets and barriers of Sub-Saharan African immigrant children who arrive in the US of which many arrive in the United States with a significant educational gap that is challenging to overcome. The first study interviewed 12 former Sub-Saharan African immigrant students utilizing phenomenological lived story narratives. Comparisons were made between their home countries, refugee camps, and the US educational experiences. In this study, the empirical research recognized that the US schools made an effort to support newly arrived immigrants by providing ESL, IEP, 504, Bilingual, and Afterschool programs. Many of these programs fell short in integrating Sub-Saharan African immigrant children, given their significant educational gaps. The second study collected interview data from 12 former or current teachers working with Sub-Saharan African immigrant children. This study helped obtain perspectives of the teachers' phenomenological experiences, gathering information about their supports and challenges they faced while working with those immigrant children. This second study also examined the supports the students received and the challenges they encountered in the US education; and what factors might lead to better integrative future solutions, ones that embrace an academic culturally responsive pedagogy, which can support newcomer Sub-Saharan African immigrant students.

Biography: Dr. Terence Sinabajije is a liberal art assistant professor at Oakton College teaching psychology courses. He also teaches at St. Augustine College in Chicago and Lewis University in Romeoville in the social work and psychology departments. Dr. Terence Sinabajije was born and raised in Burundi, and spent more than a decade in various refugee camps in the Republic of Tanzania and Zambia where he forcefully lived as a refugee. Dr. Sinabajije was one of a few lucky ones who received a refugee resettlement in the United States. He arrived to Chicago in 2004. For the past 30 years, Dr. Sinabajije held several leadership positions working nationally and internationally in non-profit organizations including International Rescue Committee (IRC), Christian Out-Reach Relief and Development (CORD), Heartland Human Care Services (HHCS), Catholic Charities (CCUSA), Ethiopian Community Association (ECC), World Relief Chicago (WRC), Refugee One (RO), Interfaith Ministries (IRIM), Pan-African Association (PAA), Agents of Hope Training and Information Center (AHTI), and Maryville Academy (MA) to name a few. Dr. Sinabajije is an Institutional Review Board member at St. Augustine College/Lewis University, National Association for Social Workers (NASW) and Society for Community Research and Action (SCRA), Community Psychology Division 27 of American Psychological Association. Dr. Sinabajije holds a BSW from St. Augustine College, an MSW from the University of Illinois at Chicago, and a PhD in Community Psychology from National Louis University, Chicago.

Conference Topic:
Designing and
Implementing
Social Emotional
Learning (SEL)
Programs to
Promote Equity

LEARNING THROUGH BIOPHILIA BY INCORPORATING AQUAPONICS

Best Practice Presentation Description: Background:

For the last decade, pre-service students have maintained personal aquatic micro-ecosystems while enrolled in biology. Students create and maintain personal systems, journal their experiences, record data points, and produce shareable lessons for their future teaching colleagues. The practical lesson lasts through the semester and has multiple cross-curricular components.

Aim:

Ioponics (Iowa Educational Aquaponics) was created to 1) teach through an easily constructed/ maintained phenomenon-based indoor system, 2) sustain multiple standards in STEM, agriculture, and/or cross-disciplinary studies, and 3) provide a hands-on biophilic approach to understanding flora, fauna, and subsequent interactions.

Methods:

Physical classroom systems range from 1-gallon micro-habitats to 75-gallon food-producing units and are maintained by students while being improved through group engagement, personal inquiries, and modified components. Units are as varied as the students. Some systems provide reading nook backdrops while others support agriculture, biomes, or engineering interests. The Iowa Governor's STEM Council paved the way, through three annual funding cycles, to implement systems in varied classrooms in diverse areas, provide professional development, and create a working cohort sharing ideas, pitfalls, and triumphs.

Results:

PK-16 academic institutions, libraries, and supports have found great success in developing socioemotional skills, learning disciplinary topics, and creating community-wide interest. Populations have chosen to work with unique, or site-based, flora and fauna and found varied results, from pineapples in Hawaii to bluegill in Iowa. Physical units are as basic, or elaborate, as students desire counteracting educational barriers, supporting heutagogical learning practices, promoting real world skills, and fostering lifelong learning enthusiasm.

Conclusions:

To date, over 260 40-gallon systems have been placed in 76 of 99 Iowa counties, 14 states, and 4 countries. Interest is still growing. Grant writing assistance, professional development training, and research support/ guidance are provided. The free 1-gallon IKEA-like plans can be found at <https://www.wartburg.edu/ioponics/>.

Biography: Dr. Michael Bechtel, better known as Bec, is a current NCSE fellow and has been a Midwest educator for the last three decades. Receiving a BA in biology and secondary education with minors in chemistry, physics, and environmental science (Wartburg College), a ME-PD in science education (University of Wisconsin – La Crosse), and Ed.D. in Pk-12 & Higher Education Leadership, with certifications for principal, director of curriculum, and superintendent (Edgewood University). Bec focuses his professional practice as the Professor of Science Education (Wartburg College) towards the “sweet spot” where content and heutagogy overlap. He relishes new experiences/ opportunities and teaches his pre-service educators and professional development attendees to do likewise, whether building high-occupancy microchiropteran housing structures in the Amazon, aquaponics systems around the U.S., or blapticomposting units in their future classrooms. Bec shares the natural affinity for living things, biophilia, by being totally submerged in native and exotic flora and fauna through a classroom of herptiles and plants. Immersive science education is for everyone.



**MICHAEL
BECHTEL, Ed.D.**

Associate Professor of
Science Education,
Biology Department,
Wartburg College, IA

LAKE VIEW AND FOUNTAIN VIEW ROOMS

3:25 PM - 3:40 PM



Poster Presentation

The Efficacy of a Virtual and In-Person
Mindfulness-Based Intervention Course on University
Students During COVID-19 Pandemic

JANELL HARVEY, Ph.D.

Networking Session



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and build your professional
network.

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Exhibitor Table

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BREAKOUT SESSIONS 5 3:40 PM - 4:30PM

Conference Topic:
Impact of Social
Media on Students'
Mental Health and
Well-Being

PAPER: NAVIGATING DIGITAL WELLNESS FOR TEENS WITH MENTAL HEALTH NEEDS

Abstract: This paper introduces Navigating Digital Wellness: A Toolkit for Teens with Mental Health Needs, a practical resource designed to support teens who are managing mental health challenges such as anxiety, depression, and emotional overwhelm. While technology can offer connection, creativity, and support, it also carries unique risks for teens with mental health needs. Research shows that this group may be more vulnerable to the harmful effects of social media and screen time, including compulsive scrolling, social comparison, disrupted sleep, and exposure to distressing content. The toolkit was developed to respond to these risks by offering strategies that help teens use technology to protect and support their mental health. Key topics include mindful technology use, setting screen time limits, building digital boundaries, managing emotional triggers, and promoting better sleep habits. This paper outlines the rationale and research behind the toolkit, highlighting its focus on accessibility, reflection, and real-world application. By centering the experiences of teens with mental health needs, this work emphasizes digital wellness as a critical part of supporting teen well-being in an always-connected world.

Biographies



**JENNIFER
LAFFIER, Ph.D.**

Dr. Jennifer Laffier is an Assistant Professor in the Mitch and Leslie Frazer Faculty of Education at Ontario Tech University and a licensed Creative Arts Therapist and Psychotherapist with over 29 years experience in the mental health field. As a licensed practitioner working with children, youth, post-secondary students, adults, and older adults, she specializes in Digital Wellness, Trauma therapy, Play and Arts Based therapy, Cognitive Behavior Therapy, Eco-Therapy (nature), and authentic happiness (flourishing). She researches and teaches in the areas of human development and mental health in the digital age. Her research topics include student mental health, teacher wellness, digital wellness, trauma informed care in education, and community wellness.

She presents nationally and internationally at conferences, community events and in schools and work environments on these various topics.



MADISON WESTLEY

Madison Westley is a doctoral student in the Doctor of Education program at Ontario Tech University and Manager of the Mental Health in the Digital Age Lab. As an educator, Madison has worked with children, youth, and families in preschool, middle school and high school settings. She also worked as a Student Success Coordinator in higher education, focusing on student leadership, engagement, and first-year programming for new college students. Madison is passionate about child and youth mental health, digital media, trauma-informed care, and community-based approaches to wellbeing.



MELISSA FARROW

Melissa Farrow is a dedicated child and youth counsellor (CYC) and post-secondary educator with experience in both clinical and educational settings. As a faculty member at Durham College and a second support clinician at SickKids, Melissa plays a pivotal role in the inpatient psychiatry and eating disorder unit, providing direct support and supervision to patients, families and frontline healthcare providers. Her research investigates the impact of hybrid reflective supervision on enhancing mental health resilience and professional growth among educators and healthcare providers.

This is a moderated session! The presenters are Dr. T.L. Brink and Hannah Lancaster. The session moderator is Dr. Dean Cantu.

Conference Topic:
Keeping Up with
Curriculum Design:
Implementation
Trends, Student
Assessment
Strategies and
Measurement
Tools

MULTIPLE OPTIONS GRADING: KEY TO INCREASING MOTIVATION AND REDUCING ANXIETY

Best Practice Presentation Description: Aim of the Study:

To demonstrate how to develop a grading system that is superior to the traditional percentage-based approach.

Methods:

Percentage-based grading takes a toll on students from marginalized backgrounds (e.g., first generation, low socio-economic status, working difficult shifts, disability, African-American, undocumented status, single parents, unhoused). One assignment can create irreparable damage to the semester grade if that assignment is missed or misunderstood, or comes at a time when other life events take priority. One form of multiple options grading gives alternative assignments for high stakes assignment (e.g., final exam, term project, discussion board posts). This allows students with different talents and constraints to focus on what they are best at or most interested in. Another approach counts the “ten best” of some category (e.g., quizzes, discussion posts, short essays). If students have fourteen unit quizzes, they can drop the lowest four.

Results:

Several advantages become apparent.

1. Students don't get discouraged by a low grade because it is erased from the semester grade.
2. Overly perfectionistic students who are procrastinators can be told: do this little assignment (quiz, post) just for practice because it won't count against you. (But, if you actually do well, you will get some points).
3. Students who are extremely opposed to one specific assignment (e.g., getting on the discussion board every day, doing a big term project) can find alternative assignments to demonstrate their mastery of course content.
4. Instructors can be strict about deadlines and grading standards without fear of discouraging the student.

Conclusions:

Multiple options grading increases student motivation while decreasing anxiety about failure as well as the disproportional adverse impact on the grades of marginalized students.

Biography: T.L. Brink earned his doctorate from University of Chicago. He has served on faculties at several universities, including Stanford (Department of Psychiatry) and Loma Linda (School of Public Health). He has authored or edited books that have been reviewed in the medical and psychological journals of six continents. His articles have received over thirty thousand scholarly citations. Since 1996 he has taught online asynchronously for Crafton Hills College. Morton Ann Gernsbacher, past-president of the APS, called him "truly the pioneer in online education."



T.L. BRINK

Professor of Psychology
Crafton Hills College

This is a moderated session! The presenters are Dr. T.L. Brink and Hannah Lancaster. The session moderator is Dr. Dean Cantu.

Conference Topic:
Keeping Up with
Curriculum Design:
Implementation
Trends, Student
Assessment Strategies
and Measurement
Tools



HANNAH
LANCASTER

Doctoral
Candidate

English
Literature and
Pedagogy

Murray State
University, KY

PAPER: A REPARATIVE APPROACH TO GRADES AND IDENTITY IN THE ENGLISH LITERATURE CLASSROOM

Abstract: The English classroom and the humanities field share two common traits: a lack of hope and a need for repair. In the classroom, students grapple with connecting their grades to their identity; to decrease their risk of a failing grade and protect their sense of self, they disengage from the task at hand. The troubling dichotomy between student grades and identity is exacerbated in English class because of the trying nature of assessment, the subjective nature of English content, and the notion of writing as a personal act - all of which lead students to believe that their grade in English reflects their intrinsic value. To repair the humanities and to address the field's paranoid, struggling state, many scholars privilege reparative literary theory for the ways in which it generates hope and productive meaning. There are many overlaps with a paranoid approach and traditional grading practices, just as a reparative approach shares many commonalities with restorative grading practices. Reparative literary theory has the potential to mend students' relationships between their grades and their identity when applied to the assessment process in an English classroom - most specifically through privileging formative assessment, embracing the aesthetic dimension of English, and promoting independent learners.

Biography: Hannah Lancaster is in her final year of doctoral studies in Murray State University's doctoral program for English Literature and Pedagogy. In addition to being a graduate student, Hannah has six years of teaching experience in all grade levels ranging from sixth to twelfth grade, and also teaches college English courses as an adjunct professor. Her research interests include American literature, English pedagogy, reparative literary theory, and literary food studies. She is passionate about using literature studies and pedagogical practices to bring about hope and meaning in the classroom.

AWARDS CEREMONY & CLOSING REMARKS

4:30 PM - 5:00 PM

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ISBN (print): 2572-9179 ISBN (online): 2572-9187

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