UNIVERSITY OF PHOENIX
Research & Scholarship Enterprise

KNOWLEDGE WITHOUT BOUNDARIES™

PRELIMINARY PROCEEDINGS OF THE
2019 RESEARCH SUMMIT

June 10, 2019 through June 14, 2019

VIRTUAL - research.phoenix.edu/kwb
Welcome

Mark McCaslin, Ph.D.

Dean, Research and Scholarship, College of Doctoral Studies

It is indeed a pleasure to welcome you to the Knowledge Without Boundaries™ Research Summit 2019. Six years ago we embarked upon an idea to provide support, and present opportunities, that would enable University of Phoenix faculty, students, and alumni to develop and achieve their professional research and scholarship goals and, through scholarly leadership, improve the performance of the industries, organizations, schools, and communities they serve. Our immediate task at the time was to enhance faculty, student, and alumni engagement in research and scholarship. Today, I am happy to report, we have achieved that purpose through the dedicated efforts of our University Research Chairs, Research Fellows, and through the scholarly leadership of our faculty, students, and alumni alike.

This year, the 2019 Knowledge Without Boundaries™ Research Summit was pleased to expand its reach to all practitioner faculty. This included business and industry partners engaged in applied external organizational research. A special invitation was extended to practitioner faculty teaching at Community Colleges across the nation. As you review the proceedings, you may notice that we have a wide variety of sessions scheduled throughout our five days together. We are proud to welcome our business and industry partners engaged in applied external organizational research, Research Center affiliates (faculty, students, alumni), from campus based communities of scholarships, and community college educators.

Today we are no longer simply engaging in the critical conversations impacting our stakeholders— we are shaping it. We are now leading the way for other dedicated professionals to follow. I invite you to come see for yourself as we celebrate our partnerships and accomplishments across a 5-day virtual event. I am confident that you will come away enriched by the content and inspired to join our faculty, students, and alumni as we seek to solve the ever emerging problems from within the world of work. As you will discover on your own, such efforts will undoubtedly generate a rich field of professional opportunities for all.

I look forward to seeing you at the Summit!
PREPARING for a Session

Prepared by David E. Proudfoot, Ed.D. for the University of Phoenix, Research and Scholarship Enterprise
TECHNOLOGY REQUIREMENTS

PERSONAL COMPUTER
It is recommended that a personal device or a device that will lower the chance of running into a firewall issue be used to access events. Using campus equipment or firewalls may hinder your experience due to the WebRTC framework for the web that enables Real Time Communications in the browser.

STRONG BANDWIDTH
A strong standard internet connection is 1.0 Mbps - 1.5 Mbps Upload and Download speeds. If you have a slower connection speed, consider joining using the free Shindig app on your mobile device or tablet and use 4G. Another option for participating with a slow connection speed is to join the Shindig platform using only your audio.

USE GOOGLE CHROME
Due to WebRTC which provides high-quality communications used in voice and video chat applications, it is necessary that you login using Chrome. You may download the Google Chrome browser for any desktop.

PROVIDE ACCESS TO YOUR WEB CAMERA & MICROPHONE GOOGLE CHROME
Please be sure to click "allow" to enable webcam and mic/speakers or headphones if prompted. Please be sure that you have a working webcam and mic/speakers or headphones. Tips for turning your webcam and audio on/off are included below.

A MOBILE APP IS AVAILABLE
With the Shindig mobile app you can virtually attend the KWB Research Summit from anywhere, at anytime. You can now have the same interactive experience as the desktop version from the convenience of your mobile device. The app is free to download. Once downloaded on a mobile device, sessions will be presented on a welcome screen to join.
**ICON 1 - PARTICIPANTS**
Everyone in the event is listed here. You can search for an individual by using the search function at the top-right. Easily interact with anyone in the session by connecting via video chat.

**ICON 2 - TEXT CHAT**
The 2nd icon from left in your toolbar is the text chat button. You can message the entire room using “My Room” or scroll the list of participants to send private, direct messages.

**ICON 3 - ASK QUESTION**
Ask Question button will submit your question to the admin/host and s/he may address it by publishing the text question or offering you the chance to ask live on the stage.

**ICON 4 - RAISE HAND**
Raise Hand signals you want to go on the main stage to ask a question or share a comment. Once on stage, everyone will be able to hear and see you, like presenting on a stage.

**ICON 5 - MICROPHONE (MUTE)**
Mute yourself on/off by clicking the microphone icon. Remember to unmute when you’re on stage!

**ICON 6 - PRIVACY LOCK**
Clicking the lock blocks people from freely joining you in a chat and prompts requests that you can accept or deny. Click on the privacy lock while in a group chat for private conversations.

**SETTINGS GEAR (TOP RIGHT)**
Click on the gear icon on the top right-hand corner of your page for the opportunity to test your camera, mic, or speakers as well as to switch to another or external options you may have on your device.
TIPS FOR GETTING INVOLVED

IDENTIFY YOURSELF
Make sure that you let people know who you are by using your full name (ex. John Smith). Avoid using nicknames (ex. J), only first name (ex. John), or only last name (ex. Dr. Smith). Using your full name with first name first will help others to search for you in the room. You may edit your name at any time by hovering over your image and clicking on the pencil icon.

JOIN THE PODIUM
The podium allows participants to come up to stage and speak. When enabled, you will see it on stage and you can join by clicking on the “Join Podium” icon in the pod on the stage. To leave the Podium, once on stage you will see a “Leave” button appear. Simply click this button to be removed from the stage and return to the participant level.

AVOID BEING CAMERA SHY
If you’re at a computer and joining through your browser, you will be automatically prompted to click “allow” to enable your camera and your microphone. If you aren’t automatically prompted by your browser due to your personal settings, click the camera icon in the address bar (top right corner) and select the option to enable your camera/mic.

JOIN A GROUP CHAT IN THE AUDIENCE
This feature is great for mingling and discussions! Connect in small groups of 2-6 participants for fluid video chat. Pair up with a single participant by single-clicking on their pod or join any group by double clicking the pod of anyone in that group. Let’s say you’re in a group chat with one person and you want to join up with two more peers who are connected in their own group chat. To form a four person group, double-click on any pod in the other group to merge groups. The maximum size for groups is six.
TIPS FOR DEMONSTRATING  
VIDEO CONFERENCING  

ETIQUETTE

LOCATION AWARENESS
Your surroundings are also on camera. Inappropriate decor, messy spaces, or being mobile (in your car, walking, cutting the grass, etc.) may reflect poorly on you.

PREPARE
Perform a test run before your session starts to make sure that all of the equipment is working properly. This will help you to start and end on time.

CAMERA POSITION
Position your camera at the top rim of your monitor in the center so that you look the most natural.

CONSIDER LIGHTING
Ensure that your environment is well lit. Eliminate background light from windows so you don’t appear as a silhouette. Play around with your lighting to see what works best.

ELIMINATE BACKGROUND NOISE
If you are not muted, be aware that everyone can hear you moving around, typing, rustling through papers, coughing, or even garbage trucks driving by.

PLAN AHEAD TO AVOID DISTRACTIONS
Carefully plan where you will take part in the virtual session to avoid distractions for you and your colleagues. Sorry, please don’t mind my cat’s tail in the way.
AT-A-GLANCE
Schedule

DAY 1
JUNE 10, 2019

SESSION
Hospitality Rooms and Help Desk
Summit Welcome - President Peter Cohen
Concurrent Session 1
Key Summit Talk - Fulbright Session Michelle Bolourchi
Fulbright Representative and Outreach & Recruitment Specialist - Institute of International Education
Concurrent Session 2
Workshop Session 1
Closing

TIME
8:30 am - 9:00 am
9:00 am - 9:30 am
9:40 am - 11:00 am
11:15 am - 12:15 pm
1:00 pm - 2:10 pm
2:20 pm - 5:20 pm
3:20 pm - 3:30 pm

SESSION TIMES ARE IN ARIZONA TIME

DAY 2
JUNE 11, 2019

SESSION
Hospitality Rooms and Help Desk
Summit Welcome - Provost John Woods
Concurrent Session 3
Key Summit Talk - The Phoenix Scholar - Dr. Erik Bean and Dr. Rodney Luster
Concurrent Session 4
Workshop Session 2
Closing

TIME
8:30 am - 9:00 am
9:00 am - 9:30 am
9:40 am - 10:50 am
11:00 am - 12:00 pm
12:40 pm - 1:50 pm
2:00 pm - 3:00 pm
3:00 pm - 3:30 pm

SESSION TIMES ARE IN ARIZONA TIME

Go To:  Day 1  ➤  ➤  Day 2  ➤  ➤  Day 3  ➤  ➤  Day 4  ➤  ➤  Day 5  ➤  ➤  Sessions
## Session Schedule

### Day 3
- **June 12, 2019**
  - Hospitality Rooms and Help Desk
  - Summit Welcome - Vice-Provost Hinrich Eylers
  - Concurrent Session 5
  - Key Summit Talk- James A. Kahle, IBM Research Fellow
  - Concurrent Session 6
  - Workshop Session 3
  - Closing

### Day 4
- **June 13, 2019**
  - Hospitality Rooms and Help Desk
  - Opening Plenary - Awards Ceremony, Dr. Mark McCaslin
  - Concurrent Session 7 (Dissertation of the Year)
  - Key Summit Talk- Fulbright Session Michelle Bolouri
  - Fulbright Representative and Outreach & Recruitment Specialist- Institute of International Education
  - Workshop Session 4
  - Closing

### Day 5
- **June 14, 2019**
  - Hospitality Rooms and Help Desk
  - Opening Plenary - State of the Research and Scholarship Enterprise, Dr. Mark McCaslin and Dr. Rodney Luster
  - Concurrent Session 8
  - Key Summit Talk- Roundtable Panel Discussion – University Research Chairs & Associate Chairs, Facilitated by Dr. Rodney Luster
  - Closing – Dr. Mark McCaslin, Dr. Rodney Luster, and Dr. Erik Bean

**All session times are in Arizona time**

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality Rooms and Help Desk</td>
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</tr>
<tr>
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<td>9:00 am - 9:30 am</td>
</tr>
<tr>
<td>Concurrent Session 5</td>
<td>9:40 am - 10:50 am</td>
</tr>
<tr>
<td>Key Summit Talk- James A. Kahle, IBM Research Fellow</td>
<td>11:15 am - 12:15 pm</td>
</tr>
<tr>
<td>Concurrent Session 6</td>
<td>1:00 pm - 2:10 pm</td>
</tr>
<tr>
<td>Workshop Session 3</td>
<td>2:20 pm - 3:20 pm</td>
</tr>
<tr>
<td>Closing</td>
<td>3:20 pm - 3:30 pm</td>
</tr>
<tr>
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<tr>
<td>Concurrent Session 7 (Dissertation of the Year)</td>
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</tr>
<tr>
<td>Key Summit Talk- Fulbright Session Michelle Bolouri</td>
<td>10:10 am - 11:20 am</td>
</tr>
<tr>
<td>Fulbright Representative and Outreach &amp; Recruitment Specialist- Institute of International Education</td>
<td>12:30 pm - 1:50 pm</td>
</tr>
<tr>
<td>Workshop Session 4</td>
<td>1:40 pm - 2:40 pm</td>
</tr>
<tr>
<td>Closing</td>
<td>2:40 pm - 3:00 pm</td>
</tr>
<tr>
<td>Opening Plenary - State of the Research and Scholarship Enterprise, Dr. Mark McCaslin and Dr. Rodney Luster</td>
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<td>Concurrent Session 8</td>
<td>9:00 am - 9:30 am</td>
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<td>9:40 am - 10:50 am</td>
</tr>
<tr>
<td>Closing – Dr. Mark McCaslin, Dr. Rodney Luster, and Dr. Erik Bean</td>
<td>11:00 am - 12:00 pm</td>
</tr>
</tbody>
</table>

**Go To:**  [Day 1]  [Day 2]  [Day 3]  [Day 4]  [Day 5]  [Sessions]
Research Summit Contests and Awards

Take part in a conference contest to interact in a new way with a presentation. Here are the two contest opportunities:

1. Crossword Puzzles - Individuals can compete to solve a variety of crossword puzzles further testing their knowledge.
2. Go for a title in one of our KWB Research Summit Visibly Greatness Awards.

To complete information, rules, and to enter a contest, please visit https://research.phoenix.edu/content/attendees

Meet Me in the Main Room (Lobby)

Although the Knowledge Without Boundaries Research Summit is conducted virtually, conditions have been developed to create the feel of a face to face conference. One of these elements is the Main Room or lobby area where attendees can gather in a large group for Key Summit Talks and to socialize with their peers between sessions or during designated breaks. Each of the five days of the summit has a Main Room.

Day 1: https://shindig.com/login/event/kwb610
Day 2: https://shindig.com/login/event/kwb0611
Day 3: https://shindig.com/login/event/kwb0612
Day 4: https://shindig.com/login/event/kwb0613
Day 5: https://shindig.com/login/event/kwb0613

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Virtual Help Desk & Sandbox Room

Each day, opening plenary sessions begin at 9:00 AM AZ time. The hour prior, 8:00 AM to 9:00 AM, a virtual help desk and sandbox area are provided in the Main Room. The virtual help desk and sandbox is designed to assist in preparing attendees and presenters for the summit. During this time, individuals can conduct technology checks, practice/play with features/tools of the platform, and/or ask questions with technology support staff. This area is designed for individuals to take risks with the platform in a safe, non-judgemental environment if they are not familiar with Shindig. Participation in each day is not required, but is available if needed for all attendees.

KWB Evaluation

A survey has been designed to evaluate this year’s Knowledge Without Boundaries Research Summit. Attendees are encouraged to share information about their experiences at https://www.surveymonkey.com/r/GVVJGTF. In addition, a button to link attendees to the survey will be available in every event room at the bottom of their screen. Attendees may complete the survey at any time during the summit. Responses will be analyzed by the summit planning committee to evaluate the effectiveness of the summit and to inform changes for future events.
Technical Support

Technical support is provided throughout the summit in a variety of ways. Efforts have been made to have a designated person assist attendees in each session. These individuals may have ‘Shindig” or ‘Help” after their name in the audience to help them stand out as a resource. Other means for technical support are as follows based on the nature of the support needed:

1. Immediate Response Needed
   - Call Shindig Tech Support at 646-896-1747. A representative from Shindig will answer your call and provide support.
   - Connect with designated session help staff, research chairs, or research fellows in the audience by clicking on their image. This will allow for you to have a private sidebar conversation to gain support. Also, you may send a private chat message to designated session help staff if you would rather communicate via text rather than video.

2. Response Needed Within 24 Hours
   - Call Dr. David Proudfoot at 407-490-2488. This number will direct you to a Google Voice service where you may leave a voicemail to describe the issue. When leaving a voicemail message, please speak slowly and clearly. Please leave your name, phone number, email address, and the reason for calling. You will receive a response via phone or email within 24 hours.

To share feedback or to report on your experiences with technology tools and summit development, you may send an email to rsetools@gmail.com. Your message will be included with survey responses to further evaluate the summit.
The table below displays representatives from the various areas within the Research and Scholarship Enterprise. The purpose for providing this directory is to help you identify connections for areas of interests and engaging with the Research and Scholarship Enterprise.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Research Center Affiliations</th>
<th>Special Interest Group Affiliations</th>
<th>Email Address</th>
<th>Other Responsibilities and/or Areas of Affiliation</th>
<th>Areas of Specializations and/or Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Erika Burton, Ph.D</td>
<td>Educational Leadership Research Fellow</td>
<td>Research Center One (CLSER, COR, CME, Global Business)</td>
<td></td>
<td><a href="mailto:kriezelman@email.phoenix.edu">kriezelman@email.phoenix.edu</a></td>
<td>Educational Research, Policy Studies, Leadership</td>
<td></td>
</tr>
<tr>
<td>Joy W. Taylor, Ed.D.</td>
<td>Research Fellow</td>
<td></td>
<td></td>
<td><a href="mailto:jtaylor59@email.phoenix.edu">jtaylor59@email.phoenix.edu</a></td>
<td>Research Fellow: CWDIR</td>
<td>K-12 Principal Certification, school improvement, parental engagement</td>
</tr>
<tr>
<td>Ray Bynum, Ed.D.</td>
<td>Associate Professor</td>
<td>Cultural Conflict in the Workplace Research Community</td>
<td></td>
<td><a href="mailto:RBynum2@email.phoenix.edu">RBynum2@email.phoenix.edu</a></td>
<td></td>
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</tr>
<tr>
<td>Gary A. Berg, PhD, MFA</td>
<td>Senior Research Fellow</td>
<td>Research Center One (CLSER, COR, CME, Global Business)</td>
<td>Higher Education Research Interest Group</td>
<td><a href="mailto:garyaberg@gmail.com">garyaberg@gmail.com</a></td>
<td></td>
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</tr>
<tr>
<td>Elizabeth A. Johnston, EdD</td>
<td>Associate University Chair for the Center of Educational and Instructional Technology</td>
<td>Research Center Three (CEITR)</td>
<td>Teaching and Learning with the Arts Research Group</td>
<td><a href="mailto:ljohnston@email.phoenix.edu">ljohnston@email.phoenix.edu</a></td>
<td>NA</td>
<td>Content Analysis, Narrative Inquiry, Case Study,</td>
</tr>
<tr>
<td>Research</td>
<td>Dissertation Support Group, Research Methodology Group, just created: sponsor of Higher Education Research Special Interest Group</td>
<td>NA</td>
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<tr>
<td>Dr. Ryan A. Rominger, Ph.D. LCPC-PIT</td>
<td><a href="mailto:ryanrominger440@email.phoenix.edu">ryanrominger440@email.phoenix.edu</a></td>
<td></td>
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<tr>
<td>LauraAnn Migliore, Ph.D.</td>
<td><a href="mailto:dr.lauraann@gmail.com">dr.lauraann@gmail.com</a></td>
<td></td>
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<tr>
<td>Erik Bean, Ed.D.</td>
<td><a href="mailto:profbean@gmail.com">profbean@gmail.com</a></td>
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<tr>
<td></td>
<td>3D Virtual Learning Environments, Leadership Development, and Mobile Technologies</td>
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<tr>
<td></td>
<td>Leadership Development, Immediacy, Customer Experience</td>
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</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Research Center One/COR, CME, Global Business</td>
<td>Email</td>
<td>Leadership Studies and Research Methods and Design</td>
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</tr>
<tr>
<td>Mark L. McCaslin, Ph.D.</td>
<td>Dean of Research and Scholarship</td>
<td>Research Center One (CLSER, COR, CME, Global Business)</td>
<td><a href="mailto:mark.mccaslin@phoenix.edu">mark.mccaslin@phoenix.edu</a></td>
<td>The monthly writing challenge, collaborations with numerous external partners, KWBA, numerous partnerships with internal colleges, training and development within the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kimberly M. Underwood, PhD</td>
<td>University research chair</td>
<td>Research Center Two (CWDIR, Health)</td>
<td><a href="mailto:Kimberly.Underwood@phoenix.edu">Kimberly.Underwood@phoenix.edu</a></td>
<td>Diversity in education, diversity and inclusion in business organizations, organizational diversity socialization, higher education administration, diversity and social justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian S. Sloboda, Ph.D</td>
<td>Associate University Research Chair</td>
<td>Research Center One (CLSER, COR, CME, Global Business)</td>
<td><a href="mailto:bsloboda@email.phoenix.edu">bsloboda@email.phoenix.edu</a></td>
<td>Mathematics education, curriculum and instruction, quantitative studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Alverna M. Champion, PhD</td>
<td>Advanced Faculty</td>
<td>Research Center One (CLSER, COR, CME, Global Business)</td>
<td><a href="mailto:achampion2@email.phoenix.edu">achampion2@email.phoenix.edu</a></td>
<td>Educational Technology, Social Media, Workplace Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Donna G. Smith, Ph.D.</td>
<td>Senior Research Fellow</td>
<td>Gender and Gender Identity in the Workplace</td>
<td><a href="mailto:donnasmith21@email.phoenix.edu">donnasmith21@email.phoenix.edu</a></td>
<td>Conflict Management, Diversity and Inclusion, Social</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go To:**  [Day 1 ➤ ➤ Day 2 ➤ ➤ Day 3 ➤ ➤ Day 4 ➤ ➤ Day 5 ➤ ➤ Sessions**
<table>
<thead>
<tr>
<th>Cheryl L. Burleigh, Ed.D.</th>
<th>Research Fellow, Associate Faculty</th>
<th>Research Center Three (CEITR)</th>
<th>Professional Responsibility in Education Research Group, SAS Alumni Special Interest Group</th>
<th>Teaching and Learning with the Arts Research Group, Professional Responsibility in Education Research Group, Bay Area SAS Dissertation Support Group, Bay Area Diversity Council</th>
<th>Qualitative research-phenomenology, narrative, case study, content analysis; ethical decision-making, education law, empowering female students, educational leadership, education equity, coaching educators, retention issues in education, comparative education, mobile technologies, VR/AR/MR applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel J. Smith, PhD, MBA</td>
<td>Senior Research Fellow</td>
<td>Research Center One (CLSER, COR, CME, Global Business)</td>
<td>Research Hub Resources</td>
<td><a href="mailto:dsmith3047@email.phoenix.edu">dsmith3047@email.phoenix.edu</a></td>
<td>I am also an adjunct instructor of research and dissertation committee member</td>
</tr>
</tbody>
</table>

**Go To:**  [Day 1](#)  [Day 2](#)  [Day 3](#)  [Day 4](#)  [Day 5](#)  [Sessions](#)
<table>
<thead>
<tr>
<th>Carol A. Holland, EdD</th>
<th>Junior Research Fellow</th>
<th>Work with Eric Bean with PEP Workshops</th>
<th><a href="mailto:cam5421@msn.com">cam5421@msn.com</a></th>
<th>I am working with Eric Bean on the Professional Engagement to Publication Action Research Project.</th>
</tr>
</thead>
</table>

**PROFESSIONAL ENGAGEMENT TO PUBLICATION (PEP)-PARTICIPANT EXPERIENCES, CHALLENGES, SUCCESSES, AND NEEDS: AN ACTION RESEARCH STUDY** (September 2018).

- Successes, Challenges, and Visions for the Future: A Consensus of Special Education Leaders on the Status of Special Education Forty-Three Years after IDEA (A Delphi Study in process).
- Accepted for Roundtable Discussion Presentation at ALE Conference in July 2016.
  - “Exploring Educators as Leaders: K-12 Educators and Higher Education Faculty.”
- Secondary Special Educators Speak Out: Implementing the Common Core State Standards in the Secondary Setting. Results reported.
<table>
<thead>
<tr>
<th>Name</th>
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<th>Role</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rita White Carver, PhD</td>
<td>Research Fellow</td>
<td><a href="mailto:ritawhitecarver@gmail.com">ritawhitecarver@gmail.com</a></td>
<td>Women and Leadership Research Group</td>
<td>February 2016 at CEC Conference, Loyola University, Maryland. edTPA Local Evaluator Certification</td>
</tr>
<tr>
<td>Patricia A. D’Urso, Ph.D., BBSS</td>
<td>Doctoral Faculty</td>
<td><a href="mailto:pdurso@email.phoenix.edu">pdurso@email.phoenix.edu</a></td>
<td>Dissertation to Publication Workshop</td>
<td>University Research Methodologist</td>
</tr>
<tr>
<td>Dr. Patricia B. Steele, Ed.D</td>
<td>Research Fellow</td>
<td><a href="mailto:steelep@email.phoenix.edu">steelep@email.phoenix.edu</a></td>
<td>Dissertation Chair</td>
<td></td>
</tr>
<tr>
<td>Dr. Sandra G. Nunn, DM</td>
<td>Associate Faculty / Research Fellow</td>
<td><a href="mailto:sandynunn@gmail.com">sandynunn@gmail.com</a></td>
<td>SAS Alumni Special Interest Group</td>
<td>Reviewer for Dissertation to Publication Workshop, Dissertation Chair, Committee Member, Organizational Leadership, Ethics</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>Senior Research Fellow</td>
<td><a href="mailto:jflane@email.phoenix.edu">jflane@email.phoenix.edu</a></td>
<td>Professional Responsibility in Education Research Group</td>
<td>Auto ethnography, Narrative Inquiry, English, Journalism, Educational Leadership, School Principal, ESOL/ESL Administration, Clinical Education</td>
</tr>
</tbody>
</table>
## Louise Underdahl, PhD
**Lead Faculty Area Chair**

Dissertation Support Group, Dissertation to Publication Workshop, Innovation, Creativity, Entrepreneurship Research Group, Knowledge Without Boundaries, Mental Health and Psychological Well-being Research Community, Women and Leadership Research Group

lunderdahl@email.phoenix.edu

Center for Health and Nursing Research, CEITR Dissertation to Publication, interest in contributing to graduate faculty scholarship as discussed with Dr. Kebritchi and Dr. Underwood

MPA, MSLS

## Karen K. Johnson, Ed.D.
**University Research Methodologist/Research Fellow**

KJohnsonil@email.phoenix.edu

CEITR: Research Fellow: I Lead Education in Ethics research teams

Phenomenology RGM leader, Extensive experience in adult education, corporate training, team building

## Dr. Anita D. Sanders, Ed.D.
**Research Fellow**

Sandersad1@email.phoenix.edu

Literacy, Bullying, Curriculum Practices

## Ph.D.
**Dean of Research and Scholarship**

Mark.mccaslin@phoenix.edu

A broad array of qualitative approaches

## Dr. David E. Proudfoot, Ed.D.
**Senior Research Fellow, RSE Administrator**

Dproudfoot@email.phoenix.edu

Research Hub Web Administration, Dissertation to Publication Workshop, CEITR

Quantitative, Education, Leadership, Educational Technology

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<th>Title</th>
<th>Research Center</th>
<th>Email</th>
<th>Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mansureh Kebritchi, Ph.D.</td>
<td>Research Chair</td>
<td>Research Center Three (CEITR)</td>
<td><a href="mailto:kebritchi@gmail.com">kebritchi@gmail.com</a></td>
<td>Dissertation Support Group, Dissertation to Publication Workshop, Professional Responsibility in Education Research Group, Research Methodology Group, SAS Alumni Special Interest Group, Special Interest Group for Digital Teaching and Learning Resources, Teaching and Learning with the Arts Research Group</td>
</tr>
<tr>
<td>Norris F Krueger, PhD</td>
<td>Senior Research Fellow</td>
<td>Innovation, Creativity, Entrepreneurship Research Group</td>
<td><a href="mailto:norris.krueger@gmail.com">norris.krueger@gmail.com</a></td>
<td>belong to Research Methods SIG, chair dissertations, etc.</td>
</tr>
<tr>
<td>John S. Johnson, Ph.D.</td>
<td>Research Fellow</td>
<td></td>
<td><a href="mailto:globaltalent@email.phoenix.edu">globaltalent@email.phoenix.edu</a></td>
<td>I chair dissertations and am a methodology reviewer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Education, Educational Technology, Online Teaching and Learning, Entrepreneurship, Innovation</td>
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<tr>
<th>Name</th>
<th>Title</th>
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<th>Email</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Steele</td>
<td>EdD Research Fellow</td>
<td>Research Center Three (CEITR)</td>
<td><a href="mailto:steelep@email.phoenix.edu">steelep@email.phoenix.edu</a></td>
<td>Research includes published articles regarding virtual and augmented reality (AR/VR) educational applications in teaching and learning. Areas include pedagogical foundations and theoretical framework integration for visual immersive space resulting in increasing cognitive and creative skills.</td>
</tr>
<tr>
<td>Patricia A. D'Urso, Ph.D.</td>
<td>Research Fellow</td>
<td>Dissertation Support Group</td>
<td><a href="mailto:pdurso@email.phoenix.edu">pdurso@email.phoenix.edu</a></td>
<td>Black Belt Six Sigma, Green Belt Six Sigma, Certificate in Supervision (Cornell U), business issues; education topics; and industrial and labor relations/psych.</td>
</tr>
<tr>
<td>Karen K Johnson, Ed.D.</td>
<td>Research Fellow, University Research Methodologist, Associate Faculty</td>
<td></td>
<td><a href="mailto:kjohnsonil@email.phoenix.edu">kjohnsonil@email.phoenix.edu</a></td>
<td>I oversee the Phenomenology research section of the Research Methodology Group.</td>
</tr>
<tr>
<td>Michelle Susberry Hill, Ed.D.</td>
<td>Research Fellow</td>
<td>Teaching and Learning with the Arts Research Group, Co-Leader of Diversity in Education</td>
<td><a href="mailto:chelle638@email.phoenix.edu">chelle638@email.phoenix.edu</a></td>
<td>Reading, technology, business, social media, education.</td>
</tr>
<tr>
<td>Louise Underdahl, PhD, MPA,</td>
<td>Lead Faculty Area Chair</td>
<td></td>
<td><a href="mailto:lunderdahl@email.phoenix.edu">lunderdahl@email.phoenix.edu</a></td>
<td>College of Doctoral Studies - Doctor of Health.</td>
</tr>
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<th>Research Center</th>
<th>Email</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel J. Smith, PhD, MBA</td>
<td>Senior Research Fellow</td>
<td>Research Center Three (CEITR)</td>
<td><a href="mailto:dsmith3047@mail.phoenix.edu">dsmith3047@mail.phoenix.edu</a></td>
<td>I am also a professor of research methodology/statistics and I serve as a committee member and Chair of doctoral students.</td>
</tr>
<tr>
<td>Susan Ferebee, Ph.D.</td>
<td>Professor</td>
<td></td>
<td><a href="mailto:ferebees@email.phoenix.edu">ferebees@email.phoenix.edu</a></td>
<td>Dissertation to Publication Personal Cybersecurity habits, Transforming learning with smart technology, impact of faculty gender on IT student outcomes, Native American cultural influences on post-secondary education, the use of smart technology by home schooling parents, relationship between interpretive communities and persuasion</td>
</tr>
<tr>
<td>Dr. Sandra G. Nunn, DM</td>
<td>Associate Faculty / Research Fellow</td>
<td>SAS Alumni Special Interest Group</td>
<td><a href="mailto:sandynunn@gmail.com">sandynunn@gmail.com</a></td>
<td>Organizational Leadership, Ethics, Educational Technology</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Email</td>
<td>Research Projects</td>
<td>Organization Focus</td>
</tr>
<tr>
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</tr>
<tr>
<td>Rita J. Hartman, Ed.D.</td>
<td>Research Fellow</td>
<td><a href="mailto:rjhart@email.phoenix.edu">rjhart@email.phoenix.edu</a></td>
<td>I am currently working on three collaborative research projects: High School Teachers Collaborating to Explore the Use of Canvas as a Tool for Enhancing Learning; The Integration of Soft Skills in Learning Management Systems; and Online Collaborative Team Member Narratives of Publication Success.</td>
<td>Organizational leadership, educational instruction and technology integration</td>
</tr>
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Day 1: June 10, 2019

Meet and Greet and Help Desk

Start: 8:30 AM AZ time  End: 9:00 AM AZ time  
Room: Main  
Access to Room: https://shindig.com/login/event/kwb610

Key Summit Talk

Opening Plenary, Day 1

Presenter/Facilitator: Mark McCaslin, Hinrich Eylers, & Peter Cohen  
Start: 9:00 AM AZ time  End: 9:30 AM AZ time  
Room: Main  
Access to Room: https://shindig.com/login/event/kwb610

Break

Start: 9:30 AM AZ time  End: 9:40 AM AZ time  
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb610) during breaks.

Concurrent Session 1

Start: 9:40 AM AZ time  End: 11:00 AM AZ time  
Click here to link within the program to a complete listing of events for Concurrent Session One.
Break

Start: 11:00 AM AZ time  End: 11:15 AM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb610) during breaks.

**Key Summit Talk**

*Focus For Faculty. Michelle Bolourchi - Fulbright Representative and Outreach & Recruitment Specialist- Institute of International Education*

Presenter/Facilitator: Michelle Bolourchi

Start: 11:15 AM AZ time  End: 12:15 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb610

**Lunch Break**

Start: 12:15 PM AZ time  End: 1:00 PM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb610) during breaks.

**Concurrent Session 2**

Start: 1:00 PM AZ time  End: 2:10 PM AZ time

Click here to link within the program to a complete listing of events for Concurrent Session Two.
Break

Start: 2:10 PM AZ time  
End: 2:20 PM AZ time

Note: Attendees may always mingle in the main room (lobby:  

Workshop Session 1

Start: 2:20 PM AZ time  
End: 3:20 PM AZ time

Click here to link within the program to a complete listing of  
events for Workshop Session One.

Key Summit Talk

Closing Plenary and Announcements, Day 1

Presenter/Facilitator: Mark McCaslin

Start: 3:20 PM AZ time  
End: 3:30 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb610
Day 2: June 11, 2019

Meet and Greet and Help Desk
Start: 8:30 AM AZ time  End: 9:00 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0611

Key Summit Talk

Opening Plenary, Day 2
Presenter/Facilitator: Mark McCaslin, Hinrich Eylers, & John Woods
Start: 9:00 AM AZ time  End: 9:30 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0611

Break
Start: 9:30 AM AZ time  End: 9:40 AM AZ time
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0611) during breaks.

Concurrent Session 3
Start: 9:40 AM AZ time  End: 10:50 AM AZ time
Click here to link within the program to a complete listing of events for Concurrent Session Three.
Break

Start: 10:50 AM AZ time          End: 11:00 AM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0611) during breaks.

Key Summit Talk

Phoenix Scholar

Presenter/Facilitator: Erik Bean & Rodney Luster

Start: 11:00 AM AZ time          End: 12:00 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb0611

Lunch Break

Start: 12:00 PM AZ time          End: 12:40 PM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0611) during breaks.

Concurrent Session 4

Start: 12:40 PM AZ time          End: 1:50 PM AZ time

Click here to link within the program to a complete listing of events for Concurrent Session Four.

Break

Start: 1:50 PM AZ time          End: 2:00 PM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0611) during breaks.
Workshop Session 2

Start: 2:00 PM AZ time            End: 3:00 PM AZ time

Click here to link within the program to a complete listing of events for Workshop Session Two.

Key Summit Talk

Closing Plenary and Announcements, Day 2

Presenter/Facilitator: Mark McCaslin

Start: 3:00 PM AZ time            End: 3:30 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb0611
Day 3: June 12, 2019

Meet and Greet and Help Desk
Start: 8:30 AM AZ time          End: 9:00 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0612

Key Summit Talk

Opening Plenary, Day 3
Presenter/Facilitator: Mark McCaslin, Rodney Luster, and Hinrich Eylers
Start: 9:00 AM AZ time          End: 9:30 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0612

Break
Start: 9:30 AM AZ time          End: 9:40 AM AZ time
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0612) during breaks.

Concurrent Session 5
Start: 9:40 AM AZ time          End: 10:50 AM AZ time
Click here to link within the program to a complete listing of events for Concurrent Session Five.
Break

Start: 10:50 AM AZ time  End: 11:15 AM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0612) during breaks.

Key Summit Talk

IBM - James A. Kahle, IBM Research Fellow

Presenter/Facilitator: James A. Kahle

Start: 11:15 AM AZ time  End: 12:15 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb0612

Lunch Break

Start: 12:15 PM AZ time  End: 1:00 PM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0611) during breaks.

Concurrent Session 6

Start: 1:00 PM AZ time  End: 2:10 PM AZ time

Click here to link within the program to a complete listing of events for Concurrent Session Six.

Break

Start: 2:10 PM AZ time  End: 2:20 PM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0612) during breaks.
Workshop Session 3

Start: 2:20 PM AZ time       End: 3:20 PM AZ time

Click here to link within the program to a complete listing of events for Workshop Session Three.

Key Summit Talk

Closing Plenary and Announcements, Day 3

Presenter/Facilitator: Mark McCaslin

Start: 3:20 PM AZ time       End: 3:30 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb0612

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Day 4: June 13, 2019

Meet and Greet and Help Desk
Start: 8:30 AM AZ time  End: 9:00 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0613

Key Summit Talk
Opening Plenary, Day 4
Presenter/Facilitator: Mark McCaslin
Start: 9:00 AM AZ time  End: 9:05 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0613

Key Summit Talk
Awards Ceremony, Dissertation of the Year Awards
Start: 9:00 AM AZ time  End: 9:30 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0613

- Recipient One: Dr. Pottorf Bowers and Dr. Karen Johnson (Chair)
- Recipient Two: Dr. Khalida Ayoub and Dr. Elizabeth Johnston (Chair)
- Recipient Three: Dr. Arnold and Dr. Leah Hollis (Chair)
Key Summit Talk

Awards Ceremony, Awards Ceremony- Distinguished Service Award for Scholarly Leadership

Start: 9:30 AM AZ time  End: 10:00 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0613

- Recipients will be announced during the ceremony

Break

Start: 10:00 AM AZ time  End: 10:10 AM AZ time
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0613) during breaks.

Concurrent Session 7

Start: 10:10 AM AZ time  End: 11:20 AM AZ time
Click here to link within the program to a complete listing of events for Concurrent Session Seven.

Lunch Break

Start: 11:20 AM AZ time  End: 12:30 PM AZ time
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0611) during breaks.
Key Summit Talk

Focus For Students. Michelle Bolourchi - Fulbright Representative and Outreach & Recruitment Specialist- Institute of International Education

Presenter/Facilitator: Michelle Bolourchi

Start: 12:30 PM AZ time          End: 1:30 PM AZ time
Room: Main

Access to Room: https://shindig.com/login/event/kwb0613

Break

Start: 1:30 PM AZ time          End: 1:40 PM AZ time

Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0613) during breaks.

Workshop Session 4

Start: 1:40 PM AZ time          End: 2:40 PM AZ time

Click here to link within the program to a complete listing of events for Workshop Session Four.

Key Summit Talk

Closing Plenary and Announcements, Day 4

Start: 2:40 PM AZ time          End: 3:00 PM AZ time
Room: Main

Access to Room: https://shindig.com/login/event/kwb0613
Day 5: June 14, 2019

Meet and Greet and Help Desk

Start: 8:30 AM AZ time  End: 9:00 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0614

Key Summit Talk

Opening Plenary, Day 5

Presenter/Facilitator: Mark McCaslin
Start: 9:00 AM AZ time  End: 9:05 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0614

Key Summit Talk

The Future of the Research and Scholarship Enterprise

Presenter/Facilitator: Mark McCaslin & Rodney Luster
Start: 9:05 AM AZ time  End: 9:30 AM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0614
Break
Start: 9:30 AM AZ time  End: 9:40 AM AZ time
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0614) during breaks.

Concurrent Session 8
Start: 9:40 AM AZ time  End: 10:50 AM AZ time
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Break
Start: 10:50 AM AZ time  End: 11:00 AM AZ time
Note: Attendees may always mingle in the main room (lobby: https://shindig.com/login/event/kwb0614) during breaks.

Key Summit Talk
Panel Discussion: Getting To Know Our Research Centers and Their Leaders
Presenter/Facilitator: Rodney Luster
Start: 11:00 AM AZ time  End: 12:00 PM AZ time
Room: Main
Access to Room: https://shindig.com/login/event/kwb0614
Key Summit Talk

Closing Plenary and Prizes

Presenter/Facilitator: Mark McCaslin & Erik Bean

Start: 12:00 PM AZ time  End: 12:30 PM AZ time

Room: Main

Access to Room: https://shindig.com/login/event/kwb0614
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<td>Factors Impacting the Full Adoption of Patient Portals Within Healthcare Organizations</td>
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<td>A Mixed Methods Exploration of Completion Expectations of Online Doctoral Students</td>
<td>Concurrent Session 1</td>
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<td>The Decline of K-12 Candidates: A Qualitative Study from Teacher Candidate Perspectives</td>
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<tr>
<td>An E-delphi Study on Software Virtualization in the Medical Diagnosis Process: The Expert’s Perspective</td>
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<td>Ethics and Health Care Administrators’ Decision Making: A Qualitative Symphonological Grounded Theory Study</td>
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<td>Assessing Organizational Communication Impact on Multigenerational Groups of Employees: A Narrative Inquiry</td>
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<tr>
<td>Hurricanes, Schools, and Educational Ethics in the Virgin Islands: A Narrative Inquiry</td>
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<td>Collaborative Research Team Narratives of Design, Process, and Implementation of a Narrative Study: Part 2</td>
<td>Concurrent Session 1</td>
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<td>The Art and Science of Conducting an Effective Interview for Qualitative Research</td>
<td>Concurrent Session 1</td>
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<td>Meta Research Accelerators</td>
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<td>Artificial Intelligence Adoption By United States Marine Air Ground Task Force: An Exploratory Case Study</td>
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<td>Online collaborative team member narratives of publication success</td>
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<tr>
<td>Strategies to Obtain Maximum Usage of Enterprise Resource Planning Systems</td>
<td>Concurrent Session 2</td>
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| Curating and Using OER-Immersive Multimedia Materials for Deeper Learning: A Proposed Framework | Concurrent Session 2 |
| The Career Trajectory of African American Male Educators and Administrators in preK-12 Public Schools | Concurrent Session 2 |
| Technological advances for academic improvements with disabled learners-A Literature Review | Concurrent Session 2 |
| Ethical Challenges of Educators in Rural Schools: A Narrative Inquiry | Concurrent Session 2 |
| What We Know about the Use of Semantic Web in Education and Where We Go from Here | Concurrent Session 2 |
| Producing Students who function at a High Level in the Practical World | Workshop Session 1 |
| Persistence Among Minority Students in STEM Education | Concurrent Session 3 |
| Technology and Teaching in High School Classrooms: Do Boundaries Exist? | Concurrent Session 3 |
| Technology and Teaching in Middle School Classrooms: Do Boundaries Exist? | Concurrent Session 3 |
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| The Rise of Women in Higher Education | Concurrent Session 3 |
| Perceptions of an African American Female Mentoring Program in Urban High Schools | Concurrent Session 3 |
| Startup Fever: Vancouver, British Columbia Becomes Hot Spot for Entrepreneurs | Concurrent Session 3 |
| Who Builds Healthy Entrepreneurial Communities: The Liaison-Animateur | Concurrent Session 3 |
| Millennials in the Workplace: Exploring Managerial Perceptions in Multi-Generational Organizations | Concurrent Session 3 |
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<td>Artificial Intelligence: A Boon or Bane For Educational Leadership in Educational Research</td>
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<td>Considerations for adopting DBL to teach research methods</td>
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<td>Machine Learning and Statistics: The World of Data Analysis is Changing</td>
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<td>The Lived Experiences of Transgender Individuals Transitioning in Traditional Workplaces</td>
<td>Concurrent Session 5</td>
</tr>
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<td>Did the US Presidential Election in 2016 have a Short-Term Effect on the Financial Returns of American Depository Receipts from Russia?</td>
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<td>Concurrent Session 8</td>
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Title: Factors Impacting the Full Adoption of Patient Portals Within Healthcare Organizations

Session: Concurrent Session 1  Focus: Alumni Special Interest Group
Room: Break Out Room 1  https://shindig.com/login/event/c1b1
9:40 am to 11:00 am AZ time

Presenter(s):
Dr. Radica Bissoondial  Email: radicabissoondial@yahoo.ca
Dr. Gwendolyn Avington  Email: g-avington@hotmail.com
Dr. Emma Haynes  Email: ehaynes07@email.phoenix.edu
Dr. Louisa Arthur-ofei  Email: louisaar@verizon.net
Dr. Tejram Basdeo  Email: tejram_basdeo@yahoo.com

Presentation Start: 9:45 AM AZ time  Presentation End: 10:05 AM AZ time
Presentation Questions: 10:45 am to 11:00 am AZ time

Abstract:

The primary and secondary focus is to ask questions to identify barriers to patient portals’ adoption. The goal is to study, examine and quantify the impact of the work environment, legal considerations, financial resources, human and information resources, time limits, and political factors. The purpose of the study is to examine factors which may impact the full adoption of patient portals within healthcare organizations across the United State of America. A quantitative experimental method design is appropriate for the research study. The variable under evaluation will be
factors impacting the full adoption of patient portals within healthcare organizations, the method and design will allow empirical data from various health organizations to be evaluated to determine the level of patient portals’ adoption each organization has reached since the implementation of the patient portals’ option was initiated in their facilities. The sample will be hospitals and clinics, which have been implemented and encouraged patient portals’ adoption among patients and clinicians. Data was collected from a cross-sectional of healthcare organizations within the United States of America. The Survey will be closed-ended questions, which will enable data collection from healthcare facilities within the United States of American. Online surveys will enable data collection. Excel, RapidMiner and PowerBI will assist with computation of descriptive statistics, ‘ANOVA’ and regression analysis. Further, predictive analysis will assist in determining the probability of full adoption usability of patient portals. The team will review the literature from 2009 through 2019 in PubMed, and ‘Medline.’ The intention will improve patient experience, patient competency to make healthcare decisions and respond to the decisions using functionality.

**Title: A Mixed Methods Exploration of Completion Expectations of Online Doctoral Students**

**Session:** Concurrent Session 1  
**Focus:** Alumni Special Interest Group  
**Room:** Break Out Room 1  
**https://shindig.com/login/event/c1b1**

**Presenter(s):**

Dr. Kristina McGaha  
**Email:** kristinakeiko@gmail.com

Dr. Diana Hart  
**Email:** diana.hart24@gmail.com

Dr. Wendy Aoki  
**Email:** wendyaoki@gmail.com

**Presentation Start:** 10:05 AM AZ time  
**Presentation End:** 10:25 AM AZ time

**Presentation Questions:** 10:45 am to 11:00 am AZ time

**Abstract:**

For students in the early to mid-stages of their non-academic careers, obtaining a
doctoral degree is typically to enhance, improve, or transition along a career path. Increased demands on working students and increased accessibility to non-traditional degree programs has resulted in many of these students opting to pursue a doctoral degree online. Innovations in online learning have helped to increase the success/completion rate of online doctoral students. However, accessibility and innovation do not guarantee a student's opportunity to realize their career or completion goals when earning a terminal degree. This proposed exploratory sequential mixed methods study will identify the career expectations of online doctoral students and how these expectations were realized (or not) as reported by online doctoral alumni. Qualitative interviews will be analyzed and survey data will be collected to confirm the scope of presence the narratives in the greater cohort. Insights gained from this proposed study may help universities evaluate the efficacy of the career programs as offered to online doctoral students. The findings may have implications beyond academia as well – a better understanding of students with non-academic career intentions may serve as a benchmark for organizational strategists and talent managers.

Title: The Decline of K-12 Candidates: A Qualitative Study from Teacher Candidate Perspectives

Session: Concurrent Session 1
Focus: Alumni Special Interest Group

Room: Break Out Room 1
https://shindig.com/login/event/c1b1

Presenter(s):
Dr. Darcey Gray
Email: darcey.jean.gray@unf.edu

Dr. Barbara Vaiana
Email: b.a.vaiana@lasecfp.org

Dr. Michelle Davis
Email: Michelleda1954@gmail.com

Dr. Raymond Holmes
Email: execholmes@comcast.net

Presentation Start: 10:25 AM AZ time
Presentation End: 10:45 AM AZ time
Presentation Questions: 10:45 am to 11:00 am AZ time
Abstract:

The growing concern is the decline of individuals pursuing a K-12 teaching certification or exiting the profession within the first years of teaching (Dupriez, Delvaux, & Lothaire, 2016). This research will focus on graduates from a teacher preparation program from the southeast region of the country in the last 2-5 years. The research question: Are K-12 teacher candidates before and after graduation provided the support needed to become successful in the classroom? By conducting a qualitative phenomenological research design through a survey of the types of experiences teacher candidates encountered before and after graduation will demonstrate the changes needed in any teacher preparation program. The conceptual framework is to review the narratives from the survey which can provide a theme or trend on the rationale why teacher candidates are not staying in the profession or struggling in the classroom. This research can guide university teacher preparation programs to make the necessary adjustments to ensure a teacher candidate’s success before and long after graduation.

Title: Antiepileptic Drug Adherence and Psychosocial Factors in Children: Is There a Connection?

Session: Concurrent Session 1  Focus: Healthcare
Room: Break Out Room 2  https://shindig.com/login/event/c1b2
9:40 am to 11:00 am AZ time

Presenter(s):
Dr. Gwendolyn Avington  Email: g-avington@hotmail.com
Dr. Louise Underdahl  Email: lunderdahl@email.phoenix.edu

Presentation Start: 9:40 AM AZ time  Presentation End: 10:00 AM AZ time
Presentation Questions: 10:40 am to 11:00 am AZ time

Abstract:

Pediatric epilepsy is a neurological disorder characterized by recurrent seizures, globally
affecting 15 million children. Antiepileptic drug therapy is commonly used in the treatment and control of epilepsy. Previous research has analyzed children’s antiepileptic drug adherence from the perspective of parents and/or caregivers. This analysis examined the child’s perspective (N= 34) regarding level of adherence to antiepileptic drug adherence and focused on psychosocial factors (e.g. child knowledge and worry) in children aged 6-12 years, 13 months after being diagnosed with epilepsy. The results suggested that socioeconomic status based on income may be a predictor of adherence (p = 0.00004) along with the positive correlation between the child-parent disease-specific knowledge (p = 0.040). The findings indicate that further research on parent-child relationships is needed to improve medication adherence.

Title: An E-delphi Study on Software Virtualization in the Medical Diagnosis Process: The Expert’s Perspective

Session: Concurrent Session 1
Focus: Empirical Research
Room: Break Out Room 2
https://shindig.com/login/event/c1b2
9:40 am to 11:00 am AZ time

Presenter(s): Dr. Byrian Ramsey
Email: byrian.ramsey@gmail.com

Presentation Start: 10:00 AM AZ time Presentation End: 10:20 AM AZ time
Presentation Questions: 10:40 am to 11:00 am AZ time

Abstract:
The purpose of this qualitative e-Delphi study was to collect opinions and experiences from a group of expert panel members made up of physicians and virtualization experts. This e-Delphi research study provides information about the opinions and experiences from experts about the possible benefits for virtualization in medical facilities. The expert panel is comprised of 12 virtualization experts and physicians. Virtualization is a concept of technology where one physical hardware device, called a server, is configured with software that allows for multiple software servers to be installed or implemented. Virtualization may offer benefits to healthcare organizations including the ability to
deliver patient data to physicians more quickly. Virtualization has demonstrated substantial benefits in many areas of information technology infrastructure in the medical informatics field. The expert panel members were chosen at random through existing professional relationships and previous employment. The expert panel members were provided three rounds of survey questions and were asked to complete all surveys in its entirety. The findings show that hospitals and medical facilities will benefit from virtualization and provide increased patient care by delivering faster data to the patient and physician. As leaders in hospitals and medical facilities continue to be well-informed, leaders will be better equipped to make more-informed decisions about virtualization and the positive relationship software virtualization has on patient care.

**Title: Ethics and Health Care Administrators’ Decision Making: A Qualitative Symphonological Grounded Theory Study**

Session: Concurrent Session 1  
Focus: Healthcare

Room: Break Out Room 2  
[https://shindig.com/login/event/c1b2](https://shindig.com/login/event/c1b2)

9:40 am to 11:00 am AZ time

Presenter(s):

Dr. Louise Underdahl  
Email: lunderdahl@email.phoenix.edu

Dr. Edward Paluch  
Email: epaluch@email.phoenix.edu

Dr. Scholastica Iloghalu  
Email: siloghalu16@gmail.com

Dr. Richard Hall  
Email: richhall129@email.phoenix.edu

Presentation Start: 10:20 AM AZ time  
Presentation End: 10:40 AM AZ time

Presentation Questions: 10:40 am to 11:00 am AZ time

**Title: Assessing Organizational Communication Impact on Multigenerational Groups of Employees: A Narrative Inquiry**

Session: Concurrent Session 1  
Focus: Professional Development

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Room: Break Out Room 3  https://shindig.com/login/event/c1b3

9:40 am to 11:00 am AZ time

Presenter(s):

Dr. Angela LaFollette  Email: ahc9@atlanticbb.net
Dr. Alana Lyles  Email: a.lyles@sbcglobal.net

Presentation Start: 9:40 AM AZ time  Presentation End: 10:00 AM AZ time

Presentation Questions: 10:40 am to 11:00 am AZ time

Abstract:

Effective communication is a particular hot topic for discussion and research when working in a multigenerational workforce. This presentation discusses a qualitative narrative inquiry study done to explore the perceptions and experiences of managers and leaders in dealing with miscommunication and conflicts with three multigenerational groups of employees. The results revealed that managers and leaders who understand multigenerational groups of employees communication preferences may have less conflicts and miscommunications in the workplace.

Title: Hurricanes, Schools, and Educational Ethics in the Virgin Islands: A Narrative Inquiry

Session: Concurrent Session 1  Focus: Professional Development

Room: Break Out Room 3  https://shindig.com/login/event/c1b3

9:40 am to 11:00 am AZ time

Presenter(s):

Dr. James Lane  Email: jamesflanejr@gmail.com
Dr. Alyncia Bowen  Email: alynciab1@email.phoenix.edu
Dr. Belinda Moses  Email: drbelindamoses@gmail.com

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Go To:  Day 1  ➤  Day 2  ➤  Day 3  ➤  Day 4  ➤  Day 5  ➤  Sessions
Abstract:

The purpose of this phenomenological narrative study will be to understand the perceptions of educators and graduated students in the U.S. Virgin Islands and Puerto Rico as they experienced schooling after the effects of two devastating hurricanes in September 2017. Researchers will interview purposively selected participants using open-ended questions in an attempt to capture, describe, and understand their experiences as they attempted to conduct schooling following a devastating natural disaster. The study design will allow researchers to probe and describe the experiences, perceptions, and values of participants.

**Title: Collaborative Research Team Narratives of Design, Process, and Implementation of a Narrative Study: Part 2**

Session: Concurrent Session 1

Focus: Professional Development

Room: Break Out Room 3

https://shindig.com/login/event/c1b3

9:40 am to 11:00 am AZ time

Presenter(s):

Dr. Mar Navarro

Email: marrodriguez@mac.com

Dr. Andrea Wilson

Email: amwilson07@email.phoenix.edu

Presentation Start: 10:00 AM AZ time

Presentation End: 10:20 AM AZ time

Presentation Questions: 10:40 am to 11:00 am AZ time
Abstract:

A team of collaborative researchers will discuss the process used to implement an innovative research plan to explore the experiences of group home workers using film to provide positive role models for boys who are living in group homes. The presentation will feature PPT images and opportunities for audience discussion and participation.

Title: The Art and Science of Conducting an Effective Interview for Qualitative Research

Session: Workshop Session During Concurrent Session 1  
Focus: Applied Research

Room: Break Out Room 4  
https://shindig.com/login/event/c1b4

9:40 am to 11:00 am AZ time

Presenter(s):

Dr. Rita Carver  
Email: rmcrdi@email.phoenix.edu

Presentation Start: 9:40 AM AZ time  
Presentation End: 11:00 AM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Interviews are a common element found in qualitative research whether the researcher is conducting a case study, narrative inquiry, or other type of research. Too often the findings of the research fall short because researchers have not been taught the art and science of conducting in-depth, effective interviews. This practical interactive workshop is designed to give scholarly researchers the tools they need based on best practices from communication studies and transformational leadership.
Title: Meta Research Accelerators

Session: Concurrent Session 2  
Focus: Big Data & Learning Analytics

Room: Break Out Room 1  
https://shindig.com/login/event/c2b1

1:00 pm to 2:10 pm AZ time

Presenter(s):
Dr. Dorin Andreescu  
Email: dandreeescu@email.phoenix.edu

Presentation Start: 1:40 PM AZ time  
Presentation End: 2:00 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:
Continuous advancements in technology are causing disruptive changes and exposing research processes to new opportunities to reach new levels of excellence in industry and academia in ever changing business and academic landscapes. Process classification frameworks and meta process systems are capturing this evolution continuum and unifying in a coherent manner practical and theoretical bodies of knowledge. The presentation is reviewing the research lifecycle processes in three CDS research topics and emphasizes the common research accelerator patterns. It briefly lays out the foundation of research process robotization.

Title: Artificial Intelligence Adoption By United States Marine Air Ground Task Force: An Exploratory Case Study

Session: Concurrent Session 2  
Focus: Big Data & Learning Analytics

Room: Break Out Room 1  
https://shindig.com/login/event/c2b1

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1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Martin LaPierre
   Email: martin.lapierrejr@gmail.com

Dr. Dale Crowe
   Email: DaleCrowe@email.phoenix.edu

Presentation Start: 1:00 PM AZ time
Presentation End: 1:20 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

Capabilities of artificial intelligence (AI) are growing at a rapid rate as are the calls for legislation to control it. The purpose of this qualitative exploratory case study was to explore senior Marine perspectives on doctrinal guidance contained in United States Marine Corps Doctrinal Publication (MCDP) 6, Command and Control concerning the challenges of acquiring AI and expert systems in the Marine Air Ground Task Force (MAGTF) that automate the Observe Orient Decide Act (OODA) Loop decision-making process. Data collection occurred through in-person interviews, fax communications, and reviews of the Tactical Unit Leader Cognitive Assistant (TULCA) and the Marine Exoskeletal Performance Augmentation Capability (MEPAC) Universal Need Statement (UNS) documents. Analysis of the data and subsequent coding was accomplished using NVivo 12® software. Sixteen themes emerged from the qualitative data analysis. Senior participants affirmed that introducing technology outside of doctrine at inappropriate levels of war could hamper the MAGTF’s warfighting capabilities. As a group, participants agreed a more complete understanding of artificial intelligence, its capabilities, and how humans can be kept in the decision-making Loop is necessary or the MAGTF might find itself limited by its own bias and legislation that puts the Force at a disadvantage to other, possibly adversarial, organizations.

Title: Online collaborative team member narratives of publication success

Session: Concurrent Session 2       Focus: Big Data & Learning Analytics

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Adjunct online faculty tend to have limited support, limited connections and networking opportunities, and limited access to resources for their professional development, including research and publishing (Davis, 2018; Luongo, 2018). A narrative inquiry study was needed to explore the potential value of the online communities as a structure for online collaborative research teams and for overcoming a sense of isolation adjunct faculty might face.

**Title: Strategies to Obtain Maximum Usage of Enterprise Resource Planning Systems**

Session: Concurrent Session 2  
Room: Break Out Room 2  
1:00 pm to 2:10 pm AZ time  
Presenter(s):
Dr. Edward Schaffer  
Email: edschafer40@gmail.com
Abstract:

The purpose of this single-site case study was to explore ERP utilization strategies implemented by four managers in the information technology (IT) department from one organization that uses an ERP system in the Midwest region of the United States. The central research question for this study focused on the strategies ERP directors and managers in the IT department use to obtain maximum usage of an ERP system. Qualitative case design was determined the best approach to studying the research question. The conceptual framework that grounded this study was the user participation theory.

Title: The Disruptive Potential of Free and Low-Cost Online Courses in Higher Education

Session: Concurrent Session 2
Focus: Diversity & Inclusion
Room: Break Out Room 2
https://shindig.com/login/event/c2b2
1:00 pm to 2:10 pm AZ time

Presenter(s):
Dr. Ed Scuderi
Email: edward.scuderi@gmail.com
Dr. Daniel Smith
Email: dsmith3047@email.phoenix.edu

Presentation Start: 1:20 PM AZ time
Presentation End: 1:40 PM AZ time
Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

Internet-based technologies have been the downfall of incumbents across numerous industries. This has not been the case in higher education, though unaccredited
organizations that offer free- and low-cost online courses have the potential to disrupt colleges and universities that lack strong branding or regional advantages. This qualitative content analysis examines 410 articles from the academic trade press to analyze the three companies that offer free and inexpensive online courses, StraighterLine, Udacity, and Coursera, to better understand their potential to disrupt for-profit colleges and universities. The four descriptive themes that emerged were: (a) credentialing issues, (b) the unbundling of higher education, (c) the development of online learning, and (d) single-course providers.

**Title: Curating and Using OER-Immersive Multimedia Materials for Deeper Learning: A Proposed Framework**

**Session:** Concurrent Session 2  
**Focus:** Diversity & Inclusion

**Room:** Break Out Room 2

**https://shindig.com/login/event/c2b2**

1:00 pm to 2:10 pm AZ time

**Presenter(s):**

Dr. Elizabeth Johnston  
Dr. Cheryl Burleigh  
Dr. Liston Bailey  
Dr. Patrick Turner  
Dr. Drena Valentine

**Presentation Start:** 1:40 PM AZ time  
**Presentation End:** 2:00 PM AZ time

**Presentation Questions:** 2:00 pm to 2:10 pm AZ time

**Abstract:**

The intent of the present study is to find and recommend multi-modal and immersive OER materials that might provide examples of how to use SHoM in higher education online classrooms. The purpose of the directed content analysis study is to curate OER immersive, and visual multimedia examples that align with potential instructional and
curricular design advantages for higher education in SHoM.

**Title: The Career Trajectory of African American Male Educators and Administrators in preK-12 Public Schools**

Session: Concurrent Session 2  
Focus: Learning Strategies

Room: Break Out Room 3  
https://shindig.com/login/event/c2b3

1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Donna Smith  
Email: donnasmith21@email.phoenix.edu

Presentation Start: 1:20 PM AZ time  
Presentation End: 1:40 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

Researchers from the Center for Workplace Diversity and Inclusion Research (CWDIR) explored the career trajectory of African American male educators and administrators in preK-12 public schools as related to recruitment, retention, and advancement. The research team performed a thorough literature review to gain a comprehensive understanding of these ongoing issues, and the 2018 cohort of National Network of State Teachers of the Year (NNSTOY) Outstanding Black Male Educator Fellows shared their narratives and personal experiences with the researchers. The experiences of this NNSTOY cohort supported the literature and their poignant personal narratives revealed that while they are often frustrated with the preK-12 public school systems, they want to make a difference in the lives of all children and to be recognized as capable and dedicated educators.

**Title: Ethical Challenges of Educators in Rural Schools: A Narrative Inquiry**

Session: Concurrent Session 2  
Focus: Learning Strategies

Room: Break Out Room 3  
https://shindig.com/login/event/c2b3

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Abstract:
This study will apply a process of narrative inquiry to capture the significant experiences and insights of current and retired educators who teach or have taught within small rural fringe and distant schools. Queries will be designed to capture the unique ethical challenges these educators face. Topics may include rural public policy, health care, social issues, diversity, counseling, management, culture, life style, sustainability, arts, and commercial, local, regional and federal government influences on rural communities. Researchers will apply purposive and snowball sampling to select participants representing rural schools with student populations below 200 located in the Southeast, Midwest, Alaska, and Hawaii. The study may be of value to those who lead rural schools, those who train and prepare rural educators, and those who shape public policies that impact these groups.

Title: Technological advances for academic improvements with disabled learners-A Literature Review

Session: Concurrent Session 2  
Focus: Learning Strategies

Room: Break Out Room 3  
https://shindig.com/login/event/c2b3

1:00 pm to 2:10 pm AZ time
Abstract:

Disabled learners face many challenges. As we continue to look for ways to incorporate their world into acceptance, technological advances are developing to accommodate their challenges. Advances in communications and interacting with people and information has moved to the forefront in all areas. This Literature Review will investigate how technology has evolved to address the ongoing concern of making sure their learning experiences are tailored to their needs.

**Title: What We Know about the Use of Semantic Web in Education and Where We Go from Here**

Session: Workshop Session During Concurrent Session 2  
Focus: Leadership

Room: Break Out Room 4  
https://shindig.com/login/event/c2b4

1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Vicki Purslow  
Email: drvickiuop@gmail.com
Abstract:

Since 1998, the number of post-secondary learners enrolled in distance learning has more than doubled, and the enrollment is expected to continue to rise. Given the increasing enrollments in distance learning programs, strategies for increasing the quality of instruction and learning in online programs in higher education are a valuable research focus. The Semantic Web (or Web 3.0) is the new generation of the web that is assumed to improve and complement e-Learning with content that is easily processed by machines into organized information needed by students (Shah, 2012). This workshop will begin with a review of the research on the Semantic Web in education, starting with an exploration of the Semantic Web in a social context. Gaps in the literature will be discussed and recommendations for future research made. Methodological and theoretical considerations that are important to advancing the knowledge and understanding of the use of the Semantic Web in education will be identified.
Title: Technology and Teaching in High School Classrooms: Do Boundaries Exist?

Session: Concurrent Session 3  
Focus: Action Research

Room: Break Out Room 1  
https://shindig.com/login/event/c3b1

9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Cheryl Burleigh  
Email: cburleigh@email.phoenix.edu

Dr. Andrea Wilson  
Email: amwilson07@email.phoenix.edu

Dr. Danielle Sixsmith  
Email: daniellesixsmith@gmail.com

Presentation Start: 10:00 AM AZ time  
Presentation End: 10:20 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

Within the field of education, teachers are continuously urged to implement various forms of technology, inclusive of social media, into the classroom to support student learning and to improve channels of communication between the school, home, and the school community. While the premise of technology as a communication and teaching tool is ideal, the practical applications of such technology is not. The purpose of this in-progress exploratory case study is to investigate how teachers develop boundaries in the usage of technology both in and out of the classroom. This study may offer guidance to support educators at state and national levels, inclusive of schools and school districts, to establish a clear set of guidelines and policies of what constitutes boundaries for the use of technology use both in the classroom learning environment and out of the
classroom during non-school hours. The collected perspectives and real-world applications of exploring these boundaries may help inform educator stakeholders who are tasked with ensuring the appropriate use of technology in and out of the classroom.

**Title: Technology and Teaching in Middle School Classrooms: Do Boundaries Exist?**

Session: Concurrent Session 3  
Focus: Action Research

Room: Break Out Room 1  
https://shindig.com/login/event/c3b1

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Karen Johnson  
Email: kjohnsonil@email.phoenix.edu

Dr. Michelle Susberry Hill  
Email: chelle638@email.phoenix.edu

Dr. Jay Familant  
Email: famjay71@email.phoenix.edu

Presentation Start: 10:20 AM AZ time  
Presentation End: 10:40 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

**Abstract:**

Teachers are expected to incorporate many types of technology, including cell phones and social media, into their classrooms but most have been given little or no guidance in setting boundaries for use, particularly in middle schools where students may begin to push for greater access to technology in and out of the classroom. In this ongoing research project, teachers are sharing their experiences and their recommendations for universal boundaries. In this presentation, participants will be able to share their experiences if they choose, as well as ask questions of the presenters.

**Title: Persistence Among Minority Students in STEM Education**

Session: Concurrent Session 3  
Focus: Action Research

Room: Break Out Room 1  
https://shindig.com/login/event/c3b1

Go To:  
Day 1 ➤ ➤ Day 2 ➤ ➤ Day 3 ➤ ➤ Day 4 ➤ ➤ Day 5 ➤ ➤ Sessions
9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Stacey Williams  
Email: dr.staceyaw@yahoo.com

Presentation Start: 9:40 AM AZ time  
Presentation End: 10:00 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

The United States needs to increase the number of science, technology, engineering, and math (STEM) graduates to remain competitive in the global market and maintain national security. Minority students, specifically African-American and Hispanic, are underrepresented in STEM fields. As the minority population continues to grow it is essential that higher education institutions improve minority students’ persistence in STEM education. This study examined the problem of minority students’ lack of persistence in STEM programs, focusing and building on the theoretical framework for student retention. The purpose of this qualitative transcendental phenomenological study was to describe the lived experiences that minority students perceived as contributing to their persistence in STEM. The central research question was: What are the lived experiences of minority STEM students that have contributed to their persistence in a STEM program? The researcher interviewed 12 minority STEM students and uncovered 10 themes: 1) Childhood experiences and interests; 2) Positive educational experiences in secondary school; 3) Self-motivation; 4) Positive experiences with professors; 5) Family encouragement and values; 6) Lack of minorities; 7) Lack of educational preparation; 8) The need for financial assistance; 9) Clubs and organizations; and 10) Friends within the major. The significance of these findings is the potential to produce changes in curricula, programs, and retention methods in hopes of improving minority students’ persistence in STEM programs.

Title: Dual Fellowship Proposal: Center for Leadership Studies and Educational Research (CLSER) and Research Methodology – Special Interest Group
Session: Concurrent Session 3  
Focus: Empirical Research

Room: Break Out Room 2  
https://shindig.com/login/event/c3b2

Presenter(s):

Dr. LauraAnn Migliore  
Email: lamigliore@email.phoenix.edu

Presentation Start: 9:40 AM AZ time  
Presentation End: 10:00 AM AZ time

Presentation Questions: 10:40 am to 11:00 am AZ time

Abstract:

This dual fellowship includes writing seven blog articles on prudence to think wise and lead well and to advance the Research Methodology – SIG mission and vision, which includes an outreach initiative themed, “Rising to New Levels in Research Excellence” for different approaches to achieve digital presence through people, scholarship, entities, and the Shindig platform. In addition, a pilot study to test Decision Based Learning (DBL) software application as research training tool.

**Title: The Rise of Women in Higher Education**

Session: Concurrent Session 3  
Focus: Global Business

Room: Break Out Room 2  
https://shindig.com/login/event/c3b2

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Gary Berg  
Email: gberg@email.phoenix.edu

Presentation Start: 10:00 AM AZ time  
Presentation End: 10:20 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

The story of the American university in the past half century is about the rise of women in participation as students, faculty members, in college athletics, and in subsequently

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changing the overall university culture for the better. Now almost sixty percent of the overall college student population in America is female, and growing. At the same time, after years of a disproportionate dominant male professoriate, women faculty are now becoming the majority of university professors. While top university presidents are still largely male, women have achieved real gains in the overall administrative ranks and in important trustee positions. In all these areas of the university, disparities still exist in terms of compensation and balance in key areas of the academy, but the overall positive trend is clear. Few to this date have recognized and chronicled this extraordinary change in college education—one of society’s fundamental and influential institutions. This presentation is based on in-progress research through the examination of historical documents and both national and international data on women in college.

**Title: Perceptions of an African American Female Mentoring Program in Urban High Schools**

Session: Concurrent Session 3  
Focus: Global Business

Room: Break Out Room 2  
[https://shindig.com/login/event/c3b2](https://shindig.com/login/event/c3b2)

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Danielle Hume Odom  
Email: [danielle.a.hume@gmail.com](mailto:danielle.a.hume@gmail.com)

Dr. Mary Stout  
Email: [stoutmw@email.phoenix.edu](mailto:stoutmw@email.phoenix.edu)

Presentation Start: 10:20 AM AZ time  
Presentation End: 10:40 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

African American females are a largely marginalized group in public school education. The purpose of this qualitative exploratory case study was to explore African American female students, mentors, and administrators’ perception of mentoring programs in an urban school district in South Carolina. Thus, 10 African American females, four mentors, and two mentorship program administrators were recruited for
this semi-structured interview study. The exploratory case study design allowed the researcher to explore the perceptions of participants to obtain a rich database. Four common themes emerged from the data: Relationships, Family Involvement, Academic Confidence, and Awareness. The findings revealed that mentoring programs in public high schools, specifically the mentors from these programs, have an impact on African American females’ academic and social growth.

**Title: Startup Fever: Vancouver, British Columbia Becomes Hot Spot for Entrepreneurs**

**Session:** Concurrent Session 3  
**Focus:** Entrepreneurship  
**Room:** Break Out Room 3  
**https://shindig.com/login/event/c3b3**

9:40 am to 10:50 am AZ time

**Presenter(s):**

Dr. Brian Sloboda  
Email: bsloboda@email.phoenix.edu

Dr. Norris Krueger  
Email: norris.krueger@gmail.com

**Presentation Start:** 10:00 AM AZ time  
**Presentation End:** 10:20 AM AZ time

**Presentation Questions:** 10:40 am to 10:50 am AZ time

**Abstract:**

Many cities aspire to have vibrant entrepreneurial ecosystems that are relevant to the digital economy—can they? To answer the question, this paper examines the economic history of Vancouver British Columbia and examine the recent entrepreneurial activities in the city along with the data that measures the vibrancy of the entrepreneurial ecosystem and growth.

In recent years, the startup in its entrepreneurial ecosystem has generate more activity than ever and a new entrepreneurial mindset is manifesting itself. The only hindrance is the access to the lack of capital to promote entrepreneurship. But the entrepreneurs are undeterred, and the rise of entrepreneurship still has been increasing. While there is no
indication that the various data points converge, the proposed analysis may lead us to three insights. First, legacy industry is disconnected from the new tech hub in an entrepreneurship ecosystem when the economy has shifted from the ‘Main street’ mode to a ‘digital’ mode. Second, while there are recent success stories in Vancouver British Columbia, entrepreneurship activities remain moderate to somewhat strong despite a bottom-up effort to bolster the entrepreneurial spirit in Vancouver. Finally, cluster advantages and positive network externalities may be occurring in Vancouver British Columbia.

**Title: Who Builds Healthy Entrepreneurial Communities: The Liaison-Animateur**

Session: Concurrent Session 3  
Focus: Entrepreneurship

Room: Break Out Room 3  
[https://shindig.com/login/event/c3b3](https://shindig.com/login/event/c3b3)

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Norris Krueger  
Email: norris.krueger@gmail.com

Presentation Start: 10:20 AM AZ time  
Presentation End: 10:40 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

What differentiates ecosystem builders? Are great entrepreneurial ecosystems truly built bottom-up, entrepreneur-led as Brad Feld (2012), Startup Genome (2018) and others argue persuasively? Given the near-absolute policy dominance of the triple helix and clusters before that, a focus on the inherent connectivity of ecosystems is imperative. In particular, the practitioner community argues for the centrality of connecting and thus connectors. This project is part of a larger effort to understand the nature of the critical connectors in entrepreneurial communities. The Ewing Marion Kauffman Foundation and others argue that a new profession has arisen, that of the “ecosystem builder” (e.g., 2017, 2018). Implicit in this is a belief that ecosystem builders are inherently more entrepreneurial. We thus seek here to characterize ecosystem builders on multiple
dimensions as to knowledge, skills and beliefs, on critical behaviors, and on the entrepreneurial mindset.

**Title: Millennials in the Workplace: Exploring Managerial Perceptions in Multi-Generational Organizations**

Session: Concurrent Session 3  
Focus: Entrepreneurship

Room: Break Out Room 3  
https://shindig.com/login/event/c3b3

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Sandra Sessoms-Penny  
Email: sesspen@email.phoenix.edu

Dr. Rehema Underwood  
Email: rehemaunderwood@email.phoenix.edu

Dr. Kimberly Underwood  
Email: kimberlyunderwood@email.phoenix.edu

Dr. Miriam Frolow  
Email: mlfrolow@email.phoenix.edu

Dr. Hakeem Lumumba  
Email: hlumbmb1@email.phoenix.edu

Dr. Jennifer Schneider  
Email: dschnei1122@yahoo.com

Presentation Start: 9:40 AM AZ time  
Presentation End: 10:00 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

The growth and influence of millennials in the workplace have generated questions from managers on how to best respond to this generational group and their contributions to the multi-generational work environment. There are currently four generations engaged and collaborating in the workforce (Kapoor & Soloman, 2011; Knouse, 2011; PriceWaterhouseCoopers, 2011), and whose influences create new challenges for employers to lead effectively (Cahill & Sedrak, 2012; Kapoor & Soloman, 2011; PriceWaterhouseCoopers, 2011). In particular, managers are compelled to learn how to identify and harvest the skills, talents, and assets of the millennial generation to build the
organizational culture as this group is one of the largest currently in the workforce. This research explored managers’ perceptions related to the emerging needs, roles, responsibilities, and commitments of millennials in the multigenerational workplace, and determined how managers may effectively recognize and use millennial contributions to enhance the organizational culture.

**Title: Introduction to Research Support Group**

**Session:** Workshop Session During Concurrent Session 3  
**Focus:** Research

**Room:** Break Out Room 4  
https://shindig.com/login/event/c3b4

9:40 am to 10:50 am AZ time

**Presenter(s):**

Dr. Mansureh Kebritchi  
Email: mansureh.kebritchi@phoenix.edu

Dr. Ryan Rominger  
Email: ryanrominger440@email.phoenix.edu

Dr. Pat D'Urso  
Email: pdurso@email.phoenix.edu

Dr. Mark McCaslin  
Email: Mark.Mccaslin@phoenix.edu

Dr. Rodney Luster  
Email: rodney.luster@phoenix.edu

Dr. Elizabeth Johnston  
Email: ljohnston@email.phoenix.edu

Dr. Erik Bean  
Email: deadline@email.phoenix.edu

**Presentation Start:** 9:40 AM AZ time  
**Presentation End:** 10:50 AM AZ time

**Presentation Questions:** Opportunities for questions and comments will be embedded throughout the workshop.

**Abstract:**

The purpose of this workshop session is to introduce the Research Support Group, discuss the group programs, and explain how to get involved in the group. The audience will be engaged with lively interactive discussions and will have the opportunity to ask questions from group management team.
Concurrent Session Four

Title: Experiences and Lessons Learned from Mobile Technology in the Classroom

Session: Concurrent Session 4  Focus: Healthcare
Room: Break Out Room 1  https://shindig.com/login/event/c4b1
12:40 pm to 1:50 pm AZ time

Presenter(s):
Dr. J. Medgar Roberts  Email: medgarr@email.phoenix.edu
Dr. Karen Johnson  Email: kjohnsonil@email.phoenix.edu
Dr. Michelle Susberry Hill  Email: chelle638@email.phoenixu.edu
Dr. Lisa Wells  Email: Dr.Lisa.Wells@gmail.com
Dr. Mary Stout  Email: Mstout8895@aol.com

Presentation Start: 1:00 PM AZ time  Presentation End: 1:20 PM AZ time
Presentation Questions: 1:40 pm to 1:50 pm AZ time

Abstract:

Mobile technology is everywhere today, including in the pockets and backpacks of K-12 students who bring their cell phones to school. We will share and discuss experiences from students’ instant access to technology and how teachers have dealt with it: everything from banning phones in the classroom to free use of cell phones in both personal and academic activities. From our ongoing research, we will share lessons learned and best practices.
Title: Challenges and Opportunities in Teacher Retention: A Narrative Inquiry Describing Significant Formative Experiences of Early Career Teachers

Session: Concurrent Session 4  
Focus: Healthcare

Room: Break Out Room 1  
https://shindig.com/login/event/c4b1

12:40 pm to 1:50 pm AZ time

Presenter(s):

Dr. James Lane  
Email: jamesflanejr@gmail.com

Abstract:

The purpose of this study is to describe the significant formative experiences of early-career teachers—who they are, how they come to be, what they believe and how they think, and the dilemmas and challenges they face.

Title: High School Teachers Explore Use of Canvas to Enhance Learning: Action Research

Session: Concurrent Session 4  
Focus: Healthcare

Room: Break Out Room 1  
https://shindig.com/login/event/c4b1

12:40 pm to 1:50 pm AZ time

Presenter(s):

Dr. Rita Hartman  
Email: rjhart@email.phoenix.edu

Dr. Mary Townsend  
Email: mary.b.townsend1@gmail.com

Dr. Mary Stout  
Email: stoutmw@email.phoenix.edu

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Dr. Barbara Fedock

Email: bfedock1@email.phoenix.edu

Presentation Start: 1:20 PM AZ time
Presentation End: 1:40 PM AZ time

Presentation Questions: 1:40 pm to 1:50 pm AZ time

Abstract:

Learning management systems have moved from being used at the college level to being employed at the high school level as a software application administratively for documentation, tracking, and reporting of student progress. There are also the expectations teachers will use the LMS as an instructional delivery tool within their curriculum. With the implementation of any new software application, comes the challenges of motivating and training those who are going to use the application effectively. The goal of this participatory action research project will be to nurture teachers as researchers in exploring the use of the LMS application Canvas at their high school with the goal of generating an action plan to support teachers as they integrate Canvas into their curriculum. The participatory action research processes utilized by the teacher-researchers can become an integral part of their continuous professional development increasing teacher and student success.

Title: Ways to Improve Supervisor Communication in Virtual Teams

Session: Concurrent Session 4
Focus: Information Systems

Room: Break Out Room 2
https://shindig.com/login/event/c4b2

12:40 pm to 1:50 pm AZ time

Presenter(s):

Dr. Detra German
Email: dgerman76@email.phoenix.edu

Presentation Start: 1:20 PM AZ time
Presentation End: 1:40 PM AZ time

Presentation Questions: 1:40 pm to 1:50 pm AZ time
Abstract:

Effective communication is a necessity for successful virtual teams. This quantitative non-experimental, correlational study examined the relationships between an employee's perception of his or her supervisor's key attributes and supervisor communication in virtual teams. The results of the study indicated leaders of virtual organizations should consider implementing best practices and using interactive digital communication tools (e.g., live video conferencing, screen sharing) to equip supervisors with the tools needed to foster effective communication.

**Title: Student Success in an Online Practitioner-Oriented Doctoral Program: A Mixed Methods Study**

Session: Concurrent Session 4  
Focus: Information Systems

Room: Break Out Room 2  
https://shindig.com/login/event/c4b2

12:40 pm to 1:50 pm AZ time

Presenter(s):

Dr. Mansureh Kebritchi  
Email: mansureh.kebritchi@phoenix.edu

Dr. Ryan Rominger  
Email: ryanrominger440@email.phoenix.edu

Dr. Mark McCaslin  
Email: Mark.Mccaslin@phoenix.edu

Presentation Start: 12:40 PM AZ time  
Presentation End: 1:00 PM AZ time

Presentation Questions: 1:40 pm to 1:50 pm AZ time

Abstract:

Online education has become an integral part of higher education with increasing demand for online doctoral programs. However, online doctoral students have low retention rates and extended time to completion. The purpose of this mixed-method concurrent study was to explore the nature of student success, contributing factors, and ways to improve student success for nontraditional doctoral students in an online practitioner-oriented doctoral program. This presentation reports the results, which may
Title: Artificial Intelligence: A Boon or Bane For Educational Leadership in Educational Research

Session: Concurrent Session 4  
Room: Break Out Room 2  
Focus: Information Systems  
https://shindig.com/login/event/c4b2

12:40 pm to 1:50 pm AZ time

Presenter(s):
Dr. Steven Watkins  
Email: srw0106@email.phoenix.edu

Presentation Start: 1:00 PM AZ time  
Presentation End: 1:20 PM AZ time

Presentation Questions: 1:40 pm to 1:50 pm AZ time

Abstract:
I propose presenting my qualitative reflection article (published in the December issue of Journal of Leadership Studies in December 2018) at the Knowledge without Boundaries conference. This article focuses on the increasing presence of artificial intelligence in human educational activities and tries to reflect on their potential boon or bane to educational projects. I postulate that artificial intelligence will be a necessary part of the educational process, but to what extent? I feel that educational leadership should recognize artificial intelligence's potentiality, but with a healthy dose of skepticism.

Title: Screen Time, Critical Thinking, and Morality

Session: Concurrent Session 4  
Room: Break Out Room 3  
Focus: Professional Development  
https://shindig.com/login/event/c4b3

12:40 pm to 1:50 pm AZ time

Presenter(s):
Dr. Elizabeth Young  
Email: esldoctoralcoach@gmail.com

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Abstract:

In this mixed methods study, twelfth grade students enrolled in the IB Program (International Baccalaureate) were asked to examine daily time spent on media devices for leisure and school-related activities. In the qualitative part of the study, high school students were asked to respond to an age appropriate version of the Heinz dilemma wherein the original story line was changed from a husband/wife scenario to a child/mother scenario to solicit the thinking of high school students on Heinz’s behavior and the consequences of the behavior. The first goal of the study was to determine if there was a relationship between the number of hours students spent each day divided into two categories: school work and fun time. Students’ critical thinking skills were measured by scaling their responses to a critical thinking test from scores ranging from 4 to 1. Students’ responses were measured on the Holistic Critical Thinking Scoring Rubric (HCTSR) created by Facione and Facione (1994). Forty-two high school students in a private American school in Brasilia participated in the study. The primary research question that supported the purpose of this mixed methods study was Is there a relationship between screen time and students’ critical thinking skills? Students’ mean of their critical thinking scores was 2.47, and the average time spent on media was 8.57 hours. The study findings evidenced no correlation between students’ critical thinking scores and time spent on media.

Title: STF in higher learning: Exploring options for shaping immersive experiences across AR/VR curricula

Session: Concurrent Session 4  Focus: Professional Development
Room: Break Out Room 3  https://shindig.com/login/event/c4b3
12:40 pm to 1:50 pm AZ time

Presenter(s):
Abstract:

VR is related to STF as a pedagogical lens to the extent that learners may engage new digitized learning content in certain ways called habits of mind, such as observe, envision, express, engage and persist, stretch and explore, reflect and evaluate, and perfect a craft (Imoro, 2012, Winner et al., 2013). The purpose of this qualitative directed content analysis study was to share findings with VR/AR educators and designers as to the potential for development of cognitive and creative skills when integrating STF into immersive visual curricula for teaching and learning (Winner et al., 2013).

Title: Intent to Persist to Graduation of DACA-Mexico Origin Students along the United States-Mexico Border

Session: Concurrent Session 4
Focus: Higher Education
Room: Break Out Room 3
https://shindig.com/login/event/c4b3

9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Maggie Dominguez
Email: maggie.dominguez@phoenix.edu
Dr. Miriam Frolow
Email: Miriam.Frolow@phoenix.edu

Presentation Start: 9:40 AM AZ time
Presentation End: 10:00 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time
Abstract:

This presentation is based on a quantitative, correlational design study using a sample of 30 DACA students who originated in Mexico (D-MO) and attended 2- and 4-year higher education institutions in the United States-Mexico Borderland States of California, Arizona, New Mexico, and Texas. The variables in the study that are described in this presentation are the D-MO student’s intent to complete a degree, sense of belonging, and college climate for diversity. Understanding how the D-MO student population’s intent to persist to degree completion may allow university staff to assist currently enrolled students and enhance student experiences, while improving the diversity of the campus climate (Awang, Kutty, & Ahmad, 2014; Rigali-Oiler & Kurpius, 2013; Stebleton, Soria, & Huesman, 2014; Wintre & Bowers, 2007). Understanding how the D-MO student population’s intent to persist to degree completion may allow university staff to assist currently enrolled students and enhance student experiences, while improving the diversity of the campus climate (Awang, Kutty, & Ahmad, 2014; Rigali-Oiler & Kurpius, 2013; Stebleton, Soria, & Huesman, 2014; Wintre & Bowers, 2007). The results of the study demonstrated the importance of recognizing that D-MO students are persisting through college despite many real and perceived barriers that exist. Having a better understanding of what this vulnerable student population is feeling and thinking may help university staff better understand variables influencing D-MO students’ intent to persist and encourage enhanced student experiences that may increase persistence to degree completion.
Title: Exploring Influences on Women Leadership Styles

Session: Concurrent Session 5  Focus: Management
Room: Break Out Room 1  https://shindig.com/login/event/c5b1
9:40 am to 10:50 am AZ time
Presenter(s):
Dr. Jan Cardwell  Email: jan.cardwell@phoenix.edu
Dr. Renee Green  Email: renee.green@phoenix.edu
Presentation Start: 10:00 AM AZ time  Presentation End: 10:20 AM AZ time
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:
For this, empirical research, we distributed a six-question survey to our organizational and personal networks of women leaders, to explore influences on women’s leadership style - based on two specific cultural self-identifiers: (1) woman of privilege or (2) woman of circumstance). We asked women to check specific cultural questions to define their personal meanings for privilege or circumstance, and we asked women to select their primary leadership style. Results will be shared in the presentation.

Title: Narration and Application of Educators’ Experiences with Racism in School Cultures

Session: Concurrent Session 5  Focus: Management
Room: Break Out Room 1  https://shindig.com/login/event/c5b1

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9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Patricia Akojie  Email: pakojie@email.phoenix.edu
Dr. Karen Johnson  Email: kjohnsonil@email.phoenix.edu
Dr. Marie Smith  Email: mariesmith0825@gmail.com
Dr. Barbe Bowers  Email: barbebphoenix@gmail.com
Dr. LaShonda Reid  Email: soulana@email.phoenix.edu
Dr. Jane Schumacher  Email: jaschumacher@email.phoenix.edu

Presentation Start: 10:20 AM AZ time  Presentation End: 10:40 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

Using a narrative inquiry research design, our research team is gathering the stories of black educators who have experienced embedded racism in school cultures to learn how that experience may have modified their professional practices. The goal of the study is to suggest a conceptual framework for the improvement of race relations within school environments. We expect the results to contribute information which is useful in teacher preparation programs on race relations and professional development.

**Title: Educators’ Perceptions of Technology Integration into the Classroom: A Descriptive Case Study**

Session: Concurrent Session 5  Focus: Management

Room: Break Out Room 1  [https://shindig.com/login/event/c5b1](https://shindig.com/login/event/c5b1)

9:40 am to 10:50 am AZ time
Presenter(s):  
Dr. Rita Hartman, Email: rjhart@email.phoenix.edu  
Dr. Mary Townsend, Email: mary.b.townsend1@gmail.com  
Dr. Marlo Jackson, Email: mjackson1005@gmail.com

Presentation Start: 9:40 AM AZ time  
Presentation End: 10:00 AM AZ time  
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

Educational change focused on the integration of technology is the latest wave of reform efforts aimed at improving schools and student achievement. Some professional development opportunities are available for educators changing from a traditional learning environment to a learning environment with a technology component, but little is known about the ongoing challenges educators encounter when changing from a traditional environment to an environment integrating technology. The purpose of this descriptive case study is to explore and describe the values, beliefs, and confidence of educators who change from a traditional learning environment to a learning environment integrating technology. The findings may provide educational organizations moving towards integrating technology into the learning environment with valuable information on strategies, techniques, and support structures to assist educators in effectively and successfully embracing the innovation.

Title: The Lived Experiences of Transgender Individuals Transitioning in Traditional Workplaces

Session: Concurrent Session 5  
Focus: Education

Room: Break Out Room 2  
https://shindig.com/login/event/c5b2

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Donna Smith, Email: donnasmith21@email.phoenix.edu

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Abstract:

Through a recent research project within the Center for Workplace Diversity and Inclusion Research (CWDIR), we explored the pre- and post-transition narratives of 24 transgender individuals who entered into their transition processes while employed within traditional workplaces.

Our results revealed that the experiences of these 24 individuals were industry-dependent. The experiences of these individuals highlighted that while many workplaces have initiated policies that specifically address transgender and transitioning individuals, these policies are often emergent and changeable depending on the situation.

**Title:** Changes in Writing Dispositions Correlated with 1:1 iPad Access: A Quantitative Ex Post Facto Study

Session: Concurrent Session 5  
Focus: Education

Room: Break Out Room 2  
https://shindig.com/login/event/c5b2

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Jeffrey Hoogeveen  
Email: jhoogeveen@email.phoenix.edu

Presentation Start: 10:00 AM AZ time

Presentation End: 10:20 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

Bandura’s triadic reciprocality served as the framework to consider if the addition of 1:1 iPad access correlated with a change in students’ writing dispositions. A statistically significant increase in students’ passion (z = 3.055) and persistence (z = 2.641) for writing
Title: Background Music in the Classroom, Diverse Learners, and Academic Performance: A Correlational Study

Session: Concurrent Session 5
Room: Break Out Room 2
9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Michelle Hill Email: chelle638@email.phoenix.edu
Dr. Troy Jeffers Email: tranje@email.phoenix.edu
Dr. Jennifer Calito Email: DrjenCalito@gmail.com
Dr. Shaquanah Robinson Email: shaquanahlane@gmail.com
Dr. Fortune Taylor Email: ftaylorphd1@email.phoenix.edu
Dr. Shanel Harris Email: drshanelharris@gmail.com

Presentation Start: 9:40 AM AZ time Presentation End: 10:00 AM AZ time
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:
Music has been used to impact the senses of human beings and change the academic tone within the class. The value of music in the classroom has influenced the academic tone by allowing teachers the opportunity to set a motivated, learning atmosphere. Teachers have implemented the use of music in the classroom to change the academic tone of the classroom and to set a motivated learning atmosphere (White, 2007). The purpose of this proposed study is to examine the bivariate relationship between three predictor variables for the application of Classical, Rhythm and Blues, and Hip Hop...
music genre in the classroom, and two criterion variables of student engagement and student academic achievement. Classical music, when played as background music, can help listeners alleviate stress, when played as background music, can help trigger learner's motivation (Reynolds et al., 2014).

**Title: The lack of student engagement at the University of Phoenix once graduate level students confer their degrees**

Session: Concurrent Session 5  
Focus: Research Methods

Room: Break Out Room 3  
https://shindig.com/login/event/c5b3

9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Casandra Holliday  
Email: drclholliday@gmail.com

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:
This research project will look into the reasons students are not engaged. Understanding why the level of students engaged is so low can help in establishing a new precedent for the school to have consistent engagement from graduate level students once their degrees are conferred. The information gathered through this research will be used to increase the engagement of graduate level students once their degrees are completed. This study will use mixed methods to gather a holistic view. The populations being examined are virtual students who have obtained Doctoral degrees or Master degrees.

**Title: Hispanic Women and Leadership: Strategies for Success**

Session: Concurrent Session 5  
Focus: Research Methods

Room: Break Out Room 3  
https://shindig.com/login/event/c5b3

9:40 am to 10:50 am AZ time
Abstract:
Although Hispanic women represent one of the largest and fastest growing ethnic groups in the United States, lack of advancement to leadership positions is a persistent challenge. Contributing factors include socio-economics, gender, race, culture, education level, and lack of mentoring. Study results contributed to existing literature related to Hispanic women transitioning from mid-level to senior level leadership positions by focusing on constructive remedies and suggesting future actionable research.

**Title: Ethics in virtual educational environments (VREs): Designers’ perceptions**

Session: Concurrent Session 5  
Focus: Research Methods

Room: Break Out Room 3  
https://shindig.com/login/event/c5b3

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Patricia Steele  
Email: steelep@email.phoenix.edu

Dr. Liston Bailey  
Email: jazznutty@emil.phoenix.edu

Dr. Margaret Kroposki  
Email: mkro18@email.phoenix.edu
Abstract:

Much has been written about benefits of virtual immersive environments in education. Studies related to pedagogical theory and conceptual frameworks show potential for a student’s opportunities for meaningful learning and development of higher order thinking skills during experiences in these immersive spaces (Johnston et al., 2017; Steele et al., 2018). Still, much has not been investigated regarding ethics related to use of virtual educational applications. The integration of situated cognition as the theoretical framework for this research study provides the form of explanation and belief for our analysis of virtual reality applications and ethics, as frameworks show connections between development of higher order thinking skills, morals, and external artifacts (Heersmink, 2017). Plans, procedures, and decisions regarding ethics in virtual educational environments (VREs) could affect every individual within the organization physically, psychologically, and/or socially. As with organizations, those within educational settings could benefit from integrating educational applications within virtual immersive space where designers’ priorities were ethical use of the products. The need exists for additional study regarding ethics in VR technology (Madary & Metzinger, 2016). The current study will examine educators’ perceptions of ethics in VR/AR use in educational environments and safety precautions educators take to protect the health and well being of their students.
Concurrent Session Six

Title: Teachers’ Awareness in Identifying Micro-aggressive Behaviors within the K-12 Classroom

Session: Concurrent Session 6  
Room: Break Out Room 1  
1:00 pm to 2:10 pm AZ time

Presenter(s):
Dr. Cheryl Burleigh  
Email: cburleigh@email.phoenix.edu
Dr. April Lash  
Email: lashapril4@gmail.com
Dr. Teresa Lao  
Email: tla@email.phoenix.edu
Dr. Therese Kanai  
Email: tkanai@email.phoenix.edu

Presentation Start: 1:40 PM AZ time  
Presentation End: 2:00 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:
Within the field of education, teachers are the sentries of maintaining proper decorum in the classroom. Teachers are responsible for upholding the policies and guidelines of the school and are expected to maintain a social justice classroom, free of adversarial behaviors. Thus, providing all students with a safe and engaging learning environment. While the premise of correct student engagement, both social and academic, is expected what happens when the teacher is not aware of inappropriate social interactions. The purpose of this in-progress exploratory case study is to investigate the levels of awareness teachers may possess when addressing issues of micro-aggression in the classroom and the ethical decision-making processes when addressing such behaviors.
This study may offer guidance to support educators, inclusive of schools and school districts, to establish a clear set of guidelines and policies of how to identify and address microaggression and micro-aggressive behaviors in the classroom learning environment and within the school community. The collected perspectives may help inform educator stakeholders who are tasked with ensuring social and behavioral awareness and appropriate teacher responses to such behaviors in the classroom and school community.

**Title: Perceptions of Indonesian Grade 1-8 Educators**

**Implementing Inquiry-based Learning: A Descriptive Nonexperimental Quantitative Correlational Study**

Session: Concurrent Session 6  
Focus: Applied Research

Room: Break Out Room 1  
https://shindig.com/login/event/c6b1

1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Cheryl Peterson  
Email: dr.c.a.peterson@gmail.com

Dr. Mary W. Stout  
Email: stoutmw@email.phoenix.edu

Dr. Michelle Hill  
Email: chelle638@email.phoenix.edu

Dr. Karen Johnson  
Email: kjohnsonIL@email.phoenix.edu

Presentation Start: 1:20 PM AZ time  
Presentation End: 1:40 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

Inquiry-based learning (IBL) strategies have been recently gaining attention as an effective strategy to prepare students to be college and career ready. The problem of understanding how teachers perceive their skills in using IBL strategies and their belief in how they implement IBL strategies in the classroom may be a piece to the puzzle in how to better implement IBL. The intent of this quantitative correlational study was to
investigate the degree of relationship between the self-efficacy of grades 1-8 teachers as measured on McGill Enactment of Inquiry Questionnaire-Self-Efficacy-Teachers (MEIQ-SET) (Chichekian, Shore, & Tabatabai, 2016) and their professed implementation of Inquiry-Based Learning (IBL) as measured on the Promoting Inquiry in Mathematics and Science Education Across Europe (PRIMAS) questionnaire (Maaß & Euler, 2011). Teachers of a financially elite international school were provided a combined questionnaire of MEIQ-SET and PRIMAS online through SurveyMonkey. The data were used to test the hypothesized relationship between the variables using the Spearman rank correlation coefficient. The findings and conclusion of this study demonstrated a significant relationship between teacher self-efficacy and implementation of IBL strategies as reported by the teachers. Implications include using the combined questionnaire on teachers at schools to better align professional development and using IBL as a method to educate future teachers to ensure they have personal experience in IBL strategies. Future research recommendations include replicating the study in various types of teacher populations and investigating the relationship between professed implementation and observed implementation of IBL.

**Title: Did the US Presidential Election in 2016 have a Short-Term Effect on the Financial Returns of American Depository Receipts from Russia?**

Session: Concurrent Session 6  
Focus: Applied Research

Room: Break Out Room 1  
https://shindig.com/login/event/c6b1

1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Nandy Subhashis  
Email: subasnandy@email.phoenix.edu

Presentation Start: 1:00 PM AZ time  
Presentation End: 1:20 pm AZ time AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

Prior research that investigated the impact of political events on stock performance in
various global markets (e.g., Greece, Malaysia, and Pakistan) reported mixed results. This paper builds on this line of research and investigates the impact of the 2016 US Presidential elections on American Depository Receipts (ADRs) from Russia. Similar to prior studies, this paper uses an event-study approach and measures the cumulative average abnormal returns (CARR) of stocks. The results indicate that 2016 US Presidential election did not impact Russian ADRs within the five days before and five days after the election time window. However, their average abnormal returns were impacted on one day before and one day after the election. These findings have implications for portfolio managers and wider meanings of national election and stock market returns.

**Title: Future Kaleidoscope: Business Ethics, Freelance Workforce, and Doctoral Scholarship**

Session: Concurrent Session 6  
Focus: Best Practices

Room: Break Out Room 2  
https://shindig.com/login/event/c6b2

1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Anna Wheatley  
Email: acwheatley@email.phoenix.edu

Dr. Miram Frolow  
Email: miriam.frolow@phoenix.edu

Dr. Lillie Hibbler-Britt  
Email: lillie.hibbler-britt@phoenix.edu

Presentation Start: 1:40 PM AZ time  
Presentation End: 2:00 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

This panel discussion will discuss the paradigm shift that will cause each of the researched areas to be handled in a different manner. Technology will cause the future of work, the future of business ethics, and the future of doctoral education, to be conducted differently. The presenters have been investigating their special areas of interest. In sharing their own findings, they discovered a common thread: there is an
urgent need to engender conversation and interest in the transformation of workforce realities, business ethics, and doctoral education. This panel will explore how these three distinct investigations are telling the same story. In a world defined by constant change and collaboration, radical reinvention is key to survival and the first step in an era where transformation is transactional, the new currency for a new age.

Title: Staff Views of Women of Diversity Urban Charter School Principals

Session: Concurrent Session 6 Focus: Best Practices
Room: Break Out Room 2 https://shindig.com/login/event/c6b2
1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. Elizabeth Young Email: esldoctoralcoach@gmail.com
Dr. Afrah Hamin Email: afrahjhamin08@gmail.com

Presentation Start: 1:00 PM AZ time Presentation End: 1:20 PM AZ time
Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

Observations of the attributes, styles, and practices perceived by charter school staff and teachers assisted with characterizing the leadership traits modeled by their women of diversity principals. Feminist ideology, critical theory, Fred Fiedler's Contingency Leadership theory, and Transactional and Transformational Leadership theories guided the focus group study. Data collection comprised four focus groups employing semi-structured interview sessions. Data collected from four groups using semi-structured interviews were analyzed using a Modified van Kaam method by Moustakas (1994). Five major and three minor themes evolved from the data. Major themes encompassed: (a) strong leadership/high expectations, (b) caring/nurturing, (c) helpful, (d) personable/sincere, and (e) determined/competitive. Minor themes included: (a) professionalism, (b) knowledgeable, and (c) good communicator.
Title: The Impact of Blended Learning on English Language Arts Achievement in Upper Elementary Classrooms

Session: Concurrent Session 6  Focus: Best Practices
Room: Break Out Room 2  https://shindig.com/login/event/c6b2
1:00 pm to 2:10 pm AZ time

Presenter(s):
Dr. Jan Otter  Email: jotter75@email.phoenix.edu
Dr. Karen DeLuce  Email: deluckl@nv.ccsd.net

Presentation Start: 1:20 PM AZ time  Presentation End: 1:40 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

In order to meet the demands of 21st-century learners, school districts are implementing technology-based learning environments including blended learning. Little is known about how blended learning influences the academic achievement of students in upper elementary grades (3-5). A causal comparative study conducted in Las Vegas, Nevada, found positive results for students including English Language Learners. This study informs educators regarding blended learning environments, academic achievement of ELL, and the impact of reform initiatives.

Title: The potential to Engage and renew isolated Faculty with collaborative research opportunities: A Scoping Review

Session: Concurrent Session 6  Focus: Education
Room: Break Out Room 3  https://shindig.com/login/event/c6b3
1:00 pm to 2:10 pm AZ time

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Presenter(s):

Dr. Elizabeth Johnston  
Email: ljohnston@email.phoenix.edu

Dr. Cheryl Burleigh  
Email: cburleigh@email.phoenix.edu

Dr. Andrea Wilson  
Email: amwilson73@gmail.com

Presentation Start: 1:00 PM AZ time  
Presentation End: 1:20 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:

A scoping literature review revealed limited research on collaborative research opportunities in some higher education disciplines and for adjuncts. Analysis indicated collaborative research teams supported new learning, built stronger professional connections and developed communities of practice across geographical and cultural boundaries. *Decentralized collaborative teams are and will be integral to faculty renewal as contributors to and benefactors of scholarship*. The value of such team experiences for both faculty members and higher education institutions cannot be underestimated.

**Title: Childcare Workers Beliefs About The Use Of Developmentally Appropriate Practice: A Qualitative Explanatory Multi-Case Study**

Session: Concurrent Session 6  
Focus: Education

Room: Break Out Room 3  
https://shindig.com/login/event/c6b3

1:00 pm to 2:10 pm AZ time

Presenter(s):

Dr. June Cade  
Email: jcade13@email.phoenix.edu

Presentation Start: 1:20 PM AZ time  
Presentation End: 1:40 PM AZ time

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[Sessions](#)
Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:
The purpose of this qualitative explanatory multi-case study was to examine childcare workers' perceptions about the use of developmentally appropriate practices within private toddler and preschool classrooms. The problem was that some child care workers have a master's or bachelor's degree in another field not related to early childhood education, which may result in a lack of knowledge regarding child growth and development and the use of developmentally inappropriate practices in toddler and preschool classrooms. The theoretical framework for this qualitative multi-case study was based on the contributions from the field of developmental psychology and neuroscience. Data collection included semi-structured one-on-one interviews, a focus group, and documentation which included photographs of participants' classrooms, sample lesson plans, and children's work samples from 16 child care workers in Northern New Jersey.

Title: Promoting Mental Health and Well-Being: The Mental Health First Aid Training Model

Session: Concurrent Session 6  
Focus: Health

Room: Break Out Room 3  
https://shindig.com/login/event/c6b3

1:00 pm to 2:10 pm AZ time

Presenter(s):
Dr. Louise Underdahl  
Email: lunderdahl@email.phoenix.edu

Dr. Gretheline Bolandrina  
Email: gretheline@gmail.com

Presentation Start: 1:40 PM AZ time  
Presentation End: 2:00 PM AZ time

Presentation Questions: 2:00 pm to 2:10 pm AZ time

Abstract:
Mental Health First Aid is a 12-hour training program on how to help an individual...
developing a mental health situation. The training increases mental health literacy, reduces stigma, and strengthens helping behaviors toward mental health problems and has been adapted for nursing and medical practitioners. Mental Health First Aid represents a judicious public health intervention and provides a practical model for promoting mental health and well-being. Mental Health First Aid is a 12-hour training program on how to help an individual developing a mental health situation. The training increases mental health literacy, reduces stigma, and strengthens helping behaviors toward mental health problems and has been adapted for nursing and medical practitioners. Mental Health First Aid represents a judicious public health intervention and provides a practical model for promoting mental health and well-being.

**Title: Exploring Research Methodology Group for Nurturing Research Methods and Designs: An Introduction and Action Research**

Session: Concurrent Session 6 (as a 1-hr workshop)  
Focus: Action Research

Room: Break Out Room 4  
https://shindig.com/login/event/c6b4

1:00 pm to 2:00 pm AZ time

Presenter(s):

Dr. Mansureh Kebritchi  
Email: mansureh.kebritchi@phoenix.edu

Dr. Ryan Rominger  
Email: ryanrominger440@email.phoenix.edu

Dr. Mark McCaslin  
Email: Mark.Mccaslin@phoenix.edu

Presentation Start: 1:00 PM AZ time  
Presentation End: 2:00 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

The purpose of this workshop is to introduce Research Methodology Group (RMG), present the results of an action research related to RMG conducted in 2018, and discuss
how to get involved in RMG. The audience will be engaged with lively interactive discussions and visually striking PPT presentations and will have the opportunity to ask questions from RMG management team.
Concurrent Session Seven

Title: Perception of teacher efficacy and satisfaction with online learning experiences

Session: Concurrent Session 7
Focus: Empirical Research
Room: Break Out Room 1
https://shindig.com/login/event/c7b1
10:10 am to 11:20 am AZ time

Presenter(s):
Dr. Danielle Sixsmith
Email: daniellesixsmith@gmail.com
Dr. Jennifer James
Email: jljames05@email.phoenix.edu

Presentation Start: 10:50 AM AZ time
Presentation End: 11:10 AM AZ time
Presentation Questions: 11:10 am to 11:20 am AZ time

Abstract:
This session aims to present for consideration, a prospectus, to an experienced audience who would, in turn, aid two emerging researchers in navigating design and methodology of a mixed methods study within the educational realm. The proposed project for discussion recently arose as a facilitated collaborative online experience for recent doctoral graduates pursuing research through a university research center. The intent of the study prospectus is to complete an exploration of the multi-faceted construct, student satisfaction, as it applies to online learning experiences and perceived teacher efficacy. Following a presentation of a slide deck of key ideas, audience members will be asked for insight and advice on navigating this mixed methods prospectus.
Title: The Writing Challenge: Creating Opportunities for Academic Writing Excellence

Session: Concurrent Session 7  
Focus: Empirical Research

Room: Break Out Room 1  
https://shindig.com/login/event/c7b1

10:10 am to 11:20 am AZ time

Presenter(s):

Dr. Donna Smith  
Email: donnasmith21@email.phoenix.edu

Dr. Hilary Johnson-Lutz  
Email: hjlutz@email.phoenix.edu

Presentation Questions: 11:10 am to 11:20 am AZ time

Abstract:

Many academics find it difficult to find time to write, or procrastinate as a result of perfectionism or fear of failure. To help address this issue, the Center for Workplace Diversity and Inclusion Research (CWDIR) launched the Monthly Writing Challenge in November 2018 to encourage all members of the University of Phoenix community to work in cohorts to develop the habit of writing at regular intervals. This session will explore how being a part of the Monthly Writing Challenge encourages productivity and community, how accountability and support encourage excellence in academic writing, and ways to reframe writing into a positive endeavor.

Title: The relationship between Jamaican manufacturing executives human values, leadership behaviors, and demographics

Session: Concurrent Session 7  
Focus: Empirical Research

Room: Break Out Room 1  
https://shindig.com/login/event/c7b1

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10:10 am to 11:20 am AZ time

Presenter(s):

Dr. St Rachel Ustanny
Email: rachelhay@email.phoenix.edu

Presentation Start: 10:10 AM AZ time  Presentation End: 10:30 AM AZ time

Presentation Questions: 11:10 am to 11:20 am AZ time

Abstract:

Three research questions were investigated in this study: • R1: What is the relationship between Jamaican executives' human values (IV) and leadership behaviors (DV)? • R2: To what extent can Jamaican executives' human values (IV) predict leadership behaviors (DV)? • R3: What effect do the moderating variables of gender, age, and education have on the relationship between human values (IV) and leadership behaviors (DV)?

**Title: Student-centric Perceptions of Curricular Skill Development for the Workplace**

Session: Concurrent Session 7  Focus: Diversity & Inclusion

Room: Break Out Room 2  [https://shindig.com/login/event/c7b2](https://shindig.com/login/event/c7b2)

10:10 am to 11:20 am AZ time

Presenter(s):

Dr. Daniel Smith  Email: dsmith3047@email.phoenix.edu

Dr. Craig Follins  Email: cfollins@email.phoenix.edu

Presentation Start: 10:50 AM AZ time  Presentation End: 11:10 AM AZ time

Presentation Questions: 11:10 am to 11:20 am AZ time

Abstract:

The learning analytics from the summary of this proposed study will be shared with
Title: Best Practices for Accommodating Children with Exceptionalities in the Art Room

Session: Concurrent Session 7  
Focus: Diversity & Inclusion

Room: Break Out Room 2  
https://shindig.com/login/event/c7b2

10:10 am to 11:20 am AZ time

Presenter(s):
Dr. Matt Hornung  
Email: hornungm@masonohioschools.com

Title: From Rejection to Publication: How to Use Feedback to Keep Your Work Relevant and Attractive

Session: Concurrent Session 7  
Focus: Diversity & Inclusion

Room: Break Out Room 2  
https://shindig.com/login/event/c7b2

10:10 am to 11:20 am AZ time

Presenter(s):
Dr. Ryan Rominger  
Email: ryanrominger440@email.phoenix.edu
Dr. Erik Bean  
Email: deadline@email.phoenix.edu
Abstract:
Authors striving for publication, whether scholarly or practitioner-oriented, often face receiving critical feedback after submitting the piece for review. The review process often allows reviewers to provide edits, comments, and suggestions, some of which might be quite extensive. At times, those suggestions are provided gently, and other times rather abruptly. In this session Erik and Ryan will discuss review processes and best practices for working with the feedback provided by reviewers. These practices can help turn a stressful, at times mildly traumatizing, process into one ending with a successful publication.

Title: Storytelling

Session: Concurrent Session 7  Focus: Teaching and Learning
Room: Break Out Room 3  https://shindig.com/login/event/c7b3
10:10 am to 11:20 am AZ time

Presenter(s):
Dr. Catherine Lovett  Email: catlovett@email.phoenix.edu

Abstract:
It is a noisy world out there. Last year, Facebook shared overwhelming statistics revealing the traffic on its site. In just one day on Facebook over 1 million links were shared, 4.86 photos uploaded, and 763,888 status updates sent (Nefzger, 2017). Now that is noise! How do you set yourself apart in your marketing efforts and get noticed in this increasingly diverse market?
Title: Medical Marijuana and The Aging Population: Medicine, Recreation and The Opioid Crisis

Session: Concurrent Session 7
Room: Break Out Room 3
10:10 am to 11:20 am AZ time

Presenter(s):
Dr. Charles Cattermole
Email: flyersrock@email.phoenix.edu

Presentation Questions: 11:10 am to 11:20 am AZ time

Abstract:
The purpose of this research is to address inquires from the United States Government (Center for Medicare and Medicaid Studies) about the trends in medical marijuana use among the senior population (50+) in the State of Delaware. Additionally, the research will cover trends in opiate/opioid abuse in the State of Delaware. Recommendations will be made to address the medical marijuana option as an alternative to opioid/opiate based medications, based on person centered care initiatives and as a means to reduce the harm imposed to the senior population in Delaware who use opiates/opioid medications. A recommendation will also be made for marketing medical marijuana as an alternative to opiate/opioid medications.

Title: Safety Biometrics: Wearables, Big Data and Employee Risk Management

Session: Concurrent Session 7
Room: Break Out Room 3

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10:10 am to 11:20 am AZ time

Presenter(s):

Dr. Melissa Glossup

Email: MGlossup3@email.phoenix.edu

Presentation Start: 10:30 AM AZ time

Presentation End: 10:50 AM AZ time

Presentation Questions: 11:10 am to 11:20 am AZ time

Abstract:

KOSTechnology (KOSTech) is a California startup company that has reimagined the use of wearable technology. KOSTechnology is the first company to offer a revolutionary, real-time notification system that keeps users safer and helps organizations solve fatigue management concerns. We have developed a unique, Bluetooth, heart rate sensor based bracelet that can sense when an individual wearing the device is drowsy and falling asleep. Sensors in the device accurately monitor heart and motion--factors that have been well established in fatigue related studies as predictors to the onset of sleep, as well as, being able to track and monitor other biological health and safety conditions. Once the KOSTech proprietary algorithm determines that the wearer is falling asleep, the device will instantly launch a series of vibrations to assist the individual in regaining alertness and heightened awareness. For vehicle platforms/environments/dashboards, our device has a compatible BLE to RF that collects data from the wearable and transfers it to the KOS Software - analytics software that collects real time fatigue data and provides real time alerts and periodic reports in order to improve employee safety and fatigue management.

Title: 2019 Dissertation of the Year: Technology Leadership: A Qualitative Exploratory Multiple Case Study Identifying Challenges Principals Experience

Session: Concurrent Session 7

Focus: Dissertation of the Year

Room: Break Out Room 4

https://shindig.com/login/event/c7b4
10:10 am to 11:20 am AZ time

Presenter(s):

Dr. Pottorf Bowers
Email: barbeb@email.phoenix.edu

Dr. Karen Johnson
Email: kjohnsonil@email.phoenix.edu

Presentation Start: 10:50 AM AZ time
Presentation End: 11:10 AM AZ time

Presentation Questions: 11:10 am to 11:20 am AZ time

Description:

Presentation of one of three Dissertation of the Year papers presented by a University of Phoenix student and/or recent alumni.

**Title: 2019 Dissertation of the Year: Recommended Health Care Models for American Muslim Women: A Delphi Study**

Session: Concurrent Session 7
Focus: Dissertation of the Year

Room: Break Out Room 4
https://shindig.com/login/event/c7b4

10:10 am to 11:20 am AZ time

Presenter(s):

Dr. Khalida Ayoub
Email: ayoubk8@yahoo.com

Dr. Elizabeth Johnston
Email: ljohnston@email.phoenix.edu

Presentation Start: 10:10 AM AZ time
Presentation End: 10:30 AM AZ time

Presentation Questions: 11:10 am to 11:20 am AZ time

Description:

Presentation of one of three Dissertation of the Year papers presented by a University of Phoenix student and/or recent alumni.
Title: 2019 Dissertation of the Year: A Quantitative Descriptive-Comparative Study: The Relationship Between Emotional Intelligence and Workplace Diversity

Session: Concurrent Session 7  Focus: Dissertation of the Year
Room: Break Out Room 4  https://shindig.com/login/event/c7b4
10:10 am to 11:20 am AZ time

Presenter(s):
Dr. Arnold  Email: sarnold2645@email.phoenix.edu
Dr. Leah Hollis  Email: hollis90@email.phoenix.edu

Presentation Start: 10:30 AM AZ time  Presentation End: 10:50 AM AZ time
Presentation Questions: 11:10 am to 11:20 am AZ time

Description:
Presentation of one of three Dissertation of the Year papers presented by a University of Phoenix student and/or recent alumni.
Concurrent Session Eight

Title: To Be Determined

Session: Concurrent Session 8  Focus: Best Practices
Room: Break Out Room 1  https://shindig.com/login/event/c8b1
9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Remi Odoemena  Email: Riodoemena@email.phoenix.edu

Presentation Start: 9:40 AM AZ time  Presentation End: 10:10 AM AZ time
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:
The intent of this research project was to explore the perceptions of sub-acute health care (SAHC) leaders regarding multiple divergent challenges (MDCs) confronting them in their decision-making process, the impacts resulting from the Affordable Care Act (ACA), and the skills required to conquering them. The study was focused on broadening awareness centering on how SAHC have different views of the skills that make superior leadership. The research consisted of a qualitative descriptive case study design to explore how healthcare policy, state and federal regulation challenges, human resources issues, compliance with new technology, communication, and diversity challenges impact the SAHC leaders’ ability to make informed decisions for their facilities.

Title: Fake News: Emergent Issues for Scholars, Practitioners, and Leaders in the Post Modern Era

Session: Concurrent Session 8  Focus: Best Practices
Room: Break Out Room 1
9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Kelley Conrad
Email: kaconrad@icloud.com
Dr. Herman van Niekerk
Email: Herman.vanNiekerk@phoenix.edu

Presentation Start: 10:10 AM AZ time
Presentation End: 10:40 am AZ time AZ time
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:
In this innovative practice paper we will characterize fake news and information as worth our attention; explain how fake news and information is more pervasive than fully appreciated; explore how fake information affects scholars, practitioners, and leaders; share information about how we can counter the effects of fake news and information.

**Title: Is “Creative Realtor” an Oxymoron?**

Session: Concurrent Session 8
Focus: Professional Development

Room: Break Out Room 2
https://shindig.com/login/event/c8b2
9:40 am to 10:50 am AZ time

Presenter(s):
Dr. Louise Underdahl
Email: lunderdahl@email.phoenix.edu
Dr. Amanda Ball
Email: baileybach@email.phoenix.edu
Dr. Bethany Mickahail
Email: mickahail@email.phoenix.edu
Dr. Bruce Laviolette
Email: blaviolette@email.phoenix.edu

Presentation Start: 10:05 AM AZ time
Presentation End: 10:30 AM AZ time
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

Leaders in the real estate industry may consider using effective instructional approaches to develop self-efficacy to help real estate agents be more successful. The outcome could lead to a more vibrant and sustainable real estate industry in which local communities and economies thrive.

**Title: Culture and Adherence to Health-Related Recommendations**

Session: Concurrent Session 8  
Focus: Professional Development

Room: Break Out Room 2  
https://shindig.com/login/event/c8b2

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Louise Underdahl  
Email: lunderdahl@email.phoenix.edu

Dr. Violet Nxedhlana  
Email: vnxedhlana@email.phoenix.edu

Dr. Debbie Ferguson  
Email: debbieferguson72@email.phoenix.edu

Dr. Daniel Smith  
Email: dsmith3047@email.phoenix.edu

Presentation Start: 9:40 AM AZ time  
Presentation End: 10:05 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

Limited English proficiency contributes to communication barriers, poor comprehension and non-adherence to health-related recommendations. Use of pictograph-enhanced health-related recommendations can be helpful in addressing language problems instead of written-based health-related recommendations. Since non-adherence to health-related recommendations impacts health outcomes and quality of life, other forms of presenting health-related recommendations such as the use of pictograph-enhanced health-related
recommendations could help to address cultural diversity for patients who speak English as a second language.

**Title: Practice Based Conversations with Online Dissertation Chairs**

Session: Concurrent Session 8  
Room: Break Out Room 3  
9:40 am to 10:50 am AZ time  

**Presenter(s):**

Dr. Elizabeth Johnston  
Email: ljohnston@email.phoenix.edu  

**Abstract:**

The intent of this practice-based reflective conversation was to gather and share insights from successful dissertation chairs about their experiences with students and with the process in general. The first step was to write to a group of ten successful chairs, nominated by a small committee of their peers and ask for a response to two questions. The first question: What one or two tips would you share about your work as a Dissertation chair? Responses to the first question were grouped as student-centered, communications, and expectations. The second question was: How might you motivate dissertation chairs at critical moments in helping the student to develop the dissertation? Responses were grouped as resources, motivate, and moments. One reason to informally gather and share these insights is that very little research is available about the experiences of online dissertation chairs.

**Title: The Global Internet Video Classroom (GIVC) Model For Global Mass Learning Programs**

Session: Concurrent Session 8  
Focus: Education  

**Go To:**  
Day 1  ➤  Day 2  ➤  Day 3  ➤  Day 4  ➤  Day 5  ➤  Sessions
Room: Break Out Room 3  
https://shindig.com/login/event/c8b3

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Oliver Lawrence  
Email: oliverlawrence@prodigy.net

Presentation Start: 9:40 AM AZ time  
Presentation End: 10:00 AM AZ time

Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

The GIVC model was designed and implemented for the first time in 2007. A course was designed titled 'Biblical and Social Prophets.' The model was described and covered by the Chicago Tribune and a peer reviewed paper was published in 2010. The model has been successfully implemented on a number of occasions teaching classes across the globe from Chicago Illinois to Nigeria, South Africa and India. The success is attributable to a number of factors such as preparation and training of collaborators in technology and education. The technology component involved all operations of equipment including computers, video controls, and backup phones and faxes. The education training involved best practices in coordination, collaboration, conflict resolution, and international studies.

**Title: The Impact of the Gig Economy on Gig Workers**

Session: Concurrent Session 8  
Focus: Education

Room: Break Out Room 3  
https://shindig.com/login/event/c8b3

9:40 am to 10:50 am AZ time

Presenter(s):

Dr. Yvonne Phelps  
Email: yvphelps@email.phoenix.edu

Dr. Jeannine Lake  
Email: Jeannine.Lake@phoenix.edu

Presentation Start: 10:20 AM AZ time  
Presentation End: 10:40 AM AZ time

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**Go To:**  
Day 1 ➤ ➤ Day 2 ➤ ➤ Day 3 ➤ ➤ Day 4 ➤ ➤ Day 5 ➤ ➤ Sessions
Presentation Questions: 10:40 am to 10:50 am AZ time

Abstract:

EY predicts an astounding 30% of the US organizational workforce will be made up of gig workers by 2020 stating “the ‘gig economy’ has soared into mainstream business consciousness in recent years”. Technology, social change, worker attitudes, and customer expectations have all driven this change. As a result the definition of work has been influenced and has morphed by the desire for speed, convenience, and flexibility. This leads to the question, how does the gig economy influence and impact the gig worker.

**Title: Providing Family Engagement Opportunities Through Digital Teaching and Learning Resources and Exploring the Special Interest Group for Digital Teaching and Learning Resources (SIG-DTLR)**

Session: Workshop Session During Concurrent Session 8  **Focus: Teaching & Learning**

Room: Break Out Room 4  [https://shindig.com/login/event/c8b4](https://shindig.com/login/event/c8b4)

Presenter(s):

Dr. David Proudfoot  Email: dproundfoot@email.phoenix.edu

Dr. J. Medgar Roberts  Email: medgarr@email.phoenix.edu

Presentation Start: 9:40 AM AZ time  Presentation End: 10:50 AM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

The purpose of this workshop session is to introduce the Special Interest Group for Digital Teaching and Learning Resources (SIG_DTLR), discuss the group programs, and explain how to get involved in the group. The audience will be engaged with lively interactive discussions and will have the opportunity to ask questions from group participants.
leaders as well as research teams.

Workshop Session One

Title: Producing Students who function at a High Level in the Practical World

Session: Workshop Session 1  Focus: Teaching and Learning
Room: Workshop Session 1  https://shindig.com/login/event/w1
2:20 pm to 3:20 pm AZ time

Presenter(s):
Dr. Ken Plummer  Email: ken_plummer@byu.edu
Dr. Richard Swan  Email: richard_swans@byu.edu

Presentation Start: 2:20 PM AZ time  Presentation End: 3:20 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Those who employ university-educated students expect that these individuals leave their institutions of higher learning with enhanced abilities to reason through complex problems to arrive at viable solutions. However, an innate challenge with the way academic courses are taught is that they tend to focus on abstract concepts for which the novice has no experience base. Novices think at very concrete levels, but their instructors by virtue of their vast experience think at very abstract levels. The result is that students, especially years later, tend to retain very little of the conceptual or procedural details of what they learn, because they have not encoded them systematically in their own personal real-life experiences.
This presentation will give participants a small taste of an innovative pedagogy designed to bridge the gap between the expert and novice by targeting an aspect of their knowledge that currently receives little explicit attention: Conditional knowledge. A software developed at Brigham Young University, will demonstrate the power of this approach. We will discuss how this approach can be used with and without the software.
**Workshop Session Two**

**Title: Considerations for adopting DBL to teach research methods**

Session: Workshop Session 2  
Focus: Teaching and Learning

Room: Break Out Room 1  
[https://shindig.com/login/event/w2b1](https://shindig.com/login/event/w2b1)

2:00 pm to 3:00 pm AZ time

Presenter(s):

Dr. Ryan Rominger  
Email: romingerspirit@mac.com

Dr. Mansureh Kebritchi  
Email: mansureh.kebritchi@phoenix.edu

Presentation Start: 2:00 PM AZ time  
Presentation End: 3:00 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

The Research Methodology Special Interest Group (RM-SIG) is a group of research methodologists within the School of Doctoral Studies committed to increasing understanding of, and advancing appropriate use of, research methods. Now in its second year, the RM-SIG is composed of 11 methods experts. The team of methodologists provide a combination of online resources and webinars in order to facilitate training and education of faculty and doctoral students. The RM-SIG educational philosophy was founded upon experiential learning (Luckner & Nadler, 1997) and scholarly leadership. Scholarly leadership “is held as a transformative and potentiating relationship among experienced and aspiring Scholar/Practitioner/Leaders who intend, through the production and application of research, to advance their professional life and the community of scholarship” (Kebritchi, Rominger, & McCaslin, 2017). Experiential
learning, as in-the-world engaged inquiry, similarly seeks to put knowledge and wisdom to work in the world, is transformative, developmental, and innovative, and strives to create a community of inquiry.

**Title: Machine Learning and Statistics: The World of Data Analysis is Changing**

Session: Workshop Session 2  
Focus: Teaching and Learning

Room: Break Out Room 2  
https://shindig.com/login/event/w2b2

2:00 pm to 3:00 pm AZ time

Presenter(s):

Dr. Brian Sloboda  
Email: bsloboda@email.phoenix.edu

Presentation Start: 2:00 PM AZ time  
Presentation End: 3:00 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Workshop Description: The course will cover topics on the intersection of machine learning and statistics. There will be emphasis on the use of machine learning methods for estimating causal effects. In addition, there will be some discussion of basic machine learning methods that we view as useful tools for empirical researchers.

**Title: Differing Viewpoints: Impact on Society**

Session: Workshop Session 2  
Focus: Teaching and Learning

Room: Break Out Room 3  
https://shindig.com/login/event/w2b3

2:00 pm to 3:00 pm AZ time

Presenter(s):

Dr. Ray Bynum  
Email: RBynum2@email.phoenix.edu
Dr. Lorraine Priest  
Email: lfpriest@email.phoenix.edu

Dr. Frederick Lawrence  
Email: fplawrence@email.phoenix.edu

Dr. Kelley Conrad  
Email: kaconrad@icloud.com

Dr. David Mailloux  
Email: DMailloux@email.phoenix.edu

Presentation Start: 2:00 PM AZ time  
Presentation End: 3:00 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Maxine Green (1998) believed an individual has to examine his/ her own beliefs and perceptions to gain awareness. Many in society make judgments and take action based on factors of which they may not be aware. This workshop looks at some of those factors, how such factors can affect decision making, relationships in the workplace, school, home, and community, and how people can be more aware of such factors.

**Title: Changing the Game in Entrepreneurship**

**Education: Heutagogy and Gold Standard Project Based Learning**

Session: Workshop Session 2  
Focus: Teaching and Learning

Room: Break Out Room 4  
https://shindig.com/login/event/w2b4

2:00 pm to 3:00 pm AZ time

Presenter(s):

Dr. Norris Krueger  
Email: norris.krueger@gmail.com

Presentation Start: 2:00 PM AZ time  
Presentation End: 3:00 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:
Hands-on learning has long been a touchstone for entrepreneurship and innovation educators. But hands-on is not enough. If we can make the exercises truly experiential, we can change how learners think at a deep cognitive level. This workshop will be an interactive, participatory exercise in helping each other to make their classes even more experiential, drawing from best practices in project-based learning, heutagogy and more. Moreover, workshop participants will readily identify outstanding research opportunities!
Workshop Session Three

Title: How do we develop an agenda, skills, and presence in the research world?

Session: Workshop Session 3  Focus: Applied Research
Room: Break Out Room 1  https://shindig.com/login/event/w3b1
2:20 pm to 3:20 pm AZ time

Presenter(s):
Dr. Elizabeth Johnston  Email: ljohnston@email.phoenix.edu
Dr. James Lane  Email: jflane@email.phoenix.edu
Dr. Mansureh Kebritchi  Email: Mansureh.Kebritchi@phoenix.edu

Presentation Start: 2:20 PM AZ time  Presentation End: 3:20 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

The CEITR center has been offering collaborative research team opportunities for the past three years. These teams offer faculty members an opportunity to learn new skills, work with others in different locations and time zones, while combining forces to achieve mutual goals. Teaching and Learning with the Arts (TLAR), Diversity in Learning and the Ethics of Education are CEITR research labs that have a successful publishing record and have gained some expertise in collaborative research. We learned that a collaborative team can achieve much more than any single individual in a relatively short period of time. The proposed workshop will share some of our insights and
strategies for success including how to develop research skills that support publications, how to build a research agenda that builds on and extends previous studies, and how to begin developing a presence in the research world both as individuals and for the institution as a whole. The workshop will start by sharing some background and context from the literature. We will use a PowerPoint presentation to organize and present information. We will also provide many opportunities for interaction in the workshop.

**Title: Leadership Style of Teddy Roosevelt: A Conversation On Current Egregious Corporate Behavior and How You Might React**

Session: Workshop Session 3  
Focus: Teaching and Learning

Room: Break Out Room 2  
https://shindig.com/login/event/w3b2

2:20 pm to 3:20 pm AZ time

Presenter(s):
Dr. LauraAnn Migliore  
Email: lamigliore@email.phoenix.edu

Dr. Erik Bean  
Email: deadline@email.phoenix.edu

Presentation Start: 2:20 PM AZ time  
Presentation End: 3:20 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Join this presentation to actively engage in a conversation regarding several of today’s egregious self-leadership and corporate behaviors. Share anonymously which portions of President Theodore Roosevelt’s (TR) famous 100-year-old saying, “Do what you can with what you have and where you are at,” may be most at play. Discover the decision making process embodied in one’s ability to apply practicability and common sense to life situations of which Theodore Roosevelt (TR) “is known for his appreciation of life’s struggles and for a bedrock belief that people can create major change with sufficient motivation and hard work” (Camargo & Roosevelt, 2015, p. 696) and thus, promote authentic leadership for progress, peace, and prosperity.
Title: Changing Roles of Officers towards MH

Session: Workshop Session 3  Focus: Teaching and Learning
Room: Break Out Room 4  https://shindig.com/login/event/w3b4
2:20 pm to 3:20 pm AZ time

Presenter(s):
Dr. David Mailloux  Email: DMAilloux@email.phoenix.edu
Dr. Ray Bynum  Email: rbynum2@email.phoenix.edu

Presentation Start: 2:20 PM AZ time  Presentation End: 3:20 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Unfortunately, shootings involving offenders with mental health issues is rising. It is estimated 80% of offenders have some degree of mental illness. The criminal justice system has had to dramatically change their approach towards mental illness. The role of the law enforcement/ corrections officer continues to change to better identify and interact these offenders. The Goal of this research is to find and review the different responses to contacts Corrections and Law Enforcement Officers have with individuals suffering from Mental Health issues.
Workshop Session Four

Title: Exploring Dissertation to Publication Workshop

Session: Workshop Session 4
Room: Break Out Room 1
1:40 pm to 2:40 pm AZ time

Focus: Teaching and Learning

https://shindig.com/login/event/w4b1

Presenter(s):
Dr. Mansureh Kebritchi
Email: mansureh.kebritchi@phoenix.edu
Dr. David Proudfoot
Email: dproudfoot@email.phoenix.edu

Presentation Start: 1:40 PM AZ time
Presentation End: 2:40 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:
The purpose of this workshop is to introduce Dissertation to Publication (DTP) Workshop, present the report of DTP workshop outcome and performance, and discuss how to get involved in DTP workshop. The audience will be engaged with lively interactive discussions and visually outstanding PPT presentation and will have the opportunity to ask questions from DTP workshop management team.

Title: Professional Engagement to Publication (PEP) Workshop

Session: Workshop Session 4
Room: Break Out Room 2

Focus: Education

https://shindig.com/login/event/w4b2
1:40 pm to 2:40 pm AZ time

Presenter(s):

Dr. Erik Bean
Email: deadline@email.phoenix.edu

Dr. Carol Holland
Email: carolahollan@email.phoenix.edu

Presentation Start: 1:40 PM AZ time
Presentation End: 2:40 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Abstract:

Looking to get professionally published in your field aside from your doctorate? Partake in the Professional Engagement to Publication (PEP) workshop. Learn how to find and best communicate with reputable trade and mass media opportunities for your writing. Discover how trades and mass media differ from peer reviewed academic journals and how they can benefit your career. Center for Leadership Studies and Organizational Research (CLSOR) Chair Erik Bean, Ed.D. and Dr. Carol A. Holland, CLSOR publication fellow will guide you along the journey and assign you ways to match your Subject Matter Expertise (SME) with potential markets as well as network with other webinar participants.

**Title: Building the Perfect Pracademic**

Session: Workshop Session 4
Focus: Teaching and Learning

Room: Break Out Room 3
https://shindig.com/login/event/w4b3

1:40 pm to 2:40 pm AZ time

Presenter(s):

Dr. Donna Smith
Email: donnasmith21@email.phoenix.edu

Presentation Start: 1:40 PM AZ time
Presentation End: 2:40 PM AZ time

Presentation Questions: Opportunities for questions and comments will be embedded throughout the workshop.

Go To:  Day 1  ➤  ➤  Day 2  ➤  ➤  Day 3  ➤  ➤  Day 4  ➤  ➤  Day 5  ➤  ➤  Sessions
Abstract:

Within the Center for Workplace Diversity and Inclusion Research (CWDIR), we have been actively exploring the concepts of pracademic development and bridging the divide between academia and communities of practice. The term pracademic is a portmanteau of the words practitioner and academic—intended to signify someone who has experience as an academic and a practitioner.
KNOWLEDGE WITHOUT BOUNDARIES

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Thank you for being a part of our Community of Scholars!

We hope to see you again next year at the 2020 Knowledge Without Boundaries Research Summit.

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Go To:  Day 1  ➤  Day 2  ➤  Day 3  ➤  Day 4  ➤  Day 5  ➤  Sessions