11-13 March 2024
Oxford Education Research Symposium
Proceedings

Dr. **Nathaniel Bryan**, Associate Professor, University of Texas Austin, US

They can play, but…: Investigating Teachers' Use of Exclusionary Discipline Practices as Anti-Black Misandric Restrictions of Black Boyhood Play in Early Childhood Classrooms

Childhood play is foundational to early childhood education; yet, Black boyhood play is criminalized in and beyond early childhood classrooms. It is noted in the extant research literature that early childhood teachers' stereotypes and biases of Black boys inform the ways in which they view their play styles and behaviors. These stereotypes and biases often lead to exclusionary discipline practices, namely Black boys' removal from play opportunities in early childhood classrooms. Given that childhood play is beneficial to young children's academic, social, and healthy racial identity development, teachers' use of exclusionary discipline practices during play can exacerbate opportunity gaps between Black boys and their White counterparts and can disrupt Black boys' opportunities for play and recreation in early childhood classrooms. However, scholars have understudied teachers' use of exclusionary discipline practices during Black boyhood play. Drawing on Black Critical Theory, anti-Black spatial imaginary, Black Male Studies, and employing what we term a Black Male Studies-informed phenomenology, we aim to explore teachers' use of disciplinary practices during Black boyhood. The following research question guides this research study: What type of exclusionary discipline practices do early childhood teachers use to restrict during Black boyhood play? Findings suggest that teachers use what I term the three antiblack misandric restrictions during boyhood play which include: (a) restriction of time; (b) restriction of space; and (c) restriction of interactions.

Dr. **Timothy Seigler**, Associate Professor, North Carolina Central University, US

Please Don't Ban My Books: Understanding Critical Race Theory and Epistemological Control Trends in Public Schools

Former President Donald Trump recently stated that "getting Critical Race Theory out of our schools is not just a matter of values, it's also a matter of national survival. Similar sentiments have been expressed in state legislation and school policies across the United States. Banning the teaching of Critical Race Theory (CRT) or prohibiting similar critiques which would have the same effect has been trending, particularly in Bible-Belt states. The author has written two books on the life of the same individual, namely Sir Ellis Clarke of Trinidad and Tobago. Ninety percent of the books are not likely to evoke controversy. However, about ten percent of each

book includes language and themes likely to be viewed as antithetical to those who opposed Critical Race Theory or social justice revisionism. In this presentation (paper, article) the author discusses legislative and policy language that could put part of his books in jeopardy of exclusion. The presentation also addresses some implications for academic freedom, epistemological control, and "endorsed realities" in K-12 curriculum. The author highlights potential ideological danger that may occur when certain ideas are excluded from the marketplace of ideas. The author furthermore calls for a distinction between the pedagogy of Critical Race Theory and race-based political utility of the topic. The presentation concludes with a challenge to champion academic freedom and to endorse an inclusive exchange of ideas that are "age-appropriate" for K-12 curriculum.

Dr. **Robert Cooper**, Professor, University of California, Los Angeles, US;
Ms. **Nia-Renee Cooper**, Researcher, Arizona State University, US;
Dr. **Jonathan Davis**, UCLA, US

Equity-Minded Systems Thinking and College-Going

Keywords: systems thinking, equity, college-going, culturally relevant pedagogy, leadership

This paper explores the relationship between Equity-minded System Thinking and leadership, culturally relevant pedagogy and the college-going engagement (i.e., motivation toward, knowledge of, and participation in processes that lead to college enrollment) of high school Students of Color in the US. This mixed-method study seeks to illuminate data that show how traditional approaches to school curriculum, organization and leadership are designed to serve the needs of white, middle-class students, and systemically exclude SoC from post-secondary opportunities in the US. This study will challenge educators to better understand the different cultural influences and experiences that contribute to a student's college-going engagement.

Dr. **Ron Phillips**, Associate Professor, Nipissing University, Canada

Apartheid Education: Canada's System of Education for First Nation Students

Keywords: First Nation education in Canada, apartheid education, government of Canada and education

Between 2010 and 2011, the Canadian Senate's Standing Senate Committee on Aboriginal Peoples (APPA) began a series of hearings regarding First Nations primary and secondary education. The committee heard stories of the federal government's two-tiered education system for First Nation students living on a First Nation/reserve. One school system, i.e., provincial schools, was fully supported and funded. The other school system, i.e., First Nation-managed schools, was not. The end result of the underfunding was an education system that lacked libraries, gyms, playground equipment, and science labs. First Nation education in Canada was more similar to the schools for Blacks in South Africa during the time of Apartheid than other schools in Canada. This article will examine evidence presented to the APPA committee.

Prof. **Shirley Sommers**, Professor, Nazareth University, US

The (Mis)Understanding of Cultural Responsive Teaching Among Preservice Teachers

Keywords: culturally responsive teaching, inclusion, teaching

This article draws from a study conducted on pre-service and in-service teachers enrolled in a teacher education program. The study examines students' perceptions of what constitutes culturally responsive teaching and how the theory can be implemented in the classroom. Research methods included a Likert-type survey and qualitative questionnaires. Descriptive statistics were used to analyze survey data and a thematic coding method was used to analyzed qualitative data. The results of the study show that pre-service and in-service teachers are aware of culturally responsive teaching and that the term is widely used in the teacher education program in which they were enrolled. Further, the results show that the understanding of the term culturally responsive teaching is misunderstood as a cultural add-on teaching method that does not disturb the status quo.

Mr. **Justin Hill**, Associate Professor, Student, The George Washington University, US

Open and Distance Learning (ODL): Recommendations for Improving Access to Education for Out of School Students in Crisis Affected Nigeria

Keywords: conflict, Nigeria, ODL education

This research aims to address the educational challenges faced by school-age children affected by Boko Haram-induced conflicts. Focusing on Open and Distance Learning (ODL) programs, the methodology involves a historical analysis of Nigeria, exploring the impact of its independent movement on the current education system. The research delves into Boko Haram's actions in Nigeria and the Sub-Saharan region. Policy assessments, considering both historical and potential measures, will be conducted. The study culminates in recommendations for the Nigerian government and education ministers, emphasizing the reintegration of Internally Displaced Persons (IDPs) into the school system and implementing effective ODL programs to foster student educational growth.

Dr. **Jennifer Jones**, Research Fellow, University of Brighton, UK

Part-Time PhD Students' Learning Journeys in UK Universities in Changing Times: Student Transition, Disruption, and Peripheral Participation in "Communities of Practice" in a Wider "Landscape"

Keywords: doctoral journey, transition, disruption, communities of practice, belonging

My longitudinal narrative research PhD study explored influences of relationships and life events on part-time PhD students' journeys in UK universities in changing times. Doctoral students start their journeys with 'educational habitus' (Bourdieu and Passeron, 1977); but doctoral transitions can be challenging. Difficulties also relate to HE changes, structural discourses, unequal student opportunities, disruptive life events and relationships. For participants studying part-time, combined difficulties adversely affected their motivation and progress. However, over time, participants developed 'agency'. Participation, albeit peripheral, in varied 'communities of practice' in a wider 'landscape' (Wenger-Trayner and Wenger-Trayner, 2015), contributed to participants' belonging, academic confidence, and doctoral success.

Aidan Iacobucci, Student, Princeton University, US

Navigating the Threshold: Development, Disparity, Demography

Keywords: continuous vs. discontinuous development, community schools, cooperative learning, educational recovery

This paper examines how students' cognitive and social development were affected by the conditions of the Covid-19 pandemic. I argue that lack of socialization and cooperative learning (outside of the immediate family) contributed to cognitive deficits. This is evidenced by a downward trend in test scores and an upward trend in absences and failure statistics – statistics which are intensified in low-income areas. My argument is supported by critical appraisal of Vygotskian, Piagetian, and hybrid models of development with contemporary primary-source material (including a case-study from the Annenberg Center at Brown University) connecting the scholarship's relevance to the post-Covid educational imaginary.

Mr. **Mark Walzer**, Student, Rutgers University, US

Interactions Between Underrepresented Students and STEM Faculty During the COVID-19 Pandemic

Keywords: student-faculty interaction, STEM education, emergency remote teaching

Positive interactions with faculty have been identified as a means of encouraging success for students in science, technology, engineering, and mathematics (STEM) programs. In the US, these interactions are also intended to benefit underrepresented students, defined by gender, race, and ethnicity. This study involves quantitative analysis of responses to a nationwide student survey in 2020 and 2021. The preliminary results confirm differences in the frequency of interactions with faculty among student populations, both before and during the additional effect of the introduction of emergency remote teaching. Implications for the future direction of this study will be discussed.

Mrs. **Emily Rushton**, Assistant Headteacher and Student, Bromley High School and University of Cambridge, UK

Stuck in the Middle: The Wellbeing Benefits of Middle School Models for Girls' Education

Keywords: middle school, girls education, wellbeing

This paper delves into the strategic implementation of a "middle school" phase within a 4-18 girls' school, aiming to foster a seamless transition and cultivate a sense of community between the lower and upper school divisions. By dissecting the process and outcomes of this initiative, we unveil the remarkable impact it has had on students' lives. The establishment of the middle school phase has not only bridged the academic gap but has also yielded profound benefits, fostering a resilient sense of community and significantly enhancing the overall wellbeing of our girls.

Dr. **Eri Mountbatten-O'Malley**, Senior Lecturer in Education, Bath Spa University, UK

Problematizing Flourishing as the Aim of Education

Keywords: flourishing education, learning concepts, aims

The idea that flourishing might serve as an overarching aim of education has been championed by a number of philosophers of education (Brighouse, 2006; Curren, 2013; de Ruyter, 2004, 2015; Kristjánsson, 2020; Schinkel et al, 2022). Many of them have recently signed the 'Jerusalem Statement' (Arthur et al, 2023). But there are dissenting voices including Siegel (2023), Carr (2021), and Hand (2023). I aim to show how a combination of conceptual confusion and the vices of dogmatism and eclecticism lie at the heart of much of this aims discourse. Using philosophical, dialogical, and reflective approaches, this paper will nurture a dynamic space of inquiry in order to reinvigorate discourse on the related notions of education and learning, civic duty, democracy, character development, happiness, the good life, and the relationship of these concepts to the common good.

Dr. **Natalia Pakhotina**, Instructional Associate Professor, Texas A&M University, US

Enhancing Large-Class Engagement Through Project-Based Learning: A Constructivist Approach

Keywords: PBL, educational technology integration, constructivist teaching methods, large classroom engagement

Research Objective: This study aims to develop and evaluate a methodology for implementing Project-Based Learning (PBL) in large university classes. The presentation will overview a case study of PBL implemented in large classroom (500+ students) and highlight the importance of integration of digital tools, such as Perusall, Peerceptiv, and LMS to manage the logistical

complexities of PBL in large classes. The objective of the case study is to foster student engagement, improve educational outcomes, and develop instructional materials tailored to student needs. Rooted in constructivism, constructionalism, and Complex Conceptual Systems Theory (CCST), the research underscores the pursuit of high-quality teaching through innovative instructional methods and emerging technologies.

Methodology: Employing a difference-in-differences methodology, I compare student outcomes on topics addressed by PBL projects against those not covered by projects and historical data prior to PBL's implementation.

Findings: Preliminary results from the Fall 2023 phase indicate that well-orchestrated PBL positively impacts student outcomes, underscoring the importance of clear organization and timing. Conversely, disorganization can negatively affect results, highlighting the essential balance between innovative pedagogical strategies and the seamless integration of technology to facilitate effective learning environments.

Conclusion: The ongoing study underscores the feasibility and benefits of integrating PBL in large classroom settings, supported by a carefully curated suite of educational technologies. The overview of PBL implementation, lessons learned and analysis of preliminary results will offer insights into optimizing PBL for large classes, promising to inform best practices in high-quality teaching and instructional innovation.

Dr. **Alexandra Okada**, Senior Research Fellow, The Open University, UK;
Dr. **Janelle Zwier**, Project Coordinator, World Vision, Zimbabwe;
Dr. **Margaret Ebubedike**, Research Fellow, The Open University, UK;
Claire Hedges, The Open University, UK

Developing Social Emotional Learning Skills in Humanitarian Settings

Keywords: social emotional learning, humanitarian settings, questionnaire instrument, Chile, Ethiopia

This study examines Social Emotional Learning (SEL) within humanitarian settings, emphasizing the significance of fostering SEL skills, including empathy, social awareness, and problem-solving, which research has shown to improve children's emotional understanding, decision-making, and academic success. The research utilizes a questionnaire within the Catch-Up project (CUP) to assess SEL's impact in Chile and Ethiopia. The questionnaire aims to capture children's experiences and perceptions related to SEL and focuses on three key areas to evaluate the impact of the program:

Social skills: It explores how often children participate in group activities, such as playing games and initiating conversations, to gauge their social interaction and relationship-building skills.

Cognitive skills: It assesses children's enjoyment and engagement in learning activities, including reading, writing, and problem-solving, to understand their cognitive development and interests.

Emotional skills: It examines children's feelings about their learning environment, including their sense of safety, belonging, and enjoyment at CUP.

The study included 38 children aged 7 to 14 as participants. Feedback revealed challenges in practicing writing and numeracy outside of lessons, accepting mistakes as part of learning, and making friends. However, it also showed positive responses regarding learning enjoyment, fun, safety, and a sense of belonging within the CUP environment. The study highlights both the complexities and the potential of implementing SEL in two countries.

Dr. **Javier Clavere**, Dean, College of Humanities, Arts, and Social Sciences, University of the Incarnate Word, US

Humanistic Entrepreneurship and Educational Leadership

Keywords: educational leadership, philosophy, entrepreneurship

Traditionally, entrepreneurship has been associated with financial and economic activities, where the exploration of opportunity is directly linked with the creation of value and financial profit. Humanistic Entrepreneurship, as an expanded concept, is a solution-driven enterprise with the core value of upholding and perpetuating human dignity as the main value proposition design. Embedding Humanistic Entrepreneurship in educational leadership, educational design, and active learning environments, we will address the challenges posed to our educational enterprises in the 21st century, form innovative leadership, and create educational opportunities that will uphold human dignity for a better future.

Dr. **Guillermo Jesús Larios Hernández**, Researcher, Universidad Anáhuac México, Mexico;
Dr. **Verónica Itzel López Castro**, Researcher, Universidad Anáhuac México, Mexico

Teaming up with Machines: Influence of Artificial Intelligence on Entrepreneurship Education

Keywords: entrepreneurship education, artificial intelligence, experiential learning

From a constructivist approach, human capabilities in Entrepreneurship Education (EE) are instrumental to make judgements and interpret insights. With the advent of Artificial Intelligence (AI) and its ability to emulate human cognition, some capabilities can be supplemented to improve learning. Based on Gioia in vivo coding of academic literature, this research characterizes the AI-educational technologies nexus to derive cognitive attributes that can perform EE functions. The proposed IA-EE interface is operationalized in a theoretical framework that includes new interactions between human learners and non-human advisors,

between non-human learners and human advisors, expanding Kolb's learning process model with additional dimensions.

Dr. **Cíntia Rabello**, Lecturer, Universidade Federal Fluminense, Brazil

Computer-Assisted Language Learning During Pandemic Times in Brazil: Implications for Language Teacher Education

Keywords: language teacher education, CALL, emergency remote teaching, digital literacy, pandemic

Although Computer-Assisted Language Learning has been established in Brazil for over thirty years now, most language teacher education courses have not incorporated it in their curricula. The advance of COVID-19 revealed the fragility of online learning practices in Brazilian language teacher education. This mixed-method research investigates the impact of Emergency Remote Teaching on undergraduate Brazilian learners through the use of an online questionnaire and semi structured online interviews. Results evidenced different challenges students faced concerning digital exclusion and lack of digital literacies, besides mental and physical constraints, pointing to the urgent need for changes in language teaching education practices and curriculum.

Dr. **Lilliam Malave**, Associate Professor, University at Buffalo, US

Second Language Acquisition: Mandarin Language and Chinese Culture Immersion

Keywords: language, culture immersion, learning, self-transformation

This case study examined ways in which participation in a Mandarin language and Chinese culture immersion program provided a learning process that enabled participants to increase culture content knowledge, and language proficiency and influenced their self-transformation. Qualitative data collection included: reflection journals, content perception surveys, interviews, and language scores. The findings indicate that the participants learned new vocabulary and expressions through classroom instruction and self-study. Experiential inquiry of the target culture in a hybrid space resulted in cultural understanding gains. It provided the opportunity to develop critical consciousness and identity construction. It concluded that language and culture immersion is beneficial to participants.

Ms. **Stephanie Robertson**, Assistant Professor & Librarian, Brigham Young University–Hawaii, US

Re-Imaging English and the Open Pedagogical Process for an Internationally Diverse Audience

My research looks at the best methods for initiating meaningful co-creation with L2 learners from across the globe in my English class as we wrote and edited an English Literature open educational resource (OER) textbook for international students by international students. By employing Open Educational Practices (OEP), I have come away with qualitative observational data and student feedback that will be shared in a toolkit with participants. I will also be sharing examples from the project that can help educators best determine how to delegate tasks and assess projects in their own classrooms—including which tools students recommend for creating OER.

Ms. **Marcia Bernardes**, Pedagogical Advisor, Secretaria de Educação de São Paulo, Brazil;
Dr. **Alexandra Okada**, Senior Fellow, The Open University, UK;
Dr. **Cíntia Rabello**, Lecturer and researcher, Universidade Federal Fluiminense, Brazil

CARE-KNOW-DO: primary pupils connected with sustainability education and multiliteracies

This mixed-method study explores multiliteracies through the CARE-KNOW-DO model with 357 students aged 5-12, engaging with urban forest fauna and the book "Our Green Library". Students discussed, drew, mapped, wrote, and presented their views, later reflecting via digital questionnaires. Open schooling allowed the practice of language, numeracy, and scientific literacies, involving families and experts. While 46% were unconfident in justifying their opinions using facts as evidence, 60% confidently generated questions, 88% were eager for more similar projects, and all recognized STEAM's importance in problem-solving

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Ms. **Silpa Pinaka**, Student, Gujarat National Law University, India

Conflict Between Two Rights: Re-Examine the Institutional Autonomy and Regulatory Control on Central Universities in India

Central Universities in India are initially established with greater autonomy in terms of academic, administrative, and financial aspects. Whereas, regulatory bodies like University Grants Commission used to play a minimal role in terms of interference. However, on one hand, the government claims that autonomy allows universities to innovate and oils the wheels of higher education excellence. On the other hand, regulatory bodies have started interfering at a greater length and controlling at every level. As a result, institutional autonomy is under siege across the country and the powers of vice-chancellors have drastically declined. The sole objective of both autonomous institutions and regulatory bodies is to make the Indian Higher

education system the best in the world. In this regard, my paper examines the rationality at the institutional level as well as at the regulatory level about who is right and to what extent they are right. In addition, this paper also examines the concept of individual interest and common interest between the heads of institutions and the heads of regulatory bodies. Moreover, this paper inspects the circumstances that led to the bypassing of each other in terms of exercising autonomy in two contrasting, but equally valid viewpoints that were expressed and implemented from time to time.

Prof. **Anna Perkowska-Klejman**, Associate Professor, The Maria Grzegorzewska University, Poland

Dream Learning Environments in the Optics of Critical Constructivism

Keywords: critical constructivism, learning environment, pupil/student

The main research question of the designed study is: How do students perceive "dream" learning environments, in the context of constructivist epistemology?

The theoretical framework of the research is critical constructivism, according to which the cognitive activity of individual students is an activity that takes place in a socio-cultural context that may limit the individual (Glasersfeld, Habermas). This presentation is an attempt to show the constructivist learning environment as a model, that the student is an active, not a passive participant in the process of gaining in-depth knowledge, flexible and systemic not fragmentary, rigid or mechanically reproduced. These theoretical concepts, allowed Taylor, Fraser & Fisher to develop Constructivist Learning Environment Survey (CLES) - a five scale instrument measuring four constructs; Personal relevance, Uncertainty, Critical voice, Shared control, Student negotiation The interpretation of the research results indicates that students perceive the ideal learning environment as highly constructivist. Students want to be responsible for their own learning, feel the personal importance of knowledge and have the opportunity to express criticism.

Claire Hedges, Manager of the Centre for the Study of Global Development, The Open University, UK
Prof. **Jacqueline Stevenson**, Research Associate, The Open University, UK
Prof. **Tom Power**, Professor, The Open University, UK

The Importance of Proximal and Distal Factors in Understanding Outcomes from Teacher Professional Development in Maths Teaching in Bangladesh

Keywords: maths, pedagogy, teacher development, foundational skills, Bangladesh

In Bangladesh, comprehensive efforts are being put in place to enhance Maths teaching practice, including through teacher professional development courses on Muktopaath - a government-led e-Learning platform used by 400,000 teachers. The 3MPower project led by the UK's Open

University in partnership with the University of Dhaka has explored how primary teachers engage with the most popular course, Anonde Gonit Shikhi (AGS) ("Let's learn Maths with fun").

In this paper we draw on a range of data – surveys, interviews, and photographs taken by teachers - to explore the proximal factors and distal factors that have been influenced through engagement in the AGS programme, and how these have informed teacher effectiveness as well as impacted on children's learning. We find the key proximal factors influenced by participation in AGS are changes in pedagogic practices and increased collaboration between teachers, and that a key influencing factor is a supportive school environment. In relation to distal factors, we found self-reported improvements to teachers' interest in teaching maths, increases in perception of capacity to teach maths, and improvements in motivation. However, our findings suggest that it is the complex interplay between proximal and distal factors that are most influential in changing teacher behaviours and their classroom practices.

To maximise the success of TPD, we argue for the adoption of an ecological model of support for teacher development that takes account of the relationship between proximal and distal factors, in the design and implementation of TPD programmes.

Benji Whitenack, Student, University of Hawai'i at Mānoa, US

Understandings of Innate Strengths in Early Childhood Education

Keywords: early childhood education, child-centered, strength-based

Early childhood education (ECE) systems are predominately produced by adults. The voice of young students may be inadvertently neglected, therefore lacking agency in influencing educational and life outcomes. This research considers pedagogical meta-narratives that implicitly infantilize early learners. To counteract "young-and-dumb" ageism, emerging understandings of preschoolers' perspectives and innate strengths (IS), or characteristic intelligences of the individual, are explored. Discourse centralizes in the research question, "how are preschoolers' innate strengths understood in early childhood education?" Analysis focuses on making space for the preschooler's IS via ECE pedagogic philosophy, praxis, child-caregiver relationships, and unique constellations of self and social conditionings.

Dr. **Elizabeth Joyce Edwards**, Associate Professor, The University of Queensland, Australia
Jeffery Wynne, Student, The University of Queensland, Australia
Hannaheh Kermani
Dr. **Kristof Hoorelbeke**

Family Relationship Dynamics and Adolescent Interpersonal Relationships: The Role of Parent-Child Relationship

Building and maintaining healthy interpersonal relationships is critical for youth mental health and well-being, yet the mechanisms of how relationship dynamics transmit across generations remain relatively underexplored. Using data from the Growing Up in Ireland Study (GUI Cohort '98; https://www.growingup.gov.ie/growing-up-in-ireland-official-publications-from-the-child-cohort/), this study investigated the longitudinal associations between interparental relationships and parent-child relationships in early adolescence and peer and dating relationships in late adolescence. The results showed that parent-child conflict fully mediated the relationship between interparental dissatisfaction at age 13 and both youth romantic instability and youth peer problems at age 17/18. In addition, parent-child conflict also fully mediated the association between interparental dissatisfaction and mistrust in friendship at age 20. This study suggested a significant correlation between youth peer problems and mistrust within friendships. Furthermore, our findings showed a positive correlation between mistrust in friendships and instability in romantic relationships, suggesting that difficulties in peer interactions may influence youths' ability to maintain trust and stability in closer social interactions. These findings highlight the potential for learned behaviors within the family to influence external interpersonal relationships in adolescence and emphasise the significance of cohesive interparental relationship and healthy parent-child relationships. This study also provides new insights into the intergenerational transmission of interpersonal relationships.

Xiaoning Zhang, Student, University of Cambridge, UK
Dr. **Dongying Ji**, Research Associate, University of Cambridge, UK
Prof. **Gordon Harold**, Professor, University of Cambridge, UK

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influence youths' ability to maintain trust and stability in closer social interactions. These findings highlight the potential for learned behaviors within the family to influence external interpersonal relationships in adolescence and emphasise the significance of cohesive interparental relationship and healthy parent-child relationships. This study also provides new insights into the intergenerational transmission of interpersonal relationships.

Dr. **Jonathan Shute**, Associate Professor, Brigham Young University - Hawaii, US

Truancy Trends in the Pacific: Exploring Truancy From Students' Perspective

Keywords: truancy, attendance, teacher education, teaching pedagogy, student engagement.

Truancy – unexcused absences from school and class – continues to challenge educators throughout the world, including in Oceania. Traditionally, the focus of attendance issues has been students, parents, and social factors. While these factors obviously contribute to truancy, research suggests that most truants are rational decision-makers who claim to be bored and intellectually unfulfilled, choosing to avoid specific classes and teachers.

This research does not focus on the effectiveness of Teacher Education Programs from which teachers arrive in their careers or the potential cultural, linguistic, political trends, and policies that may or may not influence truancy. While these are critical topics to be researched, this research focuses on students' opinions and perspectives of why they choose to truant from entire days of school or from specific classes.

For this study, 2,536 Junior and senior high school students were surveyed from six high schools in the following island nations: Tonga, Samoa, Kiribati, Fiji. From these data, patterns and characteristics emerged which seems to influence truancy from the truant's perspective, and which may enlighten teachers in their practice. For lasting solutions to an age-old challenge, the 21st century educational community should consider sharing the responsibility for truancy by focusing on pedagogy practices as a possible explanation for truancy. Specific ideas are suggested to inform teacher effectiveness and therefore keep our students in school and class.

Dr. **Anthony Johnson**, Associate Professor & Program Coordinator, California State University - Stanislaus, US
Dr. **William Marroquin**, Associate Professor, California State University - Stanislaus, US

Developing Culturally Responsive School Leaders through Principal Coaching

Keywords: culturally responsive school leadership, school leadership, principal coaching, professional development

This paper will explore how a team of researchers engaged a group of principals to help develop their understanding of what it means to be a culturally responsive school leader. Using the framework for Culturally Responsive School Leadership (Khalifa, Gooden, and Davis, 2016), a

survey tool was created and used to assess each principal's understanding, awareness, and confidence in their ability to apply tangible, research-based behaviors linked to culturally responsive school leadership. Principals in this study was administered the survey tool prior to this action research project. Over one year's time, all principals (16) in the action research study participated in workshops on each of the four areas of Culturally Responsive School Leadership. In addition, three of the sixteen principals in the study received monthly coaching on how to critically self-reflect, condition a team of educators to identify systems of inequities on their campus, and apply principles and actions related to culturally responsive school leadership. The survey tool was again administered to principals as a post survey to gauge the effectiveness of the CRSL workshops and coaching process. A paired sample t-test was conducted and out of the 32 survey statements, the responses to four unique statements were determined to be statistically significantly to the principals' understanding, awareness, and confidence in their ability to be culturally responsive school leaders. Statistical data along with anecdotal feedback from coaching participants will be discussed. Lastly, outcomes and next steps of this action research study will be explored.

Dr. **Jamie Atkinson**, Assistant Professor, Missouri State University, US

Disrupting Vice Epistemologies and Problematic Socializations: Critical Dialogical Practice in Teacher Education

Keywords: teacher education, social psychology, social epistemologies, ideology

To engage in critical practice, student teachers must first learn to examine their socialized ways of knowing – their social epistemological foundations. This theoretical article addresses several aspects of thinking through how this may look in teacher education. Student teachers may not be able to recognize and interpret the conflicting epistemological signals they receive, resulting in defensiveness and lack of critical engagement. This presentation reflects the dialogical work in an educational foundations course for the purpose of disrupting problematic socialized ways of knowing, regressive ideologies, and vice epistemologies so student teachers can engage thoughtfully in diverse ideas and inclusive pedagogy.

Dr. **Jocelyn L. N. Wong**, Associate Professor, Faculty of Education, The Chinese University of Hong Kong, Hong Kong

How to Perform to be like an In-field Teacher? A Systematic Review of out-of-field teachers and their teaching

Keywords: out-of-field teachers, teacher development, Hong Kong, professional development

Assigning out-of-field teachers to teach subject(s) or level(s) outside their field of educational qualifications has been a common educational practice in many nations. Out-of-field teachers and their teaching quality have been an educational problem but has drawn little attention from the educational research community. Until recently, a very few number of studies from Australia

and European countries have put a focus on ways to improve the professional competency of out-of-field teachers particularly in the subjects which have been facing serious shortages of qualified teachers. However, there has been seldom discussion on their learning needs. Also, their skill sets and knowledge bases that can be further enhanced in order to maximize the effectiveness of the teaching force has been under presented.

In view of this, this study applies a systematic review approach to examine the state of knowledge of out-of-field teachers and teaching by analyzing articles from 2000 to 2022. Articles are generated from two databases including ERIC and Web of Science as the scope for the literature search. Findings of this study are twofold. First, out-of-field teachers and quality of teaching have been a concern of the teaching force. Second, learning content of professional development programmes provided for out-of-field teachers to what extent can address their learning needs. In all, this study is an attempt to help policymakers and school leaders to be aware of providing support to make the out-of-field teaching force more sustainable.

Dr. **Valerie Hill-Jackson**, Assistant Professor, Texas A&M University, US
Dr. **Delic Loyde**, Chief Executive Officer, Hearne Education Foundation, US
Ms. **Cassidy Caldwell**, Associate Director, Texas A&M University

Teacher Residencies in Rural School Districts, Return on Investment, and the Human Capital Theory

Keywords: teacher residencies, return on investment, human capital theory

Teacher retention is one of the most vexing issues facing schools in the United States. Amid the national teacher shortage, there is an upsurge in the number of teacher residencies in recent years, so queries about the impact of teacher residency programs (TRPs) on retention are overdue. Leveraging the human capital theory, this presentation seeks to understand the return on investment for school districts who have offered year-long training to novice teachers in TRPs. Many scholars have hypothesized how extended clinical training for teacher education and, indirectly, improved the returns or benefits of teacher residencies. The school district provides long-term classroom space for residents to train alongside master teachers with the chief goal of acquiring these residents as beginning teachers. In turn, the residents work long hours for relatively low salaries in order to gain exposure to instructional learning opportunities. The inability to quantify on-the-job training investments has hampered direct empirical investigation. A unique data set that captures the experiences of school leaders and alumni of teacher residents allow the simultaneous examination of teacher retention based on the net return relative to the overall cost of the investment. A return-on-investment model for advancing teacher retention, among school districts who utilize TRPs, is discussed herein.

Dr. **Roisin O'Sullivan**, Professor of Economics, Smith College, US
Dr. **Gail Hoyt**, Professor of Economics, Smith College, US

Promoting Student Diversity and Skill Acquisition Through Program Enrichment Beyond the Classroom: General Insights From a National Survey of the Ancillary Elements of Economics Programs at US Institutions

Keywords: high impact practice, promoting diversity

We design and conduct a national survey of 300 US economics undergraduate programs to gauge the prevalence, structure and perceived impact of ancillaries, defined as co-curricular opportunities such as student participation in research conferences, competitions, or internships, or service as teaching/research assistants. Our results (valuable across disciplines) reveal widespread support for these high impact practices, many of which enable authentic practice by students (Koh 2008, Sawyer 2014). Student organizations and peer mentoring are perceived as the ancillaries most effective in fostering student diversity while participation in economic games/competitions and attending talks were the front runners in promoting knowledge and understanding.

Dr. **Bronwyn Nichols Lodato**, Assistant Professor, Washington University in St. Louis, US

Staying the Course: Diverse Young Adult Identity Development and Education Experiences During Shocks

Keywords: development, shocks, COVID-19, postsecondary education

The Great Recession and the COVID-19 pandemic, which sparked a linked economic recession, were shocks that disrupted systems and institutional functions across the globe. Situating education as a critical site where developmental tasks are undertaken, Nichols Lodato's research examines the identity development implications of the shocks for diverse, enrolled youths and young adults in the United States. Her mixed methods study of enrolled young adults between 18 and 20 years of age entailed 1) secondary analysis of survey data captured during the Great Recession and 2) conducting 18 phenomenological qualitative interviews to ascertain enrollment patterns and identity development processes, including participants' assessments of supports engaged to navigate the pandemic shock. Additionally, the qualitative component captured data on assets (e.g., parks, grocery stores, hospitals) located in areas where study participants lived at the time of the interviews to understand the character of their residential contexts. Study findings show sustained engagement with postsecondary education across the two shocks. The qualitative interviews further revealed how supportive relationships aided participants' coping with the risks and challenges precipitated by the pandemic shock, allowing continued pursuit of identity development-enhancing educational goals. The findings highlight the dynamic impact shocks have on the functional properties of developmental contexts, with pre-existing systemic inequality exacerbating adverse conditions. Nichols Lodato's Dynamic Ecological Systems Theory of Identity Development offers social science and policy research a novel, shock-sensitive theoretical framework to study a shock's impacts on diverse youths and young adults in support of positive developmental and educational outcomes.

Mr. **John David Balderree**, Student, Brigham Young University, US
Mr. **Douglas McDougal**, Student, Brigham Young University, US

90 Credit Hour Degree Helping Lift West African Students Out of Poverty

Keywords: education in West Africa, poverty, livable wage.

It is well reported that a key to lifting people out of poverty in some of the most challenged areas of the world can best be accomplished through strengthening education in those areas. In this presentation, we examine some of the external forces contributing to impoverished conditions in West Africa, explore how these forces, which appear to have staying-power, are impacting underserved students, and discuss, in detail, the potential impact of the 90-credit online degree program being offered by BYU Pathway Worldwide through Ensign College (in Utah) and BYU-Idaho. Our research objective related to the 90-credit degree program, the presentation will explore how BYU Pathway Worldwide is able to utilize a certificate first approach to help students develop job ready skills that can assist students with employment while finishing their 3-year 90 credit hour accredited bachelor's degree and ultimately lead students to Tier-2 and Tier-3 jobs that allow them to earn a livable wage post certificate or degree completion.

The methodology that was used to conduct student interviews semi-structured interview questions that included 20 in person interviews conducted from December 10th-18th 2023 in Coite d' Ivoire and Togo Africa.

Findings centered around understanding the poverty level of students in these two countries and the limitations for them to be able to rise above the poverty level to finish a higher education and earn a livable wage. Identified barriers are metered internet access and cost, limited device access, general internet congestion, and lack of shelter and food.

Melissa Ann DeLury, Student, George Mason University, US

The Role of History Education in Positive Peace: An Exploratory Study in Belfast Schools

Keywords: history, education, textbooks, Northern Ireland, positive peace

The potential role of history education in facilitating positive peace has been explored in post-conflict contexts, including Northern Ireland (NI). Since the signing of the Good Friday Agreements in 1998, policymakers have looked to education as a way to bridge societal divisions and promote reconciliation (i.e., integrated education). However, schools in NI remain segregated by religious affiliation with less than 10% of students choosing to attend integrated schools. Furthermore, while curriculum changes encourage dialogue and critical thinking to engage with the past, there remains a 'culture of silence' that pervades NI culture and makes its way into the classroom. The avoidance of talking about difficult pasts often suggests a still fragile environment, which has been discussed recently in relation to Brexit, as well as the united Ireland movement

In this sense, scholars argue that in teaching difficult pasts, the answer is not to erase the past, but to recognize that different perspectives and identities must be seen and acknowledged. Teachers play an enormous role in this process. In NI, teachers are often reluctant to connect the past with present politics leading to the question of history education's effectiveness to develop historical empathy. It is within this context that scholars call for more research on how teachers engage history textbooks to teach about The Troubles. This article approaches these questions in NI through a transdisciplinary approach (education and peace studies) in advance of doctoral fieldwork.

Ms. **Regina B. Wenger**, Student, Baylor University, US

"Is it Legal?": Contemporary Religious Educators' Understandings of Zorach v. Clauson and Its Implications for American Public Education Today

Keywords: religion, law, politics

This paper examines how contemporary Protestant religious educators understand the U.S. Supreme Court's decision in Zorach v. Clauson (1952). Zorach permitted released time religious education to occur during public school time, but some religious educators have seen its significance differently. Using archival and digital sources, as well as oral histories, this piece examines the claims of current and historical religious educators, contextualizing their views within American Protestant, legal, and educational history, to illustrate released time's emergence as a tool of cultural engagement. Departing dramatically from earlier responses to the case, Zorach currently functions as justification for evangelization and blurring the lines between church and state in public education.

Dr. **Richard D. Marsico**, Professor of Law, New York Law School, US

Looking for Fape in All the Wrong Places: The Ballad of Rowley and Endrew F.

Keywords: special education, FAPE, IDEA, Rowley, Endrew F.

In 1982, the U.S. Supreme Court ruled in Board of Education of Hendrick Hudson Central School District v. Rowley that school districts must provide students with disabilities an "educational benefit." Following Rowley, five circuit courts of appeals held that school districts provide an "educational benefit" as long as a child with a disability makes de minimis progress. In 2017, in Endrew F. v. Douglas County School District RE-1, the Court rejected the de minimis standard and replaced the "educational benefit" standard with a new one: school districts must provide students with disabilities an educational program that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." This standard, although not without fault, more closely tracks the plain language of the IDEA's FAPE definition than Rowley. However, the lower courts did not apply Endrew F. faithfully, at least in part because the new standard continues to be ambiguous and gives school districts deference to fill in the blanks. This has happened to the Supreme Court on two previous

occasions, requiring the Court reissued special education decisions because the lower courts were not following the original decisions. On both occasions, the Court reinforced its previous decisions with carefully application of the plaining meaning of the IDEA's language, and each time, the lower courts followed. Taking its lead from these two experiences, the Court should grant certiorari in another FAPE case and use the plain language of the IDEA as the FAPE standard.

Prof. **Harishankar Singh**, Professor, Baba Saheb Bhimrao Ambedkar University, Lucknow, India
Dr. **Vivek Nath Tripathi**, Assistant Professor, Baba Saheb Bhimrao Ambedkar University, Lucknow, India

Metacognition Level and Learning Style of Prospective Visual Impairment Teachers, A Social and Cultural Context

Keywords: metacognition level, learning style visual impairment, social and cultural context

The main aim of this study is to understand the level of Metacognition and Learning style of Prospective Visual Impairment Teachers in their Social and Cultural Context. To achieve the aim, the researcher will develop a tool in order to study the level of Metacognition and Learning style of Prospective Visual Impairment Teachers. To understand the social and cultural context structured focus group discussion will be conducted with 25 Prospective Visual Impairment Teachers. Prospective Visual Impairment Teachers means those who are undergoing the teachers training programme and having some kind of impairment in vision. The study includes the learning style, social and cultural context of both partial and pure Prospective Visual Impairment Teachers. This study is significant and essentially important in academia as this is a novel study in Indian Education. A unique study to investigate the learning style used by the Visual Impairment Prospective Teachers.