

## Oxford Education Research Symposium Proceedings

**Presenter:** Mohammed Rasul Murad Akoi

**Title:** A Report on the Pedagogical Training Program in Higher Education Institutions in the Kurdistan Region of Iraq

**Abstract:** In 2019, over 50 university teachers from across the Kurdistan region participated in a pedagogical training program at HAMK university in Finland. Funded by the Ministry of Higher Education and Scientific Research of the Kurdistan Regional Government, the project was part of the ministry's efforts to reform higher education. After the participants graduated, they returned to Kurdistan and developed a new program for training higher education teachers. Four years on, it is perhaps time to look back and revise the program. This report will look at possible updates to the program in light of current trends in higher education pedagogy.

**Presenter:** Debra Brace

**Title:** Using Action Research to Improve my Teaching: the Journal of a Reluctant Online Teacher

**Abstract:** Due to declining graduate enrollments post COVID pandemic, I led our master's program to develop a fully online format. I designed a 4- semester self study of my teaching using action research method. Findings indicated students learned from my readings, teaching activities and assignments. Findings pointed to areas for improvement: more timely feedback, opportunity for community building, more detailed learning modules and grading rubrics. I used the findings to begin a continual cycle of improvement and to gain Quality Matters course certifications. My online teaching has improved greatly.

**Presenter:** Pathawit Chongsermsirisakul and Siripen lamurai

**Title:** The Effectiveness of Science Content through Online Learning for Primary School Students that Will Be Applied into AI for Education.

**Abstract:** Refer to our research of Positive cartoon animation to change student behaviors in online study in pandemic#3 (Hong Kong 2022), of which designed cartoon animations by the science subject to teach the students through online learning system during the pandemic for primary school student.

It was found that the effectiveness of knowledge and understanding after teaching this medium through online classes, in addition to the changing of learning behavior, which has already been achieved. For this tried out research, we had applied the science content for students in elementary school in addition and test in 350 samples of elementary school students both public and private schools from the conducting research's studies, which the result has accepted the hypothesis levels with significance. We believe that it can also be used as a support medium in traditional classrooms for further teaching in content module of Intelligent Tutor System (ITS), AI for teaching and learning practices, ultimately accelerate the progress towards SDG 4 in pandemic.

**Presenter:** Luz Martin del Campo

**Title:** Words Matter Café-Disrupting the Silos of Learning in Higher Education

**Abstract:** The Words Matter Café (<https://www.wordsmattercafe.org>) is a digital feminist forum that was conceptualized, designed, and executed by my undergraduate students with one

question in mind, how do we disrupt hegemonic learning in Higher Education? Collaborating with students in an undergraduate feminist course embraced going beyond the course's intersectional topics and made all knowledge engagement public and holistic.

The Words Matter Café as a concept, platform, and creation by students and for all learners lends itself as a digital space where collective understanding and engagement in promoting equity, equality, belonging, and empowerment for all can take place on a desktop, laptop, and phone. The space for learning is liberated from any physical and instructional limitations.

Our digital platform addresses and frames analytical discussions in the field of gender/feminist studies. We start with examining the theoretical approaches in gender/feminist studies by using "intersectional theory," as a guiding framework. The inclusion of ideas and experiences allows us to look beyond class readings while dismantling hierarchical dimensions of learning in Higher Education, more specifically in a classroom.

In our discussion, we shall outline the process of creating the Words Matter Café as a vehicle to engendering feminist knowledge production beyond the classroom and creating spaces of inclusivity and belonging for all global learners accessing the website.

**Presenter:** Eda Demir

**Title:** An evaluation of Turkish education policies in the light of university culture

**Abstract:** "According to the Turkish Statistical Institution's data, there were 53 public universities in Turkey in 2003 and there are now 129 in 2022. The number of registered university students has risen from 1.882.630 to 8.296.959 in the last 19 years. This sharp increase was followed by rapid reform initiatives around strengthening the link between the universities and local development such as the "Regional Development Oriented Mission Differentiation and Specialization project" in 2016.

As a result of this aggressive change, public concerns were raised around the issue of the quality and content of educational institutions. Indeed, in the early 2000s, the main problems of education, specifically higher education in this context, were accessibility and quality of education. As might be expected, different governments adopted different approaches and tried prioritising the quality or quantity of education. However, the last 19 years were such a long period to follow one of those approaches. Despite a healthy amount of financial and technical support from the state, reforms failed to close the gap between unemployed graduates and university culture, hence policymakers and higher education chairs.

This paper focuses on those gaps and the access points of two management cycles in Turkish education policies by analysing the last 20 years' development plans and periodic reports of the "Regional Development Oriented Mission Differentiation and Specialization project".

**Presenter:** Emily Dobrich

**Title:** A Collective, Relational and Transformative Framework for Advancing Women's Environmental Leadership

**Abstract:** Women's environmental leadership is necessary for local, national, and international initiatives to mitigate and adapt to climate change. Despite evidence and support from the United Nations, women's perspectives, especially Indigenous women's knowledges, are continuously under-represented at all levels. The aim of this research was to evaluate barriers to

women's environmental leadership and find evidence-based principles to generate opportunities for diversified input. From the findings, a collective, relational, and transformative leadership framework integrating transnational feminist commitments was constructed to advance women's environmental leadership through solidarity building. This research contributes to innovative approaches for social and environmental justice which are urgently needed.

**Presenter:** Denver Fowler, Sarah Graham-Jouganates, and Yuerong Sweetland

**Title:** A Mixed-Methods Investigation: Ethical Leadership Perspectives of Superintendents in the state of California

**Abstract:** Abstract: The purpose of this study was to investigate the ethical leadership perspectives of superintendents in the state of California. Secondly, the researchers examined to what extent the ethical leadership perspectives of superintendents varied according to leader demographics. Furthermore, the researchers examined to what extent the ethical leadership perspectives of superintendents varied according to state/county/school district characteristics. Included in the survey was the validated Ethical Leadership Scale (ELS) and Social Desirability Scale (SDS). The ELS was used to measure the ethical leadership perspectives of superintendents in the study. The SDS was used to measure the socially desirable response tendencies of superintendents in the study. Additionally, the researchers collected self-reported leader demographics and state/county/school district characteristics. The survey was sent to 1,025 superintendents in the state of California. A multiple regression analysis was used to determine if the ethical leadership perspectives varied according the leader demographics and state/county/school district characteristics. In addition to the survey, numerous individual and focus group recorded interviews were conducted in an effort to analyze any common themes that emerged and whether or not they were consistent with the quantitative data and analysis.

**Presenter:** Vanessa Garry

**Title:** Ruth M. Harris: A Forerunner of Black Female Presidents in Higher Education

**Abstract:** In 1940, Ruth M. Harris became the first Black female president of the then St. Louis Public Schools' segregated normal school for aspiring Black teachers. Stowe now called Harris-Stowe State University is located in St. Louis, Missouri, the 24th state of the United States. The historical narrative of Harris' role as president is significant because during the early 20th century few women served as college presidents, especially Black women. Harris' most significant accomplishment was leading the institution through the rigorous process of acquiring accreditation.

**Presenter:** Todd Goodson

**Title:** Transformative Events in Professional Practice: An Autoethnographic Analysis of a Critical Incident

**Abstract:** Making use of critical incident charting (e.g., Burnard) and autoethnographic methods (e.g., Anderson), this paper explores an incident which caused the author to re-examine the theoretical underpinnings of his approach to the teaching of literature at the high school level. This paper traces the impact of a transformative critical incident on the assumptions of the critical theories that had grounded his practice in ways seemingly invisible. This paper carries

forward the premise that teachers' personal enrichment experiences (e.g., travel) can serve as powerful vehicles for both personal and professional development.

**Presenter:** William Gorman

**Title:** Economic Funding of Public Education and the Achievement Debate

**Abstract:** My presentation is meant to examine the connection between funding of public education and the level of achievement. I intend to examine that if there is a difference in the level economic revenue whether or not the achievement level does change. As well, I also intend to debate the various methods of economic funding for public education and have a discussion within my group's participants on their own anecdotal experience on the above issues.

**Presenter:** Annie Gowing

**Title:** Understanding School Connectedness: A Search for Conceptual Clarity

**Abstract:** School connectedness (SC) has established itself over the past two decades as an important concept in prevention research around adolescent risk behaviour. Despite a flourishing research record, SC has failed to distinguish itself more clearly from other concepts, particularly school belonging. While now established as a construct of serious interest to researchers, policy makers and practitioners in the fields of education and health, this lack of definitional precision threatens to attenuate its conceptual authority.

To address this conceptual fragility, this study used a qualitatively driven mixed methods approach to explore the meanings of connectedness to school, how this process is understood by students and shaped by school and individual factors. The study was conducted at a co-educational secondary college in outer metropolitan Melbourne, Australia. Data collection methods included a student questionnaire, student focus groups and student diaries. There were 336 student participants in total drawn from each year level in the school.

Findings indicate that students understood their connectedness to school through the experiences of a dynamic and complex crosshatching of opportunities within relational, learning and extracurricular spheres of school life. Their understandings consolidated the importance of student-teacher relationships and extracurricular participation, elevated the importance of peer relationships, and established the role of institutional relationships and school as a place of community as key elements.

Importantly connectedness emerged as a fluctuating, volatile process consisting of connection points that can be established in multiple sites, on multiple occasions and can reside in multiple relational and experiential sources; connectedness revealed itself as a gateway to belonging which may or may not develop during a young person's school career. This study brings some welcome conceptual clarity to school connectedness. Connectedness precedes belonging, operating as a platform from which belonging may be nurtured.

**Presenter:** Georgina Hickey

**Title:** Allyship as Leadership: Bringing New Voices into Late 20th Century U.S. Urban Government

**Abstract:** This paper uses archival sources and historical methods to explore the public life of a long-serving local politician, revealing a model of leadership based on coalition building and allyship. Maryann Mahaffey served on Detroit's city council from 1973 until 2005. As a white middle class woman, Mahaffey was an unexpected figure during the challenging years of deindustrialization. Mahaffey championed housing, police reform, food security, LGBTQ rights, minority owned businesses, and feminism. Her social justice-oriented approach challenged the mostly black and male city council and mayors who tended to favor economic growth at all costs and promoted diverse visions of a just city.

**Presenter:** Zara Hussain

**Title:** Losing by the Wayside: Women Doctors and Specialization in Pakistan

**Abstract:** The situation of the Pakistani medical workforce poses a persistent paradox. While the specialized practice is dominated by the presence of male doctors, the medical colleges are characterized by a large number of female students. One consequence of this phenomenon is the under-representation of female doctors especially in the upper echelons of medical practice and specialized medical domains (post-graduation degree program) in Pakistan leading to hindrances in their career advancements and loss of country's resources. This paper therefore employs a qualitative phenomenological approach by highlighting the experiences of women doctors after basic medical graduation and during specialization program to elucidate the reasons for the under representation of women doctors in specialization and the factors that determine completion and enrollment in specialization programs. Results depict that the extent of family support, stage at which these women doctors were married (after or before enrollment in the specialization program), extent of interaction with children, time of graduation, governmental policies and their age at the time of enrollment in specialization degree played a vital role in completion and even the preference of the specialization degree. Moreover, as a coping strategy young women doctors are preferring to get married late, while the women doctors in their late 30's enrolled in specialization degrees are motivated to complete the program but take longer to do so.

**Presenter:** Éder Intriago-Palacios and Antonieta Morales (co-presenter)

**Title:** Reading to talk: Enhancing English language proficiency from creative representations of stories

**Abstract:** English language proficiency is a vital competency for English language teachers (Farrell and Richards, 2007). In many countries, teachers of English are assessed according to the Common European Framework of Reference (Council of Europe, 2001), and are required to have a minimum language proficiency of B2 (Franz & Teo, 2018; Ministerio de Educación, 2019; Nhung, 2018). The purpose of our paper is to discuss the results and implications from an action research project on a reading-to-speak strategy to help prospective English language teachers advance their speaking skills (fluency and accuracy). Over a semester in 2021, sixty English teacher education majors from two Ecuadorian universities read 2 graded novels in English, and were asked to orally present relevant aspects of the stories using creative means. In university one, the participants made their presentations using self-generated drawings; in university 2, they recounted their experience replicating key aspects of the stories. The participants made their presentations using Zoom and Flipgrid. Following a mixed method approach, data were

collected through a pre- and post- English test, a focus group and video analysis using a speaking performance rubric with three categories: grammar and vocabulary, discourse management, and pronunciation. Initial findings indicate most notorious improvements in discourse management, while pronunciation and grammar show the least progress. Additionally, the participants perceived themselves as potentially better prepared to conduct their classes in English and expressed motivation to use literature with their future students. As a conclusion, reading literature in the target language presents prospective language teachers with an opportunity not only to display their creative capacity and proficiency in a new language, but also an awareness for using classroom strategies beyond a grammar-translation and language functions model.

**Presenter:** Amani El Jack

**Title:** In a League of Their Own: Women and Sports in Qatar

**Abstract:** This study interrogates Qatari women's participation in sport and argues that women's achievements in the field of sports disrupt patriarchy. In Qatar, women's active participation in a number of sport fields, namely, football, basketball, handball and tennis represent a social contestation of gender inequality. Nevertheless, existing scholarship on women and sport reveals a bias against women in the Middle East/Gulf regions as Muslim women athletes (wearing the veil) are paradoxically portrayed in some of the current scholarship as both (passive) victims to their oppressive patriarchal culture and simultaneously depicted in the West as a (active) threat to western modernity and freedom. This study engages with this binary and aims to debunk these notions utilizing feminist intersectional theories to examine the situation of Qatari women's engagement in sport. The study utilized qualitative field research to argue that Qatari women exercise their agency in breaking stereotypes about the designated space for women by participating in national, regional and international sport competitions. However, the picture is not always rosy as women in the sport realm face immeasurable challenges compelling them to negotiate their participation in the face of immense resistance and social pressure to perform traditional forms of femininity. In the aftermath of Qatar hosting the 2022 FIFA World Cup, making the sport realm a site of resistance for the Muslim women is essential. This study articulates the theoretical underpinnings of Muslim women's participation in sports in the Gulf region with specific focus on Qatar, and introduces a nuanced understanding of the gender, age, social, cultural and religious factors that shape, as well as constrain women's engagement in sports.

**Presenter:** Chanh Bao Lam

**Title:** Teacher Attrition in the State of Kansas

**Abstract:** Teacher attrition has been a persistent issue across the world. Research has found uneven geographical distribution of teacher attrition, of which the concentration is mostly rural, sparsely populated areas. Utilizing a multi-source dataset of over 31,000 teachers, this study examines teacher attrition in Kansas, USA, a state wherein 85 percent area is rural. The study finds employment and education factors statistically associated with Kansas teachers' attrition, after controlling for school urbanicity, economic status, and student characteristics. Interestingly, Kansas teachers prepared by Kansas Educator Preparation Providers (EPP) are found less likely to turn over, *ceteris paribus*. Policy recommendations are discussed accordingly.

**Presenter:** James Longo and David Ryan Bunting

**Title:** Restorative Practice - Now More Than Ever

**Abstract:** Stress, anxiety, and depression negatively impacting student learning in all age groups and academic levels has worsened since the Covid Pandemic. The Education Department of Washington and Jefferson College has met this challenge through an international partnership with TIDES Training and Consultancy in Belfast, Northern Ireland. The implementation of the principles of Restorative Practice promoting social and emotional learning throughout its curriculum has shown promising results. These principles have also been implemented in outreach programs with traditional and alternative urban, suburban, and rural partnership schools. Positive behavioral and academic feedback from teachers, students, and professors indicate Restorative Practice may be one effective model in meeting "a public health and economic disaster that reshaped every area of children's lives."

**Presenter:** Pierre Lu and Seokmin Kang

**Title:** Flipped Online Active Learning at an HSI

**Abstract:** This study investigates graduate students' perception of active learning in a fully online course at a four-year public Hispanic Serving university in the United States. Active learning generally refers to a teaching method that encourages student engagement. A total of 79 graduate students majoring in education participated in the study. Among them, females = 61, Hispanic = 57, GPA M = 3.84 (SD = 0.28), Years of teaching M = 8.32 (SD = 7.60), and Online course experience M = 9.42 (SD = 5.97). Courses are 7-week accelerated online courses and instructors implemented active learning strategies, such as flipped learning, discussion forums, inquiry-based learning, group projects, and reflective writing. The students' perception of their learning progress is obtained through pre- and post-course surveys. Results include students' higher preference in post-course survey than that of the pre-course survey for: designing the course (M = 4.65, SD = 0.97), becoming an active learner (M = 4.81, SD = 0.59), having weekly synchronous web-conferences (M = 4.62, SD = 0.71), working in groups (M = 3.89, SD = 1.38), and course being student-centered (M = 5.00, SD = 0.00). Results also reveal students prefer to be evaluated via Discussion, Project, and Homework. Qualitative data from the post survey and course evaluation using thematic analysis reveal that students feel motivated, manageable, enjoyable, and learned a great deal. Overwhelming positive feedback from students is observed. Many participants express that they "really appreciate being surveyed on what would be best and actually putting in into practice".

**Presenter:** Darya Maoz, Ami Shaked and Amiram Raviv

**Title:** Narcissistic Manipulations by Men in Romantic Relations and their Effect on Women

**Abstract:** Recently, the discussion and research on narcissism has increased. "Gaslighting" (a form of manipulation that causes the victim to doubt her or himself, used mainly by narcissists) was Merriam-Webster's word of the year 2022 with 1740% increase in lookups for the term. During the last year, my colleagues and I started researching narcissism in romantic relations. Ten female respondents between the ages of 36-77 were interviewed in depth using semi-structured interviews, all of whom were involved in long-term relations with men they described as narcissists.

This lecture will focus on findings regarding psychological manipulations of narcissistic men in romantic relations through which they control their partner, weaken her and make her behave according to their interests. Six main manipulations were found: Gaslighting; love bombing; hoovering; triangulation; projection & ghosting. We will describe them and their effect on the narcissist's victims.

**Presenter:** Tonni Martinez and Debbie Mercer

**Title:** An Effort to Address the Urgent Needs of Underqualified Teachers

**Abstract:** Years of research have provided consistent evidence that teacher effectiveness is the most important school factor in student achievement (Chetty, Friedman, & Rockoff, 2014; Kane & Staiger, 2008), and at the same time, researchers have shown the most disadvantaged schools are often the hardest to staff (Ingersoll, 2021). Of compelling interest is the use of long-term substitutes or “interim teachers” as a solution to teacher vacancies. This paper highlights Teaching 101, a video series which aims to provide an underqualified workforce with the basic information and tools needed for classroom success.

**Presenter:** Luz Martin del Campo

**Title:** The Lacandón Rainforest – Lacandón Vernacular Environmental Maps and Tree Symbolism in Lacanjá Chansayab, Chiapas, México.

**Abstract:** My research examines tree symbolism and land-use by the indigenous Maya Lacandón community in the Lacandón Rainforest. Both maps and cultural heritage creation play an eminent part in establishing a greater Mexican landscape in Lacandón Rainforest in Chiapas. My work suggests that Lacandón vernacular environmental maps account for how tree ridges gather symbolic and contemporary meanings. Both the tree ridges and land-use are referent features that both orient and provide order to the Lacandón worldview. The trees and milpas “are topographic features that anchor past and present memory” into the landscape, which indicate land boundaries between families in Lacanjá. Trees are referents in the landscape. Specifically, tree ridges are physically visible features encased with symbolic meaning invisible to an outsider traveler. My work illustrates how land-use among the Lacandón established not only self-identity leading to rainforest conservation but also led to the establishment of environmental vernacular maps that oriented their lands among families and outsiders.

**Presenter:** Taghreed Masri

**Title:** Expatriate faculty in private universities in the UAE: The Power of Managerialism

**Abstract:** This study aimed to explore the perceptions of expatriate academics in three private universities in the United Arab Emirates. The increasing power of management has changed the roles and identities of academics and has resulted in 'schizophrenic existence.' Using qualitative methodology and conducting 10 in-depth interviews with ten expatriate academics showed that new identities and roles are emerging as a result of the pressures of managerialism.

**Presenter:** David de Matias, Sofia Ruiz, Bethlem Boronat, and Ángel Azevedo

**Title:** Metaverses as teaching tool in higher education instructors training

**Abstract:** "For years, universities have been making great efforts to introduce improvements and innovations in teaching. To this end, different tools are being incorporated to support



teaching methodologies. This article analyzes the application of metaverses in a training session for a group of 47 university professors in a business school using the AltspaceVR tool on a traditional screen. The results obtained in a subsequent survey are analyzed statistically, showing specific differences in the willingness to use them, which is higher among the youngest in the study because they are considered more "digital natives"; among men; among teachers with a Ph.D. degree; and among those with more teaching experience. The conclusions suggest that teachers consider metaverses can be an excellent tool for multiplying the options for remote teaching, both fully online and hybrid, and consider it as a complement, rather than a substitute, in the case of traditional education. However, it is appreciated that implementing this tool requires more technical training..

**Presenter:** Cameron McCarthy

**Title:** Visual Cultural Practices of Postcolonial Elite Schools in Globalizing Circumstances

**Abstract:** In this presentation, I will report on the matter of the contemporary management and conservation of histories in the visual domains of three postcolonial elite school sites: Old Cloisters in Barbados, Rippon College in India, and Straits School in Singapore. These schools form part of a 5-year, 9-country study of postcolonial elite schools in globalizing circumstances—a flash point of articulation between these schools and profound change. The article turns on this fundamental fact: that these schools, which are the products of societies marked historically by British colonial and imperial encounters of the eighteenth and nineteenth centuries and the first half of the twentieth, are now driven forward by new energies associated with marketization, neoliberalism and globalization as these countries lurch forward unevenly towards a postdevelopmental era. This turn towards neoliberal globalization has precipitated radically new needs, interests, desires, capacities and competitive logics among the middle class and upwardly mobile young and their parents in each of these societies that then press powerfully onto these elite schools, and their cultivated pasts as they reside in school anthems, flags, emblems, banners and rituals of assembly, formal dress and decorum. All of this is taking place in the glow of digitalization as these schools increasingly move online locating themselves in photo and video-sharing websites such as YouTube, Facebook and Flickr as well as websites that each individual school is creating to consecrate school heritage. In what follows, then, I call attention to the theoretical significance and practical dimensions of the work that these select schools are doing on their rich heritages and historical archives in response to the new demands of globalization and transforming educational markets.

**Presenter:** David Martin

**Title:** Fairness and Integrity: What Makes a Difference in Education, Principle, and Reality

**Abstract:** This presentation explores how far education can make a difference in policy and practice to the lives of citizens. Recent research suggests that politicians are held as being untrustworthy and not able to enact the general desires of the polity. Ideologies of government are explored from a more traditional stance to a more progressive reconstructive stance. Recent reforms in education particularly in the UK and USA have been along neoliberal ideas. Is there a need to counterbalance this, with a view which puts fairness nearer the centre of policy.

This means encountering notions of social justice. Recently philosophers and others have looked at the work of John Rawls as a possible direction and guide to this project. But how

feasible and desirable is this. Should a project of social justice be seen as something transcendental maybe utopian, or one of degree and evaluating fairness along a continuum.

What does this mean for educational practice, and the range of activities that are performed in schools for instance. What are the cultures that need to be changed and reconstructed to make this possible. Chandler in his new book *Free and Equal* suggests strategies that may enable some of this to happen. How far do these proposals add up to a way forward.

**Presenter:** Chinmayee Nanda

**Title:** Portrayal of images of woman in the “public” and “private” domain in the short stories of Katherine Mansfield and Binapani Mohanty: A comparative study

**Abstract:** "Objective:

I intend to analyze the images of women in the ‘private’ and the ‘public’ sphere in the short stories of Katherine Mansfield (1888-1923), a writer from New Zealand and Ms. Binapani Mohanty (1936- ), an Odia Writer from India from a comparative and feminist perspective, taking into account the questions of race, class, gender, politics, location and sexuality as I believe that woman is not born free, and is very much trapped since inception by such forces over which she has no control. To illustrate my point I have taken select short stories by Katherine Mansfield and Binapani Mohanty.

**Presenter:** Jentre Olsen and Curt Adams

**Title:** Leadership through Listening: Activating Teacher Vitality and Mitigating Turnover

**Abstract:** "Listening aids meaning making and learning by inviting others to share openly their feelings, perspective and thoughts in an authentic way (Kazepides, 2012). As education faces increasing teacher burnout and turnover, this article focuses on the foundational importance of deep listening for sense-making and learning to activate teacher vitality and mitigate teacher turnover. Listening for learning is situated within Adams and colleague’s (2021) Transformative Leadership Conversation, a theoretical framework which advances a form of leadership conversation and dialogue that helps to situate the salience of deep listening for learning in the context of leadership for transformative change.

This study hypothesizes that listening for learning is positively related to and supports teacher vitality. In doing so, it is further hypothesized that when school leaders engage their teachers in active listening for learning, their teachers are less likely to turn over from the school and from the teaching profession.

Data for this study were collected in Spring 2022 via a survey to Oklahoma teachers using Qualtrics. In all, 3000 teachers were surveyed, with 1615 teachers responding, yielding a 54% response rate. The survey utilized a Likert response set, ranging from Strongly Disagree (coded as 1) to Strongly Agree (coded as 6).

Structural equation modeling (SEM) using AMOS 23.0 was utilized to test the hypothesized relationships. Initial results of the SEM report good model fit with CFI, TLI, and RMSEA all within the threshold of acceptable model fit (Browne & Cudeck, 1993). Parameter estimates confirm the hypothesized positive relationship between listening and teacher vitality ( $\beta = .58, p < .01$ ), and predicted negative relationship between listening and teacher turnover intention from school ( $\beta = -.23, p < .01$ ) and the profession ( $\beta = -.03, p < .05$ ). Approximately 34%

of the variance in teacher vitality and 5% of the variance in turnover intention from school was explained by listening for learning. The full structural equation model results, survey items and teacher demographic data will be presented in the full paper.

**Presenter:** Priscilla Otuo

**Title:** Understanding the role of Capital in gaining, main challenging and restoring legitimacy of Female leadership in Ghanaian marketplaces

**Abstract:** This article explores how female leaders acquire, maintain and restore legitimacy in Ghanaian marketplaces. The study is underpinned by the legitimacy theory and Bourdieu's theory of social practice. Interviews were conducted with 23 market queens from three markets in Accra, the capital city of Ghana. Key findings that emerged from study include the role of social capital in legitimizing the leadership of market queens. The intersectional effects of the various forms of capital are noted in this paper. The article adds to the stream of knowledge on the relevance of capital in legitimizing female leadership in developing countries

**Presenter:** Ron Phillips

**Title:** A Commentary: The Failure of 'Indian/First Nation Control of Indian/First Nation Education in Canada'

**Abstract:** The late 1960s and early 1970s were exciting times in Indian (First Nation) education in Canada. 'White' and 'Red' papers, as well as other education position papers were written, documenting the frustration and hopes of the Indian peoples across Canada. The education of Indian children had gone through many phases from assimilation (i.e., Indian residential boarding schools) to integration with provincial schools. These previous attempts had failed the Indian peoples of Canada. Large numbers of Indian students dropped out of school. Few Indian students graduated from high school.

The federal government of Canada's response to the 'Indian problem' was a proposal to remove the special status of Indians in Canada. Indians on reserves would now receive their governmental programs and services from the provincial government as other Canadians did. The federal government proposed legislation to repeal the Indian Act. In 1972, the National Indian Brotherhood (NIB), the forerunner of today's Assembly of First Nations had a different view. The AFN released their proposal 'Indian Control of Indian Education'. It called for an Indian education system controlled by Indians that emphasized Indian languages, cultures, and history. Indian students would know about their past and would be prepared for their futures. The article examines past government actions to deny 'Indian Control of Indian Education'.

**Presenter:** Vicki Sherbert

**Title:** The Journey, Not the Arrival: A Phenomenological Exploration of Place Attachment, Travel and Place-based Literacies

**Abstract:** Place attachment has been defined as the emotional bonds between people and a particular place or environment (Seamon, 2014). When educators travel, these bonds may be stretched. The experience of being 'placed,' 'displaced,' and 'replaced' can cause shifts in both personal and professional identity. (Powell, 201; Sinor & Kaufman, 2007) In this paper, the author will explore the phenomenon of educator travel through theoretical lenses of place attachment and sociocultural theory. With a focus on the journey rather than the arrival at a

destination, lived dialects of movement and rest and inward and outward aspects of place will be considered.

**Presenter:** Tom Shields

**Title:** The Every Student Succeeds Act: The Leadership of Congressman Bobby Scott's

**Abstract:** "The Elementary and Secondary Act (ESEA) passed Congress in 1965 and the U.S. Congress must reauthorize it. No Child Left Behind (NCLB), a reauthorization of ESEA, was signed into law in January 2002. NCLB reauthorization languished for years due to the inability for Congress to agree on K-12 educational policy.

The credit for creating new legislation goes to Congressman Bobby Scott, a reserved African American leader. Congressman Scott singlehandedly got a new bill, the Every Student Succeeds Act (ESSA), passed. The methodology uses primary documents, interviews, and news accounts to examine the passage of ESSA and leadership of Congressman Scott.

**Presenter:** Yukari Shirota

**Title:** Cell Phone Usage Education might be Effective to Promote Gender Equality

**Abstract:** The proposal in this paper is that education of cell phone usage might be helpful for gender equality. Using the data in Indonesia by provinces, we conducted a regression for driving forces of gender equality. We evaluated the effects by (1) sanitation, (2) education, and (3) mobile phones, because the three factors are considered to promote women's empowerment. Then we found that contribution by cell phones has gradually increased and in 2022 became the most dominant. Authentic education is very important for gender equality. In addition, however, effects by the cell phones usage education might be considered to be significant.

**Presenter:** Wayne Slater

**Title:** Culturally Relevant Teaching and Direct Instruction: Moving from the Folklore of Irreconcilable Differences to the Reality of Common Ground

**Abstract:** Culturally relevant teaching was popularized by Gloria Ladson-Billings in the early 1990s (2015). It is defined as a pedagogy "that empowers students to maintain cultural integrity, while succeeding academically." Culturally relevant pedagogy is also labeled as "culturally appropriate" (Au & Jordan, 1981), "culturally congruent" (Mohatt & Erickson, 1981), "culturally responsive" (Au, 2009; Cazden & Leggett, 1981; Erickson & Mohatt, 1982; Lee, 1998), and "culturally compatible" (Jordan, 1985; Vogt, Jordan & Tharp, 1987). The theory surrounding culturally relevant teaching is connected to a larger body of knowledge on multicultural education and helping culturally diverse students excel in schooling.

Direct instruction is the explicit teaching of a skill set using presentations or demonstrations of the target subject content to students. Developed by Siegfried Engelmann and Wesley C. Becker, University of Illinois, it was first implemented in the 1960s. Engelmann became fascinated with understanding how children learn and the most effective way of helping them retain information. He became convinced that the key issue was the way that children were taught, concluding that if a child fails to learn it is not the fault of the student but instead the fault of the instruction. Underlying this conviction was the realization that children are logical beings. Thus, effective instruction needs to be logical in nature, carefully organized and formulated, building on students' previous learning. Viewing learning as a cumulative process, mastery of

the first element in a learning series helps students more easily master subsequent steps. The result is more efficient and more effective learning.

Given the differences between the two articulated in the research literature, I make the case that both approaches have more in common than they do that is intractably different in their overarching goal of providing quality, equitable, accessible learning and achievement for all students.

**Presenter:** Steve Song and Pierre Lu

**Title:** Failing to fit in: Problematic effects of sense of belonging on academic achievement of US high school students

**Abstract:** Extant literature suggests a positive relationship between a sense of belonging at school and academic success. This association is evident in almost 80 countries/economies in the Programme for International Student Assessment (2018) survey, with one notable exception: the United States. Specifically, in the US, 15-year-old students who reported a stronger sense of belonging at school performed worse in reading than their counterparts with a weaker sense of belonging. To investigate this problematic link, the current study will apply a series of hierarchical linear regressions to explore the adverse role sense of belonging plays in US high school students' reading performance.

**Presenter:** Zhixin Su

**Title:** Comparative Study of Urban vs. Rural School Leadership in China: Implications for Rural School Reform and Women's Leadership in Education

**Abstract:** This presentation reports findings and speculate implications of a multi-year (2016-2022) comparative study of urban vs. rural school principals in China. The purposes of the study were to explore and compare the profiles, preparation and perspectives of urban and rural school principals in China, based on the conceptual framework and research methodology of the American national Study of the Education of Educators directed by John Goodlad and the author's earlier comparative studies of Chinese, American and Australian school principals. A comprehensive survey was administered to several hundred urban and rural school principals in China and interviews were conducted with selected principals. Content analysis and descriptive statistics were used in data organization and analysis and three research reports were written on findings from the study.

The first report focuses on the demographic characteristics in the profiles of China's urban and rural school principals and compares their entry perspectives and commitment to educational leadership as a lifelong career. Special attention was paid to the severe lack of women's leadership in rural education. The second report examines the principals' pre-service preparation experiences and in-service professional development opportunities. And the third report explores these principals' fundamental beliefs and values in education and schooling, as well as their views and visions for school reform. In all areas, the study finds huge gaps and great differences between urban and rural school principals and therefore between urban and rural education in China.

At the Oxford Conference, the author will share major findings from the study and speculate implications of this study for rural school reform and women's leadership in education in China and other developing nations, and proposes strategies for international scholars to replicate this

study in their own countries, in order to promote educational development and women's leadership in disadvantaged and less developed regions.

**Presenter:** Alison Taysum

**Title:** A Kantian Model Executing the power of the Law for effective and efficient investment in high-quality education

**Abstract:** HEIs faculty professoriate, externally-accredited, credentialise Institutional-professions. HEIs funding-streams include student fees dependent on retaining external-accreditation, and government funding. A Kantian Model of University Legal Infrastructure; the power of a person or the power of right emerges from progressive typology methodology. If a Multi-level HEI Committee Communication-Infrastructure, mobilising the Model, identifies foreseeable harm(s)/conflict of interests, an All-Vice-Chancellors-Committees' public empirical, philosophical and ethical inquiry is triggered executing Kant's power of the law facilitating the public to hold accountable i) accrediting bodies, government and HEIs for deregulation causing foreseeable harms, and ii) effective and efficient investment in high-quality education safeguarding democratic Institutional rule-of-law.

**Presenter:** Rachel Vannatta, Allison Durham, Stefanie Anderson, Hannah Norton, Andrea Mierau and S. Jacob Melnick

**Title:** Professionalism, Safety, and Communication of DPT Students in First, Full-Time Clinical Experience: Accelerated Hybrid vs. Traditional Programs

**Abstract:** This quasi-experimental study compared two doctoral of physical therapy (DPT) programs during their first clinical experience to examine the effects of accelerated-hybrid (AH) instruction on the DPT outcomes as measured by the Physical Therapist Clinical Performance Instrument. The AH program (n=86) was accelerated into two years with instruction utilizing asynchronous, synchronous, video-based methods and face-to-face labs. Program two, the three-year program (n=100) implemented traditional, face-to-face instruction. ANCOVA examined the group differences with the covariate of midterm scores. After significant covariate adjustments ( $p < .0001$ ), the AH group scored significantly higher on all final test scores ( $p < .0001$ ). Although the AH group did outperform the traditional group in all areas, the increase in performance may be due to the greater number of courses completed as well as being of several years older.

**Presenter:** Chaitanya Vyas

**Title:** A Chatbot for Early Researchers: Proposed Design and Interface

**Abstract:** Artificial intelligence (AI) is now not limited to certain domains only and has entered our daily lives. The existing literature about chatbots (or conversational agents) is found to be research work on chatbots and teaching-learning process, development, optimization, systems, models, algorithm, types, and automation in higher education. This paper proposes an idea of the chatbot to help doctoral/master/graduate/undergraduate students/scholars to initiate their research journey with designing their theses/dissertations from the stage of topic selection to data collection planning. Post alpha-testing and beta-testing, this menu-based conversational agent has a potential to allow novice researchers to familiarize themselves with planning and conducting research at their own learning pace and time.

**Presenter:** Eileen Wertzberger

**Title:** “Join in a National Crusade”: Discourse Analysis of Ronald Reagan’s Framing of Education in the “War on Drugs”

**Abstract:** In 1986, President Ronald Reagan formally declared the “War on Drugs”—a war that relied heavily on rhetoric to propel its aims. This study applies Discourse Theory to examine Reagan’s rhetorical framing of education within his administration’s “War of Drugs.” Furthermore, this study examines how Reagan’s speeches reflected the ideologies that informed political practice and policy making. Reagan’s “War on Drugs” provides a historical example of the intersectionality of two social institutions, education and criminality, and informs our understanding of the implications of using educational institutions as a means of fulfilling domestic political agendas.

**Presenter:** Kerri Zappala-Piemme, Edward Sturman, Gary G. Brannigan, and Michael J. Brannigan

**Title:** Building Mental Toughness: A Middle School Intervention to Increase Grit, Locus of Control, and Academic Performance

**Abstract:** We evaluated a curriculum that focused on bolstering grit and locus of control in seventh grade students at a school in upstate New York. The intervention included lessons aimed at building a growth mindset and determination, along with writing projects and collaborative work. A pre-post design was utilized such that surveys measuring grit and locus of control were administered at the beginning of the school year and at the end of the school year for 215 students. Participants also completed standardized tests in reading and math. Students’ scores on locus of control showed a significant change towards higher perceived control. The lowest scoring students on grit also showed a significant increase over the same time period. No changes were observed at a comparison school that did not receive the intervention. Both grit and locus of control significantly predicted academic achievement on standardized tests for reading and math. The findings support the intervention and the importance of grit and locus of control in academic.