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Culturally Responsive Pedagogy in the Post-COVID-19 Academy: Opportunities for Renewed Best Practice

Arundhati Roy observes that “historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next” (Roy, 2020). Through a cultural and pedagogical lens, what might this post-pandemic next world look like? Amid pleas to return to “normal” how might we define this term? And if we consider the cultural elements that have constituted the norm in pre-pandemic pedagogical spaces, how might we use this opportunity, this “break with the past” generatively to re-think the education landscape to build a more culturally responsible pedagogy. This presentation explores pedagogical approaches to address racial, cultural, and socioeconomic assumptions that prompt inattention or inaccessibility within educational systems and practices in the United States.

Roy, A. (2020, April 3). The pandemic is a portal. *The Financial Times*. Retrieved January 20, 2021, from <https://www.ft.com/content/10d8f5e8-74eb-11ea-fcd274e920ca>

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Maximizing Collaborative Learning with Digital Stories

This session will present the results of a qualitative study designed to explore the impact of innovative digital stories in a hybrid university course for elementary preservice teachers. Twenty-eight preservice teachers collaboratively synthesized their insights as they created digital stories and described the highlights of their collaborative group experiences in an intentionally inviting environment. The results of this study aligned with the overarching goals, elements, and domains of Invitational Theory and Practice. Preservice teachers became cinematographers as they painted visual pictures with multimedia and brought their stories to life. Stories maximized learning as they invited students into more compelling and innovative learning experiences. These digital natives felt quite comfortable with multi-media, and digital stories gave them opportunities to capture ideas and experiences in ways that were significant to them. When they produced digital stories, they gained confidence, made personal statements in creative ways, and experienced the satisfaction of accomplishments with cutting-edge technology. This invitational, student-centered educational environment encouraged preservice teachers to experience innovation and develop leadership skills. The creation of digital stories gave them opportunities to partake of new adventures as cinematographers while they personally experienced the power of a story to maximize learning through the benefits of creative collaboration. Data from interviews and focus groups showed that digital stories gave preservice teachers opportunities to make choices and experience higher levels of learning through engagement and active participation in the learning process. Invitational Education (IE) focuses on the positive aspects

of learning and the affective side of the people, places, programs, policies, and processes in education. This educational approach aligns well with digital stories that combine the power of a story, one of the most meaningful educational tools for generations of social and emotional learning, with technology, one of our main tools for communication.

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A Mixed-Methods Investigation: Ethical Leadership Perspectives of Superintendents in the State of California

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.

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Grounding the best interests of students in wisdom and knowledge traditions

This research paper addresses the issue of society and education and specifically the relationship between education law and ethics. The conceptual analysis addresses the central operating considerations and conceptual underpinnings for a professional ethic for the field that centers students' best interests as the fundamental moral imperative of administrative leadership in schools. The inquiry approach employs an methodological focus on information analysis and includes 1) a review of scholarship on the matter of children's interests and how those interests situate within the schooling context based on philosophical and conceptual assertions, and 2) a review of empirical literature focused on the issues of deliberative practice and decision making that privileges students' best interests within the broad arena of value contestation within schooling. The paper concludes with a synthesis of both knowledge domains and makes

application to issues pertaining to the nature, substance, and quality of educational law and its connection and/or disconnection to a practiced professional ethic.

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Unlearning Traditionalism: The Long-Run Effects of Schools on Gender Attitudes

Can policy persistently change traditional gender attitudes? I leverage a unique opportunity to provide the first evidence on how exposure to females during pre-adolescence impacts views on gender roles, perceived relative gender ability, and gender-related behaviors up to nine years later. Observing a close-to-nationally-representative set of Vietnamese primary schoolers exogenously allocated to classes within schools I show that there are strong non-linear effects of a higher proportion of female peers on reduced traditionalism both for males and females. These attitudinal shifts translate into actual behavior. Males increase their intensive and extensive margins of home production as well as their risk aversion. Females are more likely to enroll at university nine years later, which is channeled through higher professional expectations and higher expected returns to education. Building upon these results I propose a simple and easily-implementable policy of class configuration that would decrease overall traditionalism by 15% of a standard deviation. This is a sizable effect and stands in stark contrast to the null impact that one year of education has on gender norms as estimated through an RDD exploiting laws of compulsory age of enrollment. Exposure to female teachers further decreases males' traditionalism but can exacerbate traditional gender roles among females if the teacher has low locus-of-control. Cognitive spillovers from female classmates are short-lived.

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School Leadership during Pandemic: Islamic Boarding School Context

Coronavirus disease 2019 (Covid-19) that struck almost all schools in the world has led to the uncertainties and new challenges for school leaders. Many schools are not yet ready for the shift from offline to online learning (Fawns, et al., 2020; Hudson, et al., 2020; Harris, 2020). In addition, there are a lot of educators and school principals that are not equipped with a certain quality and qualification on teaching with technology and online media (Fawns, et al., 2020). These challenges also happen in Islamic boarding school contexts. The school closure has forced the institutions to make a speed adjustment in controlling the students' interactions, learning, and rituals which they used to conduct 24-hours at the dormitories (Habibi, et al, 2021). This study is therefore aimed to explore the school leaders' practices and challenges in Islamic boarding schools' context during the outbreaks. While the research on school leaders during the pandemic on conventional schools has been widely explored, the study of school leaders in the Islamic boarding school contexts is still lacking. We applied a purposeful convenience sampling for nine school principals of five different Islamic boarding schools in Jambi province, Indonesia. Using

Semi-structured interview, we found four major barriers faced by the school principals including professional development, financial, instructional, and technological challenges. We also provide recommendations for practitioners and policy makers for future similar challenges that may hit Islamic boarding schools' context.

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Regarding Online Class Size

Institutions of higher education appear to be ready to make additional investments in online learning. A recent report on online learning in the United States noted that a large percentage of institutions plan “to expand online course and program options” (Garrett, Simunich, Legon, & Fredericksen, 2021). The increased interest in online delivery may be due to student calls for continued online options following their experiences during 2020-2021 (McKenzie, 2021; Shalby, 2021). However, many institutions of higher education are employing fewer full-time faculty members than in previous years due to financial decisions precipitated by the COVID-19 pandemic, and many did not renew contracts, or terminated contracts, for part-time faculty (AAUP, 2021). Increased interest in online delivery combined with fewer faculty numbers may result in increased class sizes.

What is the ideal size for an online class? The answer is--it depends. For example, in the case of courses where a single instructor is responsible for the design, development, and/or facilitation of the course; more interaction, more engagement, and more feedback from the instructor will require more time from an instructor. In this presentation the authors will provide a synthesis of existing research and policy regarding online class size along with instructional design factors that are sensitive to increased class size. These factors rely on various forms of interaction for implementation. Interaction often is characterized in one of three categories: student-teacher, student-student, or student-content interaction. Anderson's (2003) equivalence theorem regarding interaction in learning experiences will be used to frame examples provided. In particular, implications of Anderson's (2007) statement that “high levels of more than one of these three modes [of interaction] will likely provide a more satisfying educational experience, though these experiences may not be as cost or time effective as less interactive learning sequences” (p. 4) will be discussed.

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BLACK TO THE FUTURE: Hip-hop, applied learning, and a song of liberation

Hip-hop culture is anchored by a set of modalities that challenge young people to enact their visual, sonic, embodied, and poetic aesthetics for the purpose of producing new knowledge. Historically, in traditional classroom settings, this knowledge is often contested, undermined,

and undervalued, signaling to some students that their ways of being are unwelcome within the context of school. In recent years however, critical hip-hop pedagogy has reenergized culturally responsive educators, inspiring new, youth-centered forms of engagement that complicate antiquated narratives of place and space. This paper, written and arranged like a song in three verses, explores a North Carolina-based digital makerspace through the prism of critical hip-hop pedagogy and Afrofuturism. Our aim is to establish theoretical and pedagogical foundations for hip-hop based education, inviting scholars and practitioners to (re)consider hip-hop culture as the next frontier of applied and place-based learning.

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Professional development of teachers and its applications in the classrooms

This paper studies the number of professional development workshops, MOOCs, conferences attended by the teachers at various levels and how often the new teaching methodologies learned through various different platforms are employed in their lesson plans. The author also aims to study the methods through which the teachers upgrade their knowledge in their respective subjects, how often they do the same and the various methods through which they do the same. This is a survey study made using random sampling, the sample size is 100 teachers using SPSS statistical software. The objective of this paper which is a research in progress is to study the level of efficiency of the professional development programs and also to study the willingness of teachers to update their subject knowledge.

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Education in troubled times and the way forward: Learners' perspective

The ongoing pandemic has had a profound influence on the well-being of learners and their educational attainment. At its peak, educational institutions' full and partial closures interrupted the education of around 1.6 billion learners worldwide (UNESCO, 2021). This outbreak witnessed an upsurge in remote teaching. Educational institutions in the United Arab Emirates were swift to initiate remote teaching on a national scale and for all grade levels. The expedient response of extensive migration from face-to-face to online-based learning has created educational experiences and implications that need to be preserved and leveraged in future.

In comparison to the traditional face-to-face learning technique, the online learning experience requires better fundamental computer skills (Sun et al., 2020), the efficiency of human-human and human-machine interaction (Cuadrado-García et al., 2010), as well as studying motivation (Hartnett, 2016). This study attempts to gauge the university learners' expectations, readiness and observations about remote learning. It also gauges their efficacy in engaging in online classes

based on the degree level across different specializations. These questions seem imperative as they are not yet very well understood and researched, keeping in mind the contemporary nature of the topic. For this purpose, a detailed survey questionnaire was prepared and validated by five experts. The conclusions are based on responses of 538 university learners across different degree programs and specializations based in the United Arab Emirates.

The study provides perspicacious insights to decipher an essential subject of educational attainment during the pandemic. The study suggests that expectations regarding online learning readiness and academic achievement of advanced learners (postgraduates) were higher than the delivery. This result has an important implication for educators implementing live learning sessions. The need to switch from remote teaching to online learning is deeply felt. The course design of remote teaching should be thoughtful and science-based as needed to develop online courses. There is a gap in delivery and learning that needs to be dealt with a modification in teaching content and contexts. The inclusion of additional virtual activities perhaps will encourage peer-to-peer interaction, thus encouraging learning. Another critical observation is that learners are more receptive to subjects based on theoretical frameworks and numerical during live lessons, implying such subjects have transited swiftly to remote learning. However, some subjects (especially in the science and arts domain) that entail experiential learning do not translate so well. Having said that, an impairment in learning due to this gap may diminish the human capital and economic opportunities over the long term.

The conclusion implies that E-education which could not harness the mainstream attention, needs to be focused upon. Pre-pandemic adoption of these digital solutions could have benefited during the virus-induced disruption. Hence, it is time to reflect on the role of Digi-tech solutions in enhancing the future of education and define what the 'new normal' of learning should be.

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COVID-19 Teleworking in The Workforce

The purpose of this study was to explore the effects of teleworking in the workforce during the Coronavirus COVID-19. The instrument used in this study was the COVID-19 Teleworking Survey 2020 created by the author. The COVID-19 Teleworking Survey 2020 was distributed through social media and emailed to a stratified random sample. The sample size consisted of 136 respondents. The 136 respondents comprised of a random sampling residing anywhere in the United States. The results of this study showed the overall concept and effects of teleworking during COVID-19.

As the concept of teleworking expands either as a mandatory or non-mandatory form of working; employers should develop an employee teleworking partnership plan and have a signed agreement from the employee. Obtaining an employee and employer partnership will increase the quality of the effectiveness of teleworking in any mandatory or non-mandatory situation, develop a work-life balance, and strengthen the relationship and respect amongst the partners.

These variables will have positive effects on the aspect of the concept of teleworking and its optimal value for all.

The results of this study showed the overall concept and effects of teleworking during COVID-19. However, employers need to develop a teleworking agreement partnership that would concentrate on a positive work-life balance. Having a partnership agreement would strengthen the commitment and work output when teleworking. This study emphasized having the latest internet technology and technology equipment while teleworking during COVID-19 is needed and technology stress was evident during this time. Regular assessment of teleworking in any situation or timeframe would be most beneficial for employees, employers, and the overall economy. Understanding the effects of teleworking in real time, would have a significant impact on global, national, and economic stimuli and the satisfaction of work – life balance respondents.

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Instructional leadership in the time of COVID-19

This paper discusses the factors contributing to exhibited instructional leadership traits in schools within Sarawak, Malaysia. The study involved 3762 teachers who taught in urban and rural Sarawak schools. Binary logistic regression was applied to predict the influence of school location on perceived instructional leadership. The findings revealed that one dimension of instructional leadership – framing school goals - emerged as a strong predictor for urban government school. The result indicated that school leaders were more than 3 times more likely to frame school goals when their school were located in urban areas. Moreover, rural school leaders were more than 4 times more likely to be highly participative and being visible compared to their urban counterparts. The differences in perceived instructional leadership traits could be due to the distinct and unique challenges faced by school leaders in these locations. More comprehensive studies are needed to ascertain its consistency as well as investigating other predictors for school leadership.

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Productive Struggle and Productive Persistence: Important Concepts for Balanced Instruction in PK-12 Literacy Education

The Carnegie Foundation for the Advancement of Teaching (2009) grounded their conceptualization of productive struggle and productive persistence from the National Research Council's report How People Learn (2005) by establishing three principles of learning: 1) new understandings are constructed on a foundation of prior understandings, 2) the brain constructs cognitive networks that are important in the learning process, and 3) the ability to self-monitor (metacognition) enhances learning in mathematics and science education. Two key concepts in

their framework are productive struggle and persistence. Productive struggle focuses on challenging and relevant tasks, explicit connections to concepts, and deliberate, sustained problem solving. Productive persistence focuses on the “non-cognitive” elements of learning such as mindsets, “grit” or passion and perseverance for long-term goals, and self-control articulated in a five-dimensional framework: Students believe it is possible to learn; feel socially tied to peers, faculty, and the course; feel that the material has value; have the skills, habits, and know-how to succeed; and faculty and schools support student mindsets and skills. Moving beyond mathematics and science education, this review focuses on the level of emphasis on productive struggle and persistence in PK-12 literacy education. Using discourse analysis informed by validity and reliability checks, this focus is on literacy education peer-reviewed policy documents, such as, the Standards for the Preparation of Literacy Professionals (2017), and mathematics and science education peer-reviewed policy documents, such as, Principles, Standards, and Expectations: National Council of Teachers of Mathematics (2021) published from 2009 to the present. Findings indicate a greater emphasis on productive struggle and persistence in mathematics and science education when compared to PK-12 literacy education with its greater emphasis on the non-cognitive dimensions of learning, productive persistence. Implications for students’ acquisition of literacy for the 21st century and preservice teacher preparation will be considered.

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Creating Identity Workspaces for Leaders in Higher Education

Cultivating one’s professional identity as a leader is a developmental process that can serve as an important foundation for future behavior, thinking and action. Identity work is often most consciously and powerfully experienced when a leader moves in or out of a professional role or organization, negotiates between their professional and personal identities, or experiences a threat to one’s sense of professional identity in the workplace.

Professional development and training related to leadership development is essential but offers minimal insight into the ways that leaders might thrive, or be tested, at the intersection of their personal stories and professional aspirations. Furthermore, the content of such professional learning opportunities cannot always connect explicitly to the various personalities, value systems, and relational dynamics that one may encounter in one’s life as a leader.

Different organizational contexts vary in the nature and scope of what they can offer leaders as they shape their professional identities. Some organizations might play a facilitative role, while others might be more authoritarian in their approach. Some might even hinder their leaders’ identity work in overt and subtle ways. This paper investigates the notion of “identity workspaces”, or physical, social and psychological environments where individuals can reflect, experiment, and develop with little risk of harming themselves, physically, psychologically, or reputationally (Petriglieri and Insead, 2010) in a higher education context. It details the professional identity experiences of a group of higher education administrators and will explore

to what extent and in which ways these leaders' institutional contexts exhibit the characteristics of a physical and psychological workspace that stimulates and supports identity work. Implications for professional development and training for higher education leaders will be discussed.