

# H.U.I.C

Hawaii University International Conference

2021

Arts Humanities Social Social Sciences  
STEM/STEAM & Education Conference

Prince Resort, Honolulu, Hawaii

June 9, 10 & 11



## WELCOME ADDRESS

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**A**loha and welcome to the annual Arts, Humanities, Social Sciences, STEAM and Education Conference held at the Prince Waikiki resort on the island of Oahu. We trust that you will gain new experiences and new insights in your field of study while interacting with your peers. This is an exciting opportunity to meet with educators from different universities throughout the nation and throughout the world. They bring with them a wealth of knowledge and experience in their particular disciplines to share with each and every one.

**W**e hope you enjoy your stay with our host, the Prince Waikiki resort, located a block from the Ala Moana Shopping Center offering a wide variety of shops and attractions.

**T**he famous Waikiki Beach and prime restaurants are close by for your

*E' Komo Mai!*

(All are welcome!)

convenience. Be sure to check with the hotel's activity desk for all the latest adventures and tours to make your trip to the Hawaiian Islands a memorable experience.

**T**he Islands of Hawaii offer a very unique experience for all people who visit to gain a better understanding of the Hawaiian culture and its spirit only found in these islands. Enjoy some of the best weather and beaches found anywhere in the world, and take your experiences home with you to return another day.

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Please visit our websites for more details on the next conference.

[www.huichawaii.org](http://www.huichawaii.org)

[www.artshumanitieshawaii.org](http://www.artshumanitieshawaii.org)

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Contact Number: 1-808-537-6500

## CONFERENCE SCHEDULE

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### Registration Hours

June 08 - Tuesday	12:00pm - 5:00pm
June 09 - Wednesday - 3rd. Floor	6:30am - 4:00pm
June 10 - Thursday - 3rd. Floor	6:30am - 4:00pm
June 11 - Friday - 3rd. Floor	11:30am - 1:30pm

### KEYNOTE SPEAKER'S ADDRESS

June 10, Thursday: 7:15am - 7:45am, Pi'inaio Ballroom

**Dr. Lindsey Keith-Vincent**, a Professor who serves as the Associate Dean of Research, Outreach and Innovation in the College of Education at Louisiana Tech University.

### CONCURRENT SESSION TIMES

8:15 - 9:45am \* 10:00 - 11:30am \* 12:45 - 2:15pm \* 2:30 - 4:00pm \* 4:15 - 5:45pm

### POSTER EXHIBITS

June 09, Wednesday: 10:30am - 12:00pm, Pi'inaio Ballroom

### BREAKFAST - Pi'inaio Ballroom

(Breakfast is complimentary for registered participants)

June 09 - Wednesday	6:30am - 8:30am
June 10 - Thursday	6:30am - 8:30am

### TEA BREAK - Pi'inaio Ballroom

Wednesday & Thursday - 10:00am - 12:30pm

### LUNCH BREAK

11:30am - 12:30pm (LUNCH IS NOT PROVIDED)

### APPRECIATION LUNCH - Pi'inaio Ballroom (Complimentary for Registered Participants)

June 11, Friday: 11:30am - 1:30pm

### SESSION CHAIRS (Instructions)

- Introduction of Participants.
- Start and complete sessions on time.
- Chair leads the discussions and holds question and answer period at the end of each session.

**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 8:15 - 9:45am**

**Session: STEAM Education; Philosophy; Teacher Education, Education Technology, Early Childhood Education/Elementary Education**

**Session Chair: Dr. Don Schillinger**

**I. STEAMing forward with Interdisciplinary Partnerships related to Infectious Disease and Experiential Learning**

During the COVID pivot of 2020, it became clear that instructional technology and virtual learning were areas of need concerning professional development for higher education faculty and PK-12 educators. To address those critical needs the College of Education at Louisiana Tech University and Discovery Education partnered to provide multiple stakeholder groups with solutions. This presentation provides a description and resources associated with the planning and implementation of the solutions.

**Authors/Presenters: Dr. Lindsey Keith-Vincent  
Dr. Don Schillinger  
Dr. Jamie Newman  
Dr. Todd Brown  
Prof. Nick Bustamante**  
College of Education  
Louisiana Tech University  
Ruston, Louisiana



**Dr. Lindsey Keith-Vincent**



*Continued on next page*

**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 8:15 - 9:45am**

**Session: STEAM Education; Philosophy; Teacher Education, Education Technology, Early Childhood Education/Elementary Education**

**Session Chair: Dr. Don Schillinger**

## **II. Discovering Synergies in Virtual Learning with Louisiana Tech University and Discovery Education**

During the COVID pivot of 2020, it became abundantly clear that instructional technology and virtual learning were areas of need with respect to professional development for higher education faculty as well as PK-12 educators. Through a partnership with Discovery Education and Louisiana Tech's College of Education, courses were provided to stakeholders to enhance pedagogy and content knowledge in edtech to help address the critical needs in the region.

Authors/Presenters: **Dr. Lindsey Keith-Vincent**  
**Dr. Don Schillinger**  
**Ms. Susanne Thompson**  
College of Education  
Louisiana Tech University  
Ruston, Louisiana



**Dr. Lindsey Keith-Vincent**

## **III. Enhancing Online Learning Engagement and Success through COVID: Student Perspectives and Connections to a More Personalized Experience**

Online learning has made a significant presence across universities worldwide, offering students multiple modalities from fully online, remote, and hybrid modes of instruction. The current paper examines student perspectives on online instructional practices that effectively support their interconnectedness with their peers, actively engage them in learning, and promote their academic success in the university setting.

*Q: When you think of online learning what are the practices that come to mind?*

*A: The use of online tools, connecting theory to practice, building relationships.*

Authors/Presenters: **Dr. Jennifer Mirabal**  
**Dr. Andrea Adelman**  
**Dr. Daniela Foerch**  
Department of Teaching and Learning  
Florida International University  
Miami, Florida



**Wednesday - June 09, 2021**

**Room: Palolo 2**

**Time: 8:15 - 9:45am**

**Session: Inter-disciplinary and other areas of Technology and Engineering; Inter-disciplinary and other areas of Education; STEM Support for Incoming Freshmen; STEAM Education**

**Session Chair: Dr. Mark Archibald**

**I. Experiential Investigation of STEAM Projects: Art and Engineering**

Schools at all levels are implementing Science, Technology, Engineering, Art, and Math (STEAM) programs, but not all share the same goals or the same outcomes. Ideally, STEAM programs foster whole-person development by improving creativity and innovation, by teaching technical concepts within a meaningful context, and by improving the balance between logical/cognitive thinking and creative thinking. This should result in both well-rounded citizens and improved problem-solving skills. In this study, a professional artist and a mechanical engineering professor collaborated on a STEAM project in order to investigate the factors that lead to STEAM projects.

*Q: What are the benefits of collaborative engineering/art projects?*

*A: Improved creativity and innovation, improved learning, and improved whole-person development.*

Authors/Presenters:



**Dr. Mark Archibald & Ms. Sondra Arkin**  
Mechanical Engineering Department  
Grove City College  
Grove City, Pennsylvania

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**Wednesday - June 09, 2021**

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**Session: Inter-disciplinary and other areas of Technology and Engineering; Inter-disciplinary and other areas of Education; STEM Support for Incoming Freshmen; STEAM Education**

**Session Chair: Dr. Mark Archibald**

**II. Prelude Activities and Support for Incoming Freshmen in Science, Technology, Engineering, and Mathematics (STEM)**

This presentation will target key activities in the three months prior to freshmen enrolling and attending the University of Houston-Downtown in preparation of the fall semester including June-August. Undergraduate activities included have been selected with the following objectives in mind: 1) initiating peer to peer connections; 2) ensuring the correct mathematics entry level for each STEM major; 3) introducing freshmen to research through a program called research days.

Author/Presenter:



**Dr. Mary Jo Parker**  
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University of Houston-Downtown  
Houston, Texas



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**Wednesday - June 09, 2021**

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**Session: Inter-disciplinary and other areas of Technology and Engineering; Inter-disciplinary and other areas of Education; STEM Support for Incoming Freshmen; STEAM Education**

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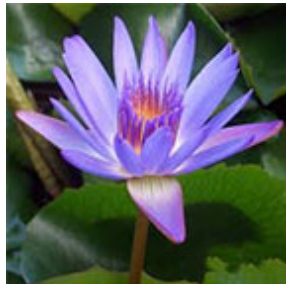
### **III. Sustaining STEAM on a Community College Campus**

College campuses that launch STEM/STEAM Programs often neglect to establish a STEM/STEAM sustainability plan. STEAM events tend to be random acts or stand-alone events without intentional integrated or collaborative connections across the STEAM disciplines, faculty or students. STEM/STEAM initiatives, goals and objectives require adequate staffing administrative support, funding, equipment, training and key stakeholders in order to strategically sustain a robust STEAM college campus. In order to continuously support and maintain the efforts in STEAM on a College Campus a STEAM sustainability plan should consider the six core components.

Authors/Presenters: **Mrs. Robin L. Avant**  
Biology & Molecular Biology Department  
**Ms. Kellie Taylor**  
**Ms. Melanie Sanabria**  
STEAM Department  
Housatonic Community College  
Bridgeport, Connecticut



**Mrs. Robin L. Avant**





**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 8:15am - 9:45am  
**Session:** Indigenous Education

## **WORKSHOP**

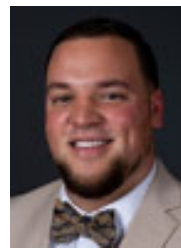
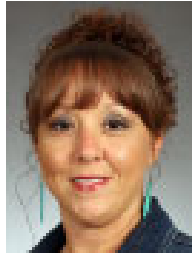
### **Culturally Responsive Teaching and Leadership: Best Practices for Addressing Equity and Diversity with STEM/STEAM Education in Indigenous Communities (Southeastern Tribal Focus)**

This session emphasizes the colonial impacts on southeastern tribal communities and how this trauma infiltrated native systems of communal education. School leaders and educators will receive strategies for decolonizing education and providing a culturally responsive learning environment through STEAM Education. Participants will be provided resources to assist with making the curricula culturally relevant that is meaningful and engaging that allows students to embrace rigor and succeed.

*Q: How can educators garner best practices to improve Indigenous student achievement in the K-12 setting while addressing cultural norms and embedding indigenous culture into the curriculum?*

*A: Through the integration of naturalized STEAM learning, creating and infusing cultural components, and by gaining exposure to multimodal technology tools, educators can provide a fully-immersive learning experience for students to promote educational advancement.*

Authors/Presenters:



**Dr. Camille Goines & Mr. Jeremiah Moore**  
Department of Educational Leadership  
University of North Carolina - Pembroke  
Pembroke, North Carolina

**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 10:00 - 11:30am**

**Session: Targets and Student Learning; Culturally Responsive Teaching; Early Childhood Development; Adult learning; Online/remote learning; Higher Education; Effective Technology-based Practices; Technology-based Applications to Facilitate Learning; Technology; Learning Sciences**

**Session Chair: Dr. Kim Jones**

### **I. Pupils Using Target Language to Guide Instruction**

Educators have been well-trained to develop lessons that address core standards. Lessons often begin with sharing a target or objective on which each lesson will focus. However, how is this process supporting student learning? Are students really aware of each lesson's target and how they will meet the target? In this presentation, the value of involving students in the process of identifying targets and self reflecting their progress will be presented.

*Q: What target-related questions should pupils be able to respond to that demonstrate a greater understanding?*

*A: Pupils should be able to state targets in their own words, identify why the target is important, how they know they have met the target, how they are progressing in meeting the target (identify their strengths and weaknesses), identify what resources are available that will assist them in meeting the target and identify why these resources are helpful.*

**Author/Presenter: Dr. Kim Jones**  
Department of Curriculum, Supervision, and Ed. Leadership  
Central Washington University  
Yakima, Washington



*Continued on next page*

**Wednesday - June 09, 2021**

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**Session: Targets and Student Learning; Culturally Responsive Teaching; Early Childhood Development; Adult learning; Online/remote learning; Higher Education; Effective Technology-based Practices; Technology-based Applications to Facilitate Learning; Technology; Learning Sciences**

**Session Chair: Dr. Kim Jones**

**II. Culturally Responsive Teaching Practices of In-service Special Education and General Education Teachers in the U.S. after an Immersion Experience in South Korea: A qualitative Follow-up Study**

This case study explores what universities are doing to help foster cultural responsiveness in pre-service teachers in the U.S. The main goal of the study was to capture if immersion in a foreign culture and the teaching of primary and secondary school students in South Korea had any sustainable impact on the participating teachers' perception of their culturally responsive teaching efficacy several years after their immersion experience (after eight and nine years, respectively).

*Q: What impact does a short-term international immersion experience have on teacher trainees in the U.S. with regard to their cultural responsiveness?*

*A: The results of the questionnaire showed that the participants rated their cultural responsive as "Effective" (46%) and "Quite effective" (44%), whereas only 10% of the answers were found in the category "Neutral", thus indicating a rather high level of self-confidence in CRT.*

Author/Presenter:



**Dr. Kevin Oh**  
University of San Francisco  
Daly City, California

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## Wednesday - June 09, 2021

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**Time:** 10:00 - 11:30am

**Session:** Targets and Student Learning; Culturally Responsive Teaching; Early Childhood Development; Adult learning; Online/remote learning; Higher Education; Effective Technology-based Practices; Technology-based Applications to Facilitate Learning; Technology; Learning Sciences

**Session Chair:** Dr. Kim Jones

### III. Online Learning: How to create Technologically Advanced and Engaged Students

In 2020, professionals in higher education were thrust into the foreign world of the online learning modality. While professors are learning the procedures of online service delivery, many of their students are losing engagement; this does not have to be the case. In this session, we will discuss several interactive and engaging approaches to online and remote learning that will support student engagement and success through innovative technological applications and foster tech-based learning.

*Q: What are the most effective tech-based applications to help foster student engagement and success in the remote and online learning modalities?*

*A: Nearpod, Playposit, padlet, wakelet, poplet, quizlet, Kahoot, Avaya, Gonoodle, Scribd.*

**Authors/Presenters:** Dr. Andrea Adelman

Dr. Daniela Foerch

Dr. Jennifer Mirabal

Department of Teaching and Learning

Prof. Melanie Morales

Special Education Department

School Of Education and Human Development

Florida International University

Miami, Florida



**Wednesday - June 09, 2021**

**Room:** Palolo 2  
**Time:** 10:00am - 11:30am  
**Session:** Engineering Postdoctoral Scholars  
**Session Chair:** Dr. Sarah Cooksey

**I. Understanding the Effects of the Supervisor-Supervisee Relationship for Engineering Postdoctoral Scholars' Career Pathways**

This illustrative case study design examines the ways in which 22 diverse engineering postdoctoral scholars describe their supervisor-supervisee relationship and its influence on their career pathway using the 4-i Organizational Knowledge Framework (Bryant, 2003). Two major themes emerged in the data analysis process: (1) supportive supervisors serve as mentors and play a prominent role in the career pathway of postdoctoral scholars and (2) unsupportive supervisors create a distressing workplace

*Q: How does the supervisor-supervisee relationship affect the career pathway of engineering postdoctoral scholars?*

*A: Supportive supervisors serve as mentors and play a prominent role in the career decision-making process of postdoctoral scholars—they influence one's ideal lab/work environment, foster networking opportunities, and encourage individual growth. Unsupportive supervisors create a distressing workplace in which postdoctoral scholars feel they are forgotten cogs of the university's research arm. Participants described supervisors who modeled poor work/life balance, and made the professoriate look unappealing. Participants felt as though they were not provided with the guidance needed to be successful in the transition from their postdoctoral position into a tenure-track position.*

Authors/Presenters:

**Dr. Sylvia Mendez**  
**Dr. Sarah Cooksey**  
**Dr. Valerie Martin Conley**  
**Ms. Kathryn Starkey**  
College of Education  
Dept. of Leadership, Research, & Foundations  
University of Colorado Colorado Springs  
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**Dr. Comas Haynes**  
**Dr. Tammy McCoy**  
Georgia Institute of Technology  
Atlanta, Georgia

**Dr. Fred Higgs**  
**Dr. Illya Hicks**  
School of Engineering  
Rice University  
Houston, Texas  
**Dr. Clayton J. Clark II**  
College of Engineering  
Florida Agricultural & Mechanical University  
Tallahassee, Florida  
**Ms. Molly Stuhlsatz**  
BSCS Science Learning  
Colorado Springs, Colorado

*Continued on next page*

**Wednesday - June 09, 2021**

**Room:** Palolo 2  
**Time:** 10:00am - 11:30am  
**Session:** Engineering Postdoctoral Scholars  
**Session Chair:** Dr. Sarah Cooksey

## **II. Optimization of a Strain Gage Technique for Determining Stress Concentration Factors**

A simple and robust single strain gage technique for more accurate measurement of stress concentration factor (SCF) for holed aluminum specimen configurations is proposed. The technique is supported by strong theoretical foundation, and it allows the strain gage to be placed reasonably close to the hole avoiding various problems associated with singularities. The results based on calibrated gages are promising and indicates that altered gages can be used to estimate the peak strain around discontinuities.

*Q: How can an engineer measure steep strain gradients accurately to calculate stress intensity factors?*

*A: This can be accomplished by altering a strain gauge based on the results obtained in this study.*

**Author/Presenter:** **Dr. Nashwan T. Younis**  
Department of Civil and Mechanical Engineering  
Purdue University Fort Wayne  
Fort Wayne, Indiana





**Wednesday - June 09, 2021**

**Room: Pi'inaio Ballroom**  
**Time: 10:00am - 11:30am**  
**Session: Teacher Education & Higher Education**

**PANEL**

**Teaching Stem online: From Quagmire to Boon**

The COVID-19 pivot required STEM educators teaching to become innovators quickly. At UHWO, an initiative was enacted, Working Alliance during this COVID-19 Experience (WAVE). WAVE focused on determining solutions for issues with teaching STEM online. Challenges included, how to build an online course, engage students in online teaching modalities, and technology workable with the STEM content. This panel presentation presents the challenges, solutions of this initiative.

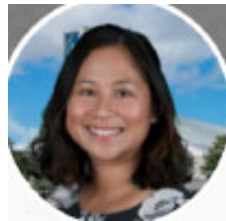
*Q: What are the elements that make up the quagmire of teaching STEM online?*

*A: Developing an online course takes time and review of the various tools that could be used to bridge the transactional distance and sense of isolation for the student. Further, given the content, kinesthetic elements are needed to ensure that student's fully engage with many dimensions of the course content.*

**Authors/Presenters:** **Dr. Lynette Williamson**  
**Dr. Lelemia Irvine**  
**Dr. Veny Liu**  
**Dr. Megan Ross**  
Math, Natural & Health Science Division  
University of Hawaii, West Oahu  
Kapolei, Hawaii



**Dr. Lynette Williamson**



**Dr. Veny Liu**



**Dr. Lelemia Irvine**



**Dr. Megan Ross**



# POSTER SESSION

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Wednesday - June 09, 2021  
10:30 am - 12:00 pm  
Pi'inaio Ballroom

**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 10:30am - 12:00pm  
**Session:** Posters

**1. Blockchain Certificates: A Novel Approach to Confirm and Exchange Education Credentials**

Blockchain technology is commonly associated with cryptocurrencies such as Bitcoin and Ethereum. However, its potential applications go far beyond that. This paper presents the concept of blockchain-based digital certificates and discusses the benefits and challenges of their uses for confirming and exchanging education credentials. It answers the question whether institutions should consider blockchain certification at the moment.

Author/Presenter: **Dr. Waleed Afandi**  
College of Business-Rabigh  
King Abdulaziz Univeristy  
Jeddah, Saudi Arabia

**2. Graduate Student Motivating Factors for Success in Academic (Life Influencers as Significant Contributors to Student Motivation)**

Graduate non traditional learners from various backgrounds attend universities all over the country, to achieve a piece or even a portion of what they are told is American success. For many of these students, they are met with financial challenges, emotional strain , stressors, trauma, triggers, learning disabilities, maladaptive behavior traits, interpersonal relationship trauma and a plethora of other issues.

*Q: What motivated or motivates you to learn and succeed in academia?*

*A: That answer could be inclusive of a plethora of various answers!*

Author/Presenter: **Ms. Hope L. Rivera Matthews M.A.**  
Educational Psychology & Technology Doctorate Student  
The Chicago School of Professional Psychology  
Chicago, Illinois

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**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 10:30am - 12:00pm  
**Session:** Posters

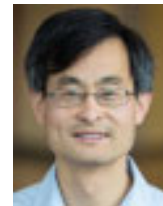
**3. A New Interactive Virtual and Physical Manipulatives (VPM) Education Technology for Spatial Training**

Spatial skills are important in learning a variety of subject matters in science, technology, engineering, and mathematics (STEM) disciplines. Training of students' spatial skills, however, has not received adequate attention in STEM education. This presentation focuses on the demonstration of a new interactive virtual and physical manipulatives (VPM) education technology we recently developed for spatial training.

*Q: When you are in an unfamiliar city without GPS, how do you tell what direction you are facing?*

*A: You can tell direction using the Sun or stars. Your spatial skills will be required to translate the direction of the Sun or stars into the direction you want to tell.*

**Authors/Presenters:** **Dr. Ning Fang**  
**Mr. Ahmad Farooq**  
**Dr. Wade Goodridge**  
Department of Engineering Education  
Utah State University  
Logan, Utah



**Dr. Ning Fang**



## Wednesday - June 09, 2021

**Room:** Pi'inaio Ballroom  
**Time:** 10:30am - 12:00pm  
**Session:** Posters

### 4. Increasing the STEM Teaching Pipeline

Tennessee Tech University's – STEM Majors for Rural Teaching (TTU-SMaRT) Noyce Scholarship Program aims to produce highly qualified teachers of mathematics, physics and chemistry to help address the high demand for STEM educators nationally. Over 40 STEM majors have participated in the Early Teaching Experience internship, 20 STEM majors have been supported by Noyce scholarships. We share lessons learned over the past 9 years regarding key partnerships, successful recruitment, and programming.

Authors/Presenters: **Dr. Holly Anthony**  
Department of Mathematics Education  
**Dr. Stephen Robinson**  
Department Chair  
Department of Physics  
Tennessee Tech University  
Cookeville, Tennessee



**Dr. Holly Anthony**



*Continued on next page*

**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 10:30am - 12:00pm  
**Session:** Posters

**5. Hanpuku Learning: A New Information Technology Education Method by Introducing National Certificate of Japan into Bangladesh**

In this paper, we summarize the current status and issues of IT education in Bangladesh, and then describe the effects of introduction of Hanpuku Learning, a unique teaching method for ITEE. It also shows the excellence of young people in Bangladesh, which wants to become an IT nation, and proposes a possibility that is beneficial to both Japan and Bangladesh. The effect of introducing ITEE is excellent, and it can be determined that the Japanese-style Hanpuku Learning adapted to Bangladesh.

*Q: What is "Hanpuku Learning"?*

*A: A unique teaching method for Information Technology Engineers Examination.*

Author/Presenter:



**Dr. Yukinobu Miyamoto**  
Faculty of Business Administration  
Kobe Gakuin University  
Hyogo, Japan





**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 10:30am - 12:00pm  
**Session:** Posters

**6. The Impact of COVID-19 on Students' Perceptions of Imposter Syndrome: An Exploratory Study Applied to High-Achieving Asian Female High School Students in New York City**

Imposter syndrome is a mental health issue that affects how individuals depict themselves and is often delineated through their feelings of inadequacy and incompetence despite evidence of success and achievement. This study attempted to investigate the perceptions of high-achieving female Asian students regarding imposter syndrome and the impact of the virtual learning due to COVID-19 on students' perceptions of the imposter syndrome.

*Q: Who are more likely to suffer from imposter syndrome in high schools?*

*A: High-achieving Asian female students.*

**Authors/Presenters:** **Prof. Jong-Gu Kang**  
Department of Elementary Special Education  
Daegu University  
Gyeongsangbuk-do, South Korea  
**Ms. Livia Fang**  
Forest Hills High School  
Queens, New York  
**Ms. Megan Fang**  
Queens High School for the Sciences  
York College  
Jamaica, New York



## Wednesday - June 09, 2021

**Room:** Pi'inaio Ballroom  
**Time:** 10:30am - 12:00pm  
**Session:** Posters

### 7. Measuring and Teaching Critical Thinking (k-12)

Critical thinking is considered a 21st century skill. In an era when accessing facts is as simple as a click away on the Internet, the importance of a discerning and thoughtful user rises to the surface. What is real? What is fake? How do I know? In this session we will present a history of the measurement of critical thinking, an overview of teaching methods to promote growth in critical thinking, and provide some ideas about modern methods to measure the construct.

*Q: How can this be applied to higher education?*

*A: The basic ideas are the same, but the speed with which you deliver the message changes. Teaching a 2nd grader to think is far slower than teaching a university sophomore to think. In the early grades they are games; at the upper levels it is far more prescriptive.*

**Authors/Presenters:** **Dr. Luke Duesbery**  
School of Education  
San Diego State University  
La Mesa, California  
**Dr. Todd Twyman**  
College of Education  
Pacific University  
Eugene, Oregon



**Wednesday - June 09, 2021**

**Room:** Palolo 1  
**Time:** 12:45 - 2:15pm  
**Session:** Social Sciences; Early Childhood; Secondary Social Studies;  
Controversial issues; Counselor Education  
**Session Chair:** Dr. Daniela Foerch

**I. The Power of Emotional Regulation: The Impact of an Emotional Intelligence Curriculum on School Readiness and Social Interaction in At-Risk Youth**

The purpose of this collaborative action research study is twofold; (1) to examine the efficacy and impact of the WeFEEL approach on student development and classroom interaction in young children who are at-risk, especially children in the foster care system; and (2) to measure the quality of teacher-child interactions. A mixed-method analysis of educational outcomes, student behavior, and teacher instructional practices was conducted.

*Q: What are emotions?*

*A: Emotions are long- and short-lived responses depending on the trigger.*

**Authors/Presenters:** **Dr. Daniela Foerch**  
**Dr. Jennifer Mirabal**  
**Dr. Andrea Adelman**  
Department of Teaching and Learning  
Florida International University  
Miami, Florida



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**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 12:45 - 2:15pm**

**Session: Social Sciences; Early Childhood; Secondary Social Studies;  
Controversial issues; Counselor Education**

**Session Chair: Dr. Daniela Foerch**

## **II. Social Science Teachers' Comfort Teaching Controversial Issues**

This session will present a research study examining how demographic characteristics, religious and political ideology, and developed environments influence secondary social studies teachers' willingness and comfort discussing controversial issues in the classroom.

*Q: How do demographic characteristics, religious and political ideology, and developed environment effect a teacher's comfort and willingness to discuss controversial issues in the secondary social studies classroom?*

*A: Teachers' willingness to discuss controversial issues was statistically significant for both their personal political ideology, as well as the type of secondary school (middle or high school). Concerning a teacher's comfort in discussing controversial issues, the number of years teaching, whether or not teachers taught an Advanced Placement course, if they held an education degree, if they were Caucasian or African-American, their political ideologies, and their religious identities were all significant predictors in the model.*

**Author/Presenter: Dr. Bonnie Bittman**  
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Kapolei, Hawaii



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**Wednesday - June 09, 2021**

**Room:** Palolo 1  
**Time:** 12:45 - 2:15pm  
**Session:** Social Sciences; Early Childhood; Secondary Social Studies;  
Controversial issues; Counselor Education  
**Session Chair:** Dr. Daniela Foerch

**III. Saving a Life: The Impact of COVID on the Opioid Crisis**

The national opioid crisis continues to ravage our nation with over 221 overdose deaths per day, nearly doubling since last year, and deeply affecting our neighborhoods, schools, and communities. The COVID-19 pandemic has only served to drastically hamper the already overly burdened access to treatment in our country. Addiction is an "equal opportunity disease," and can strike any person, from any background, culture, or environment. Few truly understand the irrepressible anguish of the addicted person's withdrawal that compels continued use. This presentation discusses the raw realities of addiction, the profound hope found in recovery, and the humanistic advocacy role that more police are engaging in as first responders to help those afflicted.

*Q: What types of treatment work best for those suffering from addiction?*

*A: Diagnosing any co-occurring mental health disorders is paramount, and treating them concurrently with appropriate Medication Assisted Therapy (MAT), and a variety of psychotherapeutic techniques and theories, such as: Motivational Interviewing, Transtheoretical Stages of Change, Rational Emotive Behavior Therapy, and LogoTherapy, etc.*

Authors/Presenters:



**Dr. Suzanne Whitehead**  
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**Ms. Quenna Martinez**  
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**Wednesday - June 09, 2021**

**Room: Palolo 2**

**Time: 12:45 - 2:15pm**

**Session: Topological Properties of the Cantor Set; Differential Equations; Science Education; Computational Thinking and Practices; 3D Visualization of Weather Data using IDV**

**Session Chair: Dr. Joe Guthrie**

**I. Cantorvals, Their Topological Structure, and the Generalization of the Guthrie/Nyman Set**

With interesting topological properties, the Cantor set is worth studying for itself. In other areas, topological structures arise that are in fact homeomorphic to the Cantor set. In particular, we see sets that are homeomorphic to the Cantor set which result from the subsums of particular series, as well as linear combinations of algebraic sums of Cantor sets. These also result in what has been termed a Cantorval, which we also investigate.

Authors/Presenters: **Mr. Angel Aguerro**  
**Dr. Joe Guthrie**  
Department of Mathematical Sciences  
University of Texas at El Paso  
El Paso, Texas



*Continued on next page*



**Wednesday - June 09, 2021**

**Room: Palolo 2**

**Time: 12:45 - 2:15pm**

**Session: Topological Properties of the Cantor Set; Differential Equations; Science Education; Computational Thinking and Practices; 3D Visualization of Weather Data using IDV**

**Session Chair: Dr. Joe Guthrie**

## **II. Solving Third Order Ordinary Differential Equations by Using Ricatti Equations**

This paper deals with an analytic approach for solving third order ordinary differential equations (ODEs). We show that a general linear differential equation has an associated Ricatti type equation. In addition the coefficients of the differential equation associated to the integrating factor for the original equation verify Ricatti type equations. The solutions for these Ricatti differential equations are related to the solutions of the original differential equation.

*Q: What is the relevance of this work?*

*A: The paper provides an analytic solution to third order nonlinear ordinary differential equations.*

**Authors/Presenters:** **Dr. Maria Beccar-Varela**  
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*Continued on next page*

**Wednesday - June 09, 2021**

**Room: Palolo 2**

**Time: 12:45 - 2:15pm**

**Session: Topological Properties of the Cantor Set; Differential Equations; Science Education; Computational Thinking and Practices; 3D Visualization of Weather Data using IDV**

**Session Chair: Dr. Joe Guthrie**

### **III. Computational Thinking and 3D Weather Data Visualization with IDV**

The 3D Weather Analysis and Visualization (3D Weather) project was funded by the NSF STEM+C grant to develop secondary science learning modules and teacher workshop of teaching computational thinking through 3D visualization of weather data using IDV (Integrated Data Viewer). This paper reports the design-based research study in the first project year on the iterative process of developing, revising, and improving the modules and the teacher workshop.

*Q: Can publicly available large scale weather data be used to teach computational thinking?*

*A: Yes.*

**Authors/Presenters: Dr. Yan Sun**

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**Dr. Jamie Dyer**

Department of Geosciences

**Mr. Jonathan Harris**

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**Dr. Jean Mohammadi-Aragh**

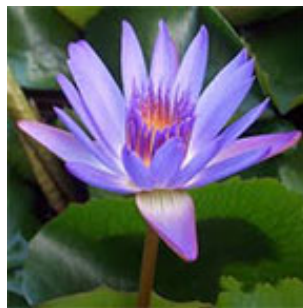
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**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 12:45 - 2:15am  
**Session:** Interdisciplinary; Religion  
**Session:** PANEL

**Panel Moderator:** Dr. Teresa Fry Brown

**2020 Hindsight: The Racial Realization, Religious Significance, and the Reality of COVID-19**

This panel analyzes how the particular dynamics and effects emerging from the COVID-19 crisis both impact and are perceived by its most vulnerable yet visionary populations, based on their pragmatic and prescient analysis of the American experiment of freedom with regards to race and religion. The panel illuminates the religious significance of the virus and the manners in which the marginalized in society draw on theological and religious resources to deal with these existential threats.

*Q: In what ways has the COVID-19 pandemic impacted our understanding of race and religion in elevating social injustice?*

*A: Race and religion lay in stark relief to the complicit role that US government and private sectors have tried to ignore and render invisible --the pandemic (intersectional race-class-gender oppression) within the (coronavirus) pandemic.*

**Authors/Presenters:** Dr. Stacey Floyd-Thomas

**Dr. Juan Floyd-Thomas**

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**Dr. Blanche Cook**

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Union Presbyterian Seminary  
Richmond, Virginia

**Dr. Mayra Rivera**

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**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 2:30 - 4:00pm**

**Session: Biology and Biomedical Sciences; Aeroallergens; Improving Air Quality**

**Session Chair: Dr. Nabarun Ghosh**

**I. Mold Guard, a Novel Air Purifier: Assessment on the Reduction of the Mold and Particulate Matter 2.5 (PM 2.5)**

Aerosols, including Particulate Matter 2.5, are the culprits of many allergic reactions and respiratory syndromes. Particulate Matter 2.5 is present in heavily polluted areas such as southern Californian cities, New Delhi, China and New York. Based on studies from clinics and hospital admissions, PM<sub>2.5</sub> has been positively correlated with increased cases of allergic rhinitis, asthma, bronchitis, allergic pharyngitis and many others. We used a novel technology AHPCO to reduce molds and PM 2.5.

*Q: What is the remedy for major problem with air pollution?*

*A: We used a novel technology AHPCO to reduce molds and PM 2.5.*

Authors/Presenters: **Dr. Nabarun Ghosh**  
**Dr. Shaily Goyal**  
**Ms. Aubrey Howard**  
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**Jeff Bennert, PhD**  
Air Oasis  
Amarillo, Texas



**Dr. Nabarun Ghosh**

*Continued on next page*

**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 2:30 - 4:00pm**

**Session: Biology and Biomedical Sciences; Aeroallergens; Improving Air Quality**

**Session Chair: Dr. Nabarun Ghosh**

## **II. Multifractal Analysis of Daily US COVID-19 Cases**

In this paper, we exploit the multifractal detrended fluctuation analysis (MFDFA) to analyze the highly irregular behavior or volatility clustering of daily cases of COVID-19 in the United States. We use the multifractal spectrum of the MFDFA to characterize the path and predict short or long-memory behavior of the time series on different time scales. Empirical results from the generalized Hurst exponent (gHE) and multifractal spectrum estimation indicates that path of the cases is multifractal and keeps becoming less fractal as the days pass.

**Authors/Presenters: Dr. Maria C. Mariani**

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**Dr. Maria Beccar-Varela**

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El Paso, Texas



**Wednesday - June 09, 2021**

**Room: Palolo 1**

**Time: 2:30 - 4:00pm**

**Session: Biology and Biomedical Sciences; Aeroallergens; Improving Air Quality**

**Session Chair: Dr. Nabarun Ghosh**

**III. An Assessment of the AFL Mini Sanifier II® in Terms of Reducing the Incidence of Canine Allergy**

With the current unprecedented situation of COVID-19, indoor air-quality has become a major concern all over the world. Air quality has become a greatly challenging issue and millions of people are dying due to polluted, unacceptable air quality in different countries of the world. There is a great demand for an energy efficient air purifier that cleans up the air efficiently. With revolutionary, energy-efficient technology, that is filterless, the AFL Mini II fights impurities by cleaning and sanitising the air and surfaces in rooms up to 330

Authors/Presenters: **Dr. Nabarun Ghosh**  
**Dr. Shaily Goyal**  
**Ms. Aubrey Howard**  
**Dr. Prabir Banerjee**  
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KIIT University  
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**Mr. Jay Vitale**  
**Ms. Jessica Bell**  
Air for Life UK LTD  
Buckinghamshire, United Kingdom



**Dr. Nabarun Ghosh**



## Wednesday - June 09, 2021

**Room:** Palolo 2  
**Time:** 2:30 - 4:00pm  
**Session:** Marine Science/Oceanography - Marine mammals; Administration;  
Engineering Technology  
**Session Chair:** Dr. Amy C. Hirons

### I. Telling Time with Teeth: Pinniped Tooth Growth and Growth Layer Groups

One product of collaborative research by the Charismatic Megafauna and Oceanography Laboratory's undergraduate and graduate students has culminated in a review paper on pinniped dentition. Teeth grow and record information about the individual organism and its environment; its growth, ie. age of the animal, can be correlated to ocean production, trophic dynamics, and contaminant concentrations recorded in the teeth growth layer groups.

*Q: What can marine mammal teeth tell us about the animal and ocean environment?*

*A: Teeth record environmental data along the timeline of tooth growth.*

**Author/Presenter:** **Dr. Amy C. Hirons**  
Department of Marine and Environmental Sciences  
Nova Southeastern University  
Dania Beach, Florida

### II. Administration of Construction Higher Education Units: Leveraging All Opportunities

This paper will answer the most often asked questions about how university construction programs retain both quality and quantity of students for best serving the educated leadership shortage of qualified construction leaders for the industry. With COVID-19 impacts, budget cuts, reorganization, volatility, uncertainty, complexity, and ambiguity, this paper can be a rapid review for strategies Department Heads of any higher education program.

*Q: Who is this paper for?*

*A: Department Heads at Universities.*

**Author/Presenter:** **Dr. Patrick Suermann**  
Department of Construction Science  
Texas A&M University  
College Station, Texas



**Dr. Patrick Suermann**

**Wednesday - June 09, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 2:30 - 4:00pm  
**Session:** Theatre, Performing Arts, Political Science  
  
**Session:** PANEL

**Sites of Passage: Global Interchanges for the Migration of Ideas across Political/Cultural Borders**

Sites of Passage (SOP) is an artistic exchange between the US and other countries of conflict. SOP takes the conversation away from the media/politicians and gives it to artists. Previous exchanges have taken place between Egypt and the US (Egyptian Revolution and the Occupy Movement), Israel, Palestine and the US (Borders, Walls and Citizenship) and South Africa and the US (Civil Rights and Civil Wrongs). Russia is the current dialogue. Next will be revolving around the US and Native America.

Q: *As scientists begin to piece together humanity's origin story via DNA/fossils, and old ideas of creation and race are proven false—how do we, as culture and meaning makers play a role in the migration of thought? As economic apartheid, environmental justice, critical race issues, sexuality and gender rights come to light—how do we as appreciators, professors, practitioners and students make our work and ideas accessible as possible, giving a lens to the other in all of us?*

A: *TBD.*

**Author/Presenter:** **Dr. Tavia La Follette**  
Theatre Arts  
College of Fine Arts & Communication  
Towson University  
Towson, Maryland



## Wednesday - June 09, 2021

**Room:** Pi'inaio Ballroom  
**Time:** 4:15 - 5:45pm  
**Session:** Theatre, Performing Arts, Political Science

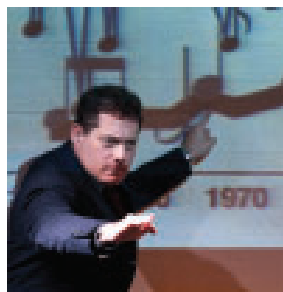
**Session:** PERFORMANCE

### Economusic: Keeping Score

I have performed this piece, *ECONOMUSIC: KEEPING SCORE*, internationally, from Finland to Spain to Argentina to New Zealand, and across the United States. Economusic is an attempt to musicalize data, and mix it with clowning, physical comedy, and audience interaction, to create a kind of data-synesthesia that is accessible across all borders; the audience feels the data in their lungs, larynxes and ears as they "sing along." Absurdity can make the information accessible, clear, and compelling.

**Q:** *Why make music out of socioeconomic data?*

**A:** *To bring data to an audience in a haptic and embodied way, so as they participate, they feel the music in their lungs, larynxes, and ears. Plus, it is absurd, and sometimes the direst data needs to enter the mind from an unexpected direction to be absorbed.*



**Author/Presenter:** **Dr. Lawrence Bogad**  
Theatre and Dance Department  
University of California Davis  
Berkeley, California



## DAY 2

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Thursday - June 10, 2021

## KEYNOTE ADDRESS

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**Thursday - June 10, 2021**

**Pi'inaio Ballroom**

**7:15 - 7:45am**



**Dr. Lindsey Keith-Vincent**  
**College of Education**  
**Science and Technology Education Center (SciTEC)**  
**Louisiana Tech University**  
**Ruston, Louisiana**

Dr. Lindsey Vincent serves as the Associate Dean of Research, Outreach and Innovation in the College of Education at Louisiana Tech University.

One of her most cherished responsibilities is leading the Science and Technology Education Center (SciTEC) where she has the opportunity to collaborate with academic, community, and corporate colleagues across the nation to develop and implement STEAM-focused initiatives in the PK-20 arena. Key collaborators include Cyber.org, Discovery Education, and Coursera.

SciTEC outreach efforts include serving as home the Louisiana Center for Afterschool Learning by the Charles Mott Foundation, the Louisiana NASA Educator Resource Center, the Office of Professional Education Outreach, and the Boulware IDEA Place. Faculty and staff in SciTEC also partner with a number of STEM-focused organizations including the National Girls Collaborative Project, Inter-American Teacher Education Network, Science Olympiad, and Girls Who Code.

Lindsey also lends her considerable knowledge and expertise through serving as a Principle and Co-Principle Investigator on a variety of sponsored projects, subcontracts, and partnerships such as UTeachTech, Louisiana Gaining Early Awareness and Readiness for Undergraduate Programs (LA GEAR UP), Louis Stokes Louisiana Alliance for Minority Participation (LSLAMP), and the Louisiana Board of Regents' STEM Collective for Innovative Louisiana Stakeholders (SCILS).

\*UTeachTech, funded by the Howard Hughes Medical Institute (HHMI), is an innovative customization of the STEM teacher preparation model developed at the University of Texas at Austin.

*Continued on next page*

\*Louisiana GEAR UP efforts include subcontracted summer and academic year educational and social and emotional learning efforts for students, teachers, and parents flowing from the USDOE through multiple state and partnership GEAR UP awards at the Louisiana Board of Regents and Lafayette Parish Schools.

\*SCILS is the STEM Collective for Innovative Louisiana Stakeholders, selected as the state's STEM center and hub for identification, replication and dissemination of best practices to foster STEM literacy and workforce planning from Pre-k to professional levels.

\*LSLAMP is a statewide program led by Southern University, funded by NSF, and focused on increasing the number and quality of minority students enrolling in and completing STEM undergraduate and graduate degrees.

Dr. Vincent earned a B.A. in Secondary English Education, an M.S. in Adult Education, certification in Biology education, and an Ed.D. in Educational Leadership.

Her interest in models of positive psychology and education inspired her to earn a certificate in Positive Psychology from the University of Pennsylvania, through Coursera.

Lindsey's experiences as an educator and love for students have shaped her aspirations and guided her desire to help provide authentic educational experiences for every learner.



**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 8:15 - 9:45am**

**Session: Higher Education, Education Technology, Science Education; Biology, Cell and Molecular Biology, General Biology**

**Session: WORKSHOP**

**Filmmaking as a Method of Developing Science Curricula, Promoting Scientific Communication, and Fostering Student Creativity**

Science denialism is on the rise. One method to address it is for scientific experts to guide novice learners in disseminating information to the public. In this workshop, I will present a protocol for creating short documentaries in small groups. Included in this workshop will be: assembling groups; finding faculty mentors; benchmark assignments; production notes; and student learning outcomes. Participants in the workshop are encouraged to bring a laptop.

*Q: What is an ideal group size for a film project?*

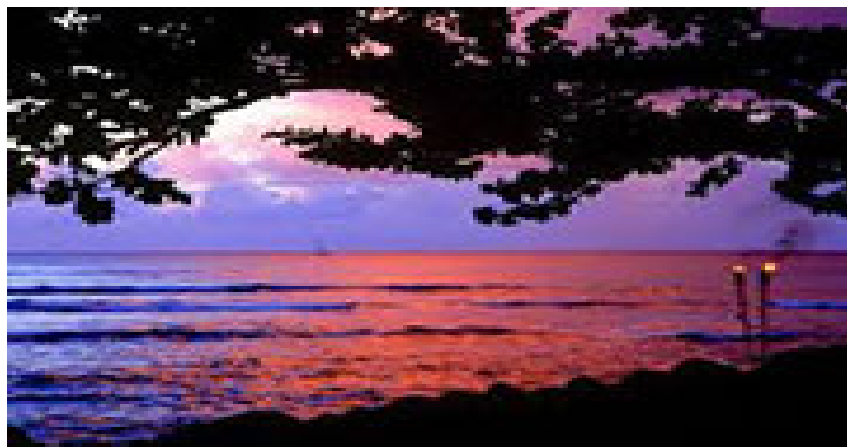
*A: Between four and six is an ideal number for a semester long project.*

Author/Presenter:



**Dr. Djibo Zanzot**

Department of Biological Sciences  
Auburn University  
Auburn, Alabama





**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 8:15 - 9:45am**

**Session: Speech/Communication and Translation; Interdisciplinary; Black/Ethnic Studies, Language and Literature; Black Scientists, STEM Career Aspirations, Peer Support, Racism**

**Session Chair: Dr. Carolyn Reid-Brown**

**I. Speech-Language Pathology and People of Color: A Social Justice Perspective**

Bridging the gap between racial/ethnic and linguistic minorities and speech services is imperative to building a better foundation for students in need of these services. This paper will inform policy and practice by providing better insight on this issue through a social justice lens not only for the field of Speech-Language Pathology, but the minority communities and their deep-rooted beliefs and experiences that may contribute to this challenged relationship.

*Q: How can the field of Speech-Language Pathology overcome the barrier of equity in access to services for students of color?*

*A: Recognize and acknowledge that a problem exists and examine the underlying challenges with a view to effect the requisite changes.*

**Authors/Presenters: Ms. Serenity Vidot  
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Dr. Carolyn Reid-Brown  
Ms. Shannon Musgrove**  
Communication Science Disorders  
Bloomsburg University of Pennsylvania  
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**Dr. Carolyn Reid-Brown**

*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 8:15 - 9:45am**

**Session: Speech/Communication and Translation; Interdisciplinary; Black/Ethnic Studies, Language and Literature; Black Scientists, STEM Career Aspirations, Peer Support, Racism**

**Session Chair: Dr. Carolyn Reid-Brown**

## **II. Big Feet & Long Strides: Finding and Following Fathers' Footsteps**

This paper explores David Bradley's *The Chaneyville Incident* and Stephen Carter's *The Emperor of Ocean Park*, novels set in academia that involve tormented relationships between fathers and sons. Both novels are mystery thrillers that use the genre to illuminate the inner recesses of paternal love in societies where the fathers battle for their success hoping to leave a better world for their children.

**Q:** *1. How do Black male novelists delineate the complex relationship between fathers and sons? 2. What kind of legacy can Black male power brokers who apparently have been successful against all odds leave for their talented sons who must create their own legacies?*

**A:** *1. By creating mysteries that force the sons to better understand their fathers in order to better understand themselves. 2. Understanding their fathers' love—the strength of that love and the lengths fathers go to ensure their progeny's safety—is a source of confusion for sons that can evolve into a source of strength.*

**Author/Presenter:**



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*Continued on next page*

**Thursday - June 10, 2021**

**Room:** Palolo 2  
**Time:** 8:15 - 9:45am  
**Session:** Speech/Communication and Translation; Interdisciplinary; Black/Ethnic Studies, Language and Literature; Black Scientists, STEM Career Aspirations, Peer Support, Racism

**Session Chair:** Dr. Carolyn Reid-Brown

### **III. Black Men Ph.D. Scientists and Engineers Persisting: Peer Support and Racism in STEM**

Drawing on racial battle fatigue (RBF) as theoretical framing and critical race methodology, we offer the counterstories of 16 Black men Ph.D. scientists and engineers who relied on same race peer support to successfully persist in their STEM doctoral programs. Our analysis of narratives and interviews yielded three themes that illustrate the men's engagement with peers and how racism influences the types of peer relationships they formed in their STEM Ph.D. programs. Implications are offered.

*Q: How do science and higher educators create supportive science environments that promote the academic success of Black men; what do these science environments look like in terms of centering Black men's identity and science?*

*A: Employing critical methodological and theoretical frameworks and examining underresearched populations.*

**Authors/Presenters:** **Dr. Shari Watkins**  
**Dr. Brian McGowan**  
Center for Teaching, Research, and Learning  
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Washington, DC



## Thursday - June 10, 2021

**Room:** Pi'inaio Ballroom

**Time:** 8:15 - 9:45am

**Session:** Collaborative Learning, STEM Education, Continued Education, Virtual Learning; Most Math Content Strands; Most Science Content Strands; Most Science and Engineering Strands (content) and Technology Associated with Content Delivery; Collaboration and Partnerships

**Session:** PANEL

### GEARing UP for Student, Parent, and Teacher STEM Success

Louisiana Tech University with stakeholders from industry, education, and government are focused on improving the STEM, PK-Workforce life-long learning opportunities. This work is accomplished through collaboration with LA GEAR UP, Coursera, and Discovery Education. Through the innovative partnerships, resources are made available to LA GEAR UP high school students, their teachers, and parents and delivered virtually and asynchronously to meet varied STEM, college planning, and workforce needs.

*Q: How can I better serve STEM stakeholders?*

*A: We can better serve STEM stakeholders by leveraging international STEM partnerships and resources, including those at Coursera and Discovery Education, to meet needs of a variety of learners.*

**Authors/Presenters:** Dr. Lindsey Keith-Vincent

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**Ms. Susanne Thompson**

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North Carolina

**Dr. David Lafargue**

LA STEM

**Dr. Tireka Cobb**

Louisiana Board of Regents

Louisiana



**Dr. Lindsey Keith-Vincent**

**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 10:00 - 11:30am**

**Session: Theatre; Performing Arts, Dance, Art, Political Science; Anthropology; ESL/TESL**

**Session Chair: Prof. Jay Stratton**

**I. A Christmas Carol en La Frontera: Producing Bilingual Work During Quarantine**

An interactive presentation of the process of writing, directing, and re-writing (for radio) the classic, A Christmas Carol, for a frontera audience. A Christmas Carol en La Frontera had it's premier in 2018 at UT-El Paso and had a deep impact on audience members from both sides of the frontera, especially school audiences. COVID-19 further spurred the reimagining of this show; it shifted from the stage to the radio. Samples from the text, video clips, and photos will further the conversation.

*Q: How can Dickens' Christmas Carol be relevant to the US/ Mexican Border region?*

*A: Creating a bilingual adaptation from scratch!*

**Authors/Presenters: Prof. Jay Stratton  
Dr. Adriana Dominguez**  
Department of Theatre and Dance  
University of Texas at El Paso  
El Paso, Texas



**Prof. Jay Stratton**



**Dr. Adriana Dominguez**

*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 10:00 - 11:30am**

**Session: Theatre; Performing Arts, Dance, Art, Political Science; Anthropology;  
ESL/TESL**

**Session Chair: Prof. Jay Stratton**

## **II. DELIVERING DEMOCRACY: A Creative Street Theatre Project Against Voter Repression**

This presentation presents my work as Creator, Artistic Director, and Producer of DELIVERING DEMOCRACY, a troupe of dancing mailboxes and ballot boxes that performed all over the battleground state of Pennsylvania during the recent election. We educated the public, defused aggressive confrontation and authoritarian disinformation, and were covered on television and the press all over the world. This presentation explains how it worked, and the role that street theatre can play in our democracy.

*Q: How can you use humorous street theatre to defuse violent polarization, debunk authoritarian disinformation, and encourage great voter participation in a hotly contested election?*

*A: There is no perfect technique, but this project tried to use an irresistible image, self-deprecating absurdity, disarmingly hokey music and choreography, and rigorous data and research to maximize impact with minimal funding.*

Author/Presenter:



**Dr. Lawrence Bogad**

Theatre and Dance, and Performance Studies  
University California Davis  
Berkeley, California

*Continued on next page*

**Thursday - June 10, 2021**

**Room:** Palolo 1  
**Time:** 10:00 - 11:30am  
**Session:** Theatre; Performing Arts, Dance, Art, Political Science; Anthropology; ESL/TESL  
**Session Chair:** Prof. Jay Stratton

**III. The Korean American Dream: Labor, Immigration, & Intent**

Starting in 2006, dozens of Korean immigrants began working at a poultry processing plant in rural Georgia. The current study is a follow-up to a critical ethnography conducted in 2010. The initial study looked at the factors influencing the Koreans' decisions to immigrate to Georgia, the local community's reaction to their arrival, and the implications for education in the area. The authors interviewed participants ten years later in order to discuss the initial findings.

*Q: Did any of the participants regret coming to the United States?*

*A: To an individual, all were satisfied with their decision.*

**Authors/Presenters:** **Dr. Charles Lynn**  
University of North Carolina Wilmington  
Wilmington, North Carolina  
**Dr. Sun-A Lee**  
University of Louisiana  
Lafayette, Louisiana





**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 10:00 - 11:30am**

**Session: Graphic Design, Art, History of Graphic Design, Ethics;  
Higher Education; Special Education**

**Session Chair: Prof. Ursula Bryant**

**I. Clean Conscience Design: The Role and Responsibility of Ethics in Graphic Design, Looking Backwards and Forwards**

This session will examine the role and responsibility that graphic designers have in the modern world while referencing historical perspective. We live in a world of communication, constantly sending and receiving messages, gathering and disseminating information. In our consumer driven nation, design offers an avenue to demonstrate the infiltration of ‘good’ design. Good design is subjective, but if good design adds value to society, then design and a code of ethics go hand in hand.

*Q: Are designers professionally, culturally, and socially responsible for the impact that his or her design has on citizens?*

*A: The relevance and question of morality adds a sense of accountability in the field of graphic design and reflecting on historical references can help us relate to ethics in graphic design over centuries.*

**Author/Presenter: Prof. Ursula Bryant**  
Art Department  
University of Lynchburg  
Lynchburg, Virginia



*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 10:00 - 11:30am**

**Session: Graphic Design, Art, History of Graphic Design, Ethics;  
Higher Education; Special Education**

**Session Chair: Prof. Ursula Bryant**

## **II. Applying A Universal Design Of Inclusion In Higher Education**

Universal Design of Inclusion (UDI) creates an environment that enables all students to succeed across all curricular experiences. This paper presents the argument that the application of UDI as a deliberative process of policy development will inform and impact practice in the areas of student affairs, professional development, instructional practices and sustainability. This will ensure access and improve outcomes for all students including students with exceptionalities in higher education.

*Q: How can institutions of higher education address challenges of inclusion for students with exceptionalities for the purpose of improving student and institutional outcomes?*

*A: Applying Universal Design of Inclusion as a deliberative process of policy development will inform and impact practice in the areas of student affairs, professional development, instructional practices and sustainability, thereby improving student and institutional outcomes.*

**Authors/Presenters: Dr. Carolyn Reid-Brown**

**Dr. Mindy Andino**

**Mr. Tyler Zettle**

Department of Exceptionality Programs

Bloomsburg University of Pennsylvania

Bloomsburg, Pennsylvania

**Dr. Kristin Austin**

Independent Scholar



**Dr. Carolyn Reid-Brown**

*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 10:00 - 11:30am**

**Session: Graphic Design, Art, History of Graphic Design, Ethics;  
Higher Education; Special Education; Mental Health in Education**

**Session Chair: Prof. Ursula Bryant**

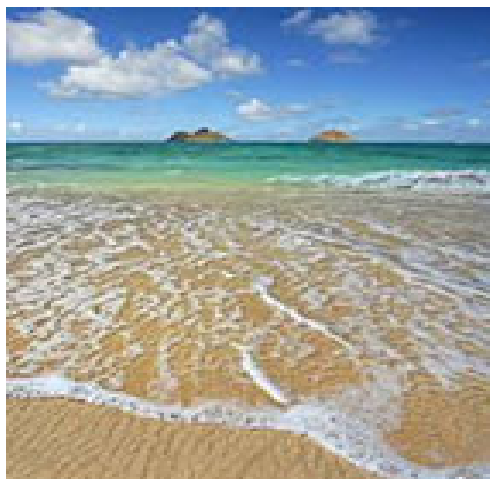
**III. What has Gatekeeper Training Got to Do With it? Understanding Educators and Student Leaders Initial Baseline Knowledge and Comfort Level of Question-Persuade-Refer (QPR) Gatekeeper Training**

A baseline understanding and comfort level of topics and concepts covered in QPR: Question, Persuade, Refer Gatekeeper Training of 1172 k-12 and higher education professionals and student leaders.

*Q: Does gatekeeper training actually make a difference?*

*A: Come to our session to find out.*

**Authors/Presenters: Dr. Mindy Andino**  
Department of Teaching and Learning  
**Dr. Whitney M. Robenolt**  
**Dr. Ishalé N Toliver**  
Center for Counseling and Human Development  
Bloomsburg University of Pennsylvania  
Bloomsburg, Pennsylvania



**Thursday - June 10, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 10:00 - 11:30am  
**Session:** Business Education

**Session:** PANEL

**I. Challenges with Enrollment Increases: Lessons Learned in the Trenches**

This panel discussion addresses how four college-level leaders have managed the demands associated with dramatic increases in enrollment. Providing perspectives from the levels of professor, department chair, program director, associate dean, and dean, the challenges of persistent enrollment increases coupled with irregular infusions of supporting resources are discussed.

*Q: What are academic areas of concern related to dramatic increases in enrollment?*

*A: Larger class sizes, classroom management, academic integrity, individualized student feedback, setting expectations when hiring new faculty*

Authors/Presenters: **Dr. Nancy D. Albers**  
**Dr. Tami L. Knotts**  
**Dr. Karen E. James**  
**Dr. Amy O. Wrens**  
College of Business  
Louisiana State University Shreveport  
Shreveport, Louisiana



**Thursday - June 10, 2021**

**Room:** Palolo 1  
**Time:** 12:45 - 2:15pm  
**Session:** Business Education; Online/Remote Learning; Higher Education;  
Effective Technology-based Practices; Biomedical Engineering; Urban  
and Regional Planning  
**Session Chair:** Dr. Nancy D. Albers

**I. Online Learning: Insights from COVID Conversions in Higher Education**

The 2020/2021 COVID-19 pandemic has conceivably altered the educational landscape for many years to come – potentially forever. Educators heroically migrated to alternative distance learning approaches almost overnight. This study explores how higher education students evaluate online learning approaches. Specifically, this study compares student responses among different disciplines. Findings indicate that students from some academic areas responded favorably to techniques that students from other academic areas found less favorable. The results of this study indicate that student needs in online learning may be predictable by the degree programs in which the student enrolls. Implications for customizing online learning based on degree category are provided.

*Q: Are preferences for online content affected by the student's major field?*

*A: The results of this study indicate that student needs in online learning may be predictable by the degree programs in which the student enrolls.*

**Authors/Presenters:** Dr. Nancy D. Albers  
Dr. Tami L. Knotts  
Dr. Karen E. James  
Dr. Amy O. Wrens  
College of Business  
Louisiana State University Shreveport  
Shreveport, Louisiana



*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 12:45 - 2:15pm**

**Session: Business Education; Online/Remote Learning; Higher Education; Effective Technology-based Practices; Biomedical Engineering; Urban and Regional Planning**

**Session Chair: Dr. Nancy D. Albers**

**II. Attenuation of SARS-CoV-2 Transmission across the Brain Endothelium by Poloxamer P188**

The SARS-CoV-2 virus that spawned the current pandemic is found to cross the most protective blood brain barrier (BBB). The effects of coronavirus in the brain tissue can be devastating and lead to lingering pathologies in the central nervous system. It is therefore imperative to determine the entry mechanisms of SARS-CoV-2 into the brain tissue and then validate the efficacy of FDA-approved therapeutic reagents to restore the BBB function and integrity and mitigate the virus transmission.

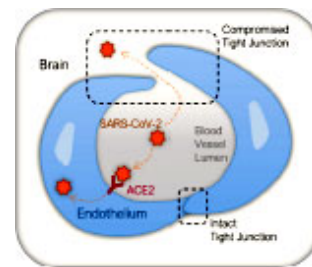
*Q: How does the coronavirus infiltrate into the brain?*

*A: Through the blood brain barrier.*

**Authors/Presenters: Prof. Michael Cho**  
**Ms. Ann Phillips**  
Bioengineering Department  
University of Texas at Arlington  
Arlington, Texas



**Prof. Michael Cho**



*Continued on next page*

**Thursday - June 10, 2021**

**Room:** Palolo 1  
**Time:** 12:45 - 2:15pm  
**Session:** Business Education; Online/Remote Learning; Higher Education; Effective Technology-based Practices; Biomedical Engineering; Urban and Regional Planning  
**Session Chair:** Dr. Nancy D. Albers

**III. A Study on Methods of Urban Planning for Renovation of Manufacturing Industry Area in the Post Covid-19 Society**

By Covid-19, supply chain reviews and again regression to Japan are beginning to be seen.

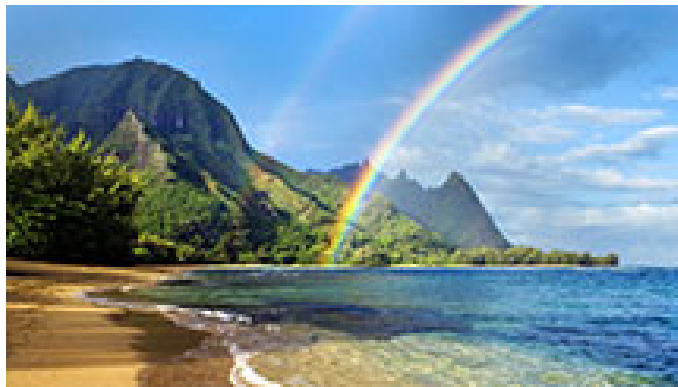
This study aimed to clarify the building for tenant style factory of regional industry for the role and the basic conditions of improvement plans.

Result, many building for tenant style factory set, in the industrial accumulation area when moving in the regional factory, this building for tenant style factory plays the role of forming a network of transactions, technology, information, etc.

*Q: Does the building for tenant style factory have any equipment?*

*A: The image is that we do not have the equipment installed, but rent a box and install the equipment later.*

**Authors/Presenters:** **Dr. Shuhei Soejima**  
**Prof. Yoshikazu Iwasaki**  
Graduate School  
Osaka Institute of Technology  
Osaka Prefecture, Japan





**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 12:45 - 2:15pm**

**Session: Literacy Education; Use of iPads for Teaching Reading; Higher Education; Student Affairs; Education and Student Development**

**Session Chair: Dr. Claudia McVicker**

**I. Plugged and Unplugged Reading: Preferences of Young Readers**

Read and discover why classrooms should provide students time for plugged eBook (electronic books) reading and unplugged reading tBook or (traditional books). Clearly, preference matters to young readers!

*Q: Do young readers prefer reading on iPads or in Traditional paper books?*

*A: Since most students in elementary school are digital natives, the answer will surprise you. Many of the over 100 students in this study reported they love their iPads but still choose to read in paper printed texts.*

**Author/Presenter: Dr. Claudia McVicker**  
William Jewell College  
Liberty, Missouri



*Continued on next page*

**Thursday - June 10, 2021**

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**Session: Literacy Education; Use of iPads for Teaching Reading; Higher Education; Student Affairs; Education and Student Development**

**Session Chair: Dr. Claudia McVicker**

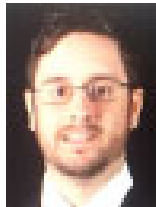
## **II. Mattering and Retention: The Importance of Faculty and Staff in Building Relationships with Students in Higher Education**

It should be the responsibility of all members of a campus community to be “Agents of Retention.” Creating genuine relationships with our students – making them know they matter - is one of the key factors in increasing retention. This paper will highlight best practice through student affairs as well as faculty lenses to provide administrators, practitioners and researchers with practical, actionable recommendations for policy and practice.

*Q: Should institutions of higher education as a matter of policy, help students feel like they matter?*

*A: Drafting and implementing policies which target students' feelings of mattering is sound administrative practice which impacts retention and ultimately, alumni engagement.*

**Authors/Presenters: Mr. Benjamin Staub  
Dr. Carolyn Reid-Brown  
Ms. Heidi Mora**  
Bloomsburg University of Pennsylvania  
Bloomsburg, Pennsylvania



**Mr. Benjamin Staub**



**Dr. Carolyn Reid-Brown**

*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 2**

**Time: 12:45 - 2:15pm**

**Session: Literacy Education; Use of iPads for Teaching Reading; Higher Education; Student Affairs; Education and Student Development**

**Session Chair: Dr. Claudia McVicker**

### **III. Critical Reflection and Challenges in Creating A Multi-level Cyber Wellness Policy to Support Digital Citizenship**

This paper will address contemporary issues of cyber wellness and reflect upon challenges and solutions that are necessary to promote cyber-wellness. It will provide an opportunity to discuss what kind of policies (at micro, meso, macro level) should be developed to promote cyber-wellness. In this paper I will contextualize the conversation addressing policy development supportive to cyber wellness.

*Q: What Tensions are evident in developing a global cyberwellness policy?*

*A: Policy development needs to address cultural issues as well as those of human rights vs rights of citizenship.*

**Author/Presenter: Prof. Roger Sherman**  
Behavioral Science Department  
Simmons College  
Boston, Massachusetts



**Thursday - June 10, 2021**

**Room:** Pi'iNaio Ballroom  
**Time:** 12:45 - 2:15pm  
**Session:** Music Education, Women's Studies

**Session:** PERFORMANCE

**The Underrepresented of the Underrepresented: Raising Awareness of Post-1800 Female Composers from Around the Globe**

Teachers gravitate towards teaching the repertoire they learned, creating an unsustainable cycle of underrepresentation of female and BIPOC composers. This presentation highlights the systemic racism and sexism prevalent in classical music and brings awareness to underrepresented composers. The five composers selected for this lecture-recital are Agathe Bäcker-Grøndahl (Norway), Catarina Domenici (Brazil), Marisa Sharon Hartanto (Indonesia), Florence Price (USA).

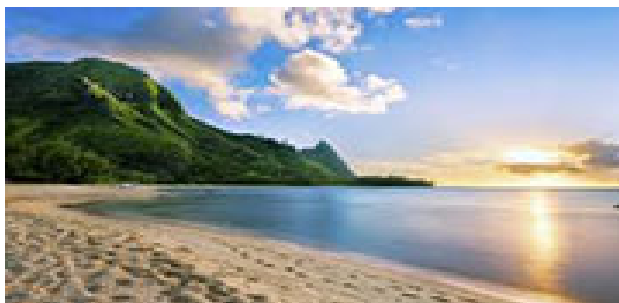
*Q: How do we change and challenge systemic racism in our educational music curricula?*

*A: We need representation from diverse voices. We must ennoble all stories and lived experiences.*

Authors/Presenters:



**Dr. Kristin Jonina Taylor**  
**Prof. Shelby VanNordstrand**  
School of Music  
University of Nebraska Omaha  
Omaha, Nebraska



**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 2:30 - 4:00pm**

**Session: Communication and Psychology; Interdisciplinary Black/Ethnic Studies,  
Language and Literature, Afrofuturism;**

**Session Chair: Dr. Chia-Fang Hsu**

**I. Communication Apprehension and Fear of Negative Evaluation in Relation to Instagram and Selfie Use**

This study investigated the relationships between communication apprehension (CA), fear of negative evaluation (FNE) on Instagram, perceived ability to present one's true self on Instagram, and the frequencies of using selfies and Instagram. A self-report questionnaire was completed by one hundred and fifty-four Instagram users online. The findings suggest that Instagram and selfies could potentially help high CA people communicate with others.

*Q: How can shy people communicate with others?*

*A: Posting selfies and photos on Instagram.*

**Authors/Presenters: Dr. Chia-Fang Hsu  
Ms. Anastasia Corley**  
University of Wyoming  
Laramie, Wyoming



**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 2:30 - 4:00pm**

**Session: Communication and Psychology; Interdisciplinary Black/Ethnic Studies, Language and Literature, Afrofuturism;**

**Session Chair: Dr. Chia-Fang Hsu**

**II. Of Gods and Tricksters: The Making and Killing of Gods in Octavia Butler's Patternmaster Series**

Future Blacks will be gods in Butler's Patternmaster series. Her Afrofuturism enables them with creative and destructive power, messages of resistance and resilience. She explores ethics of power and abuse, weaves love stories with great loss and tragedy. Patternmaster series uses ex-slave narratives' tricksterism, resistance, suffering and complicity, ultimately delineating costs of survival. Her bold use of the motif is a labyrinth of emotional, psychological, and physical bondage in a shell of psionic power. She both makes and kills gods.

*Q: 1: How do African descended people become gods in the future? 2: As an Afrofuturist, how does Octavia Butler project Africans surviving into the future she makes?*

*A: 1: Via 4700 years of a breeding plan emphasizing psionic powers. 2: Tricksterism and resistance are the keys to survival.*

Author/Presenter:



**Dr. Kamau Kemayó**  
African-American Studies  
College of Liberal Arts and Studies  
University of Illinois Springfield  
Springfield, Illinois

*Continued on next page*

**Thursday - June 10, 2021**

**Room: Palolo 1**

**Time: 2:30 - 4:00pm**

**Session: Communication and Psychology; Interdisciplinary Black/Ethnic Studies,  
Language and Literature, Afrofuturism;**

**Session Chair: Dr. Chia-Fang Hsu**

### **III. Game Play in the Classroom**

Students of the Digital Age present challenges to experienced educators. These students crave new classroom experiences but teachers can struggle with creating them. One method is through digital games. The use of games creates new and relatively inexpensive ways to encourage group and authentic learning while aiding in the development of digital and computer skills. An overview of games in the classroom will be presented along with specific uses and benefits of using games as learning tools.

*Q: What are some of the ways digital games can benefit students in the classroom?*

*A: Students are given opportunities to collaborate and input their own thoughts in the learning process through hands-on methods.*

**Author/Presenter: Dr. Melissa Ingram**  
Air University  
Prattville, Illinois





**Thursday - June 10, 2021**

**Room:** Palolo 2  
**Time:** 2:30 - 4:00pm  
**Session:** Music Education and Reading Education  
  
**Session:** WORKSHOP

### **Linking Music, Literacy, Agricultural Literacy and Awareness at Grade Levels PreK-5**

This workshop is designed to provide attendees with interactive, engaging activities that may improve elementary students' music achievement and reading achievement. Using common components that may be linked to each discipline, a research team will demonstrate music-teaching strategies and reading-teaching strategies comprising, among others, 21st-century work skills. Subsequently, the integrity of music and reading is maintained using a linked, instructional approach at the elementary level.

*Q: Does increased learning occur when linking two subjects at the elementary level?*

*A: Possibly.*

**Authors/Presenters:** **Dr. Rosetta Dingle**  
**Mr. Jamieon Jamison-Gilmore, Junior**  
**Ms. Kataya S. Parson, Senior**  
**Dr. George Hicks**  
Department of Visual and Performing Arts  
South Carolina State University  
Orangeburg, South Carolina



**Thursday - June 10, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 2:30 - 4:00pm  
**Session:** Performing Arts - Music (Voice)

**Session:** PERFORMANCE

**Lecture Recital: Songs of Japonisme, Early 20th Century Art Songs from the East and the West Inspired by the Japonisme Movement**

Songs of Japonisme, is a lecture recital presentation that surveys the musical influence of the Japonisme movement in the art-song repertoire of the early twentieth century. The works performed are by both Japanese and Western composers, such as Yamada, Nobutoki, Marx, Santoliquido and Martinù. This presentation is to showcase some of these composers' neglected works, performed in five languages, English, French, German, Japanese and Czech.

*Q: Which of the following languages is not presented in this vocal lecture recital? Italian, Czech, Japanese and French*

*A: Italian.*

Author/Presenter:



**Dr. Sahoko Sato Timpone**  
College of Music  
Florida State University  
Tallahassee, Florida

*Continued on next page*

**Thursday - June 10, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 2:30 - 4:00pm  
**Session:** Performing Arts - Music (Voice)

**Session:** PERFORMANCE

**Dr. Sahoko Sato Timpone's Bio**

Dr. Sahoko Sato Timpone, mezzo-soprano, is a native of Tokyo who grew up in Japan, Germany and the U.S. She made her Carnegie Hall debut with the Academy of St. Martin in the Fields and has since performed in many operas and concerts throughout the U.S., Europe and Asia, including the Baltimore, Syracuse, Berkshire and Chautauqua Operas, Opera Maine, the Saito Kinen Festival, the Tokyo Opera Nomori and the Seattle, Oregon, West Virginia, Chautauqua, Singapore, and Sapporo Symphonies. She has performed solo recitals nationally and internationally including Bangkok, Thailand, sponsored by the Nomura Cultural Foundation, as well as in Granada, Spain, where she won the First Miguel Zanetti International Spanish Song Competition. She is a graduate of New England Conservatory and Manhattan School of Music and received the DMA from Rutgers University where she was the recipient of the Irene Alm Memorial Award for excellence in performance and scholarly research. She is currently assistant professor of voice at Florida State University, a position she has held since 2017. She has also been invited as guest artist and faculty member at the Alion Baltic International Music Festival in Estonia and at the Lunigiana International Music Festival in Italy. [www.sahokotimpone.com](http://www.sahokotimpone.com)



## Program

**Yoritsune Matsudaira** (1907-2001) **Lecture:** Introduction - Western musical influence  
Asakusa Overture 浅草序曲 in Japan Settings of *Ogura Hyakunin Isshu*

**Kiyoshi Nobutoki** (1887-1965)

from *From Ogura Hyakunin Isshu* 小倉百人一首より

Hisakata no 久方の

Hana no iro wa 花の色

は Hito wa isa 人はいさ

**Kōsaku Yamada** (1886-1965)

from *Yūin* 幽韻

Hana no iro wa 花の色は

**Lecture:** Kiyoshi Komatsu and Arō Naitō (1883-1977)

**Kiyoshi Komatsu** (1899-1975)

from *Neuf Tankas* C'est un jour de printemps... 久方の

**Lecture:** Waka Poetry and Western composers

**Francesco Santoliquido** (1883-1971)

*Petits Poèmes Japonais*

I. Tombe doucement...

II. Quand je suis sorti...

III. Sur les fleurs du prunier...

**Joseph Marx** (1882-1964)

Japanisches Regenlied

**Bohuslav Martinů** (1890-1959)

*Nipponari, Seven Song Settings of Japanese Poetry for Female Voice and Piano, H. 68a*

Modrá hodina (Andante)

Stáří (Andante misterioso)

Vzpomínka (Andantino)

Prosněný život (Andantino)

Stopy ve sněhu (Moderato)

Pohled nazpět (Largo religioso)

posvátného jezera (Grave)

**Lecture:** Songs based on the tale of Anchin and Kiyohime

**Kōsaku Yamada** (1886-1965)

from *Two Legendary Poems of Old Japan*

I. The bell of Dōjōji

**Kunihiko Hashimoto** (1904-1949)

Dance 舞 (Dedicated to the performance of *Musume Dōjōji* by Kikugorō Onoe VI)

**Q&A**

**Thursday - June 10, 2021**

**Room:** Pi'inaio Ballroom  
**Time:** 4:15 - 5:45pm  
**Session:** International Music

**Session:** PERFORMANCE

### **A Taste of Russia**

"A Taste of Russia" is a recital that features a variety of Russian songs and duets that are accessible for young singers by composers Tchaikovsky, Glinka, Rachmaninoff, and Dargomyzhsky. The recital will consist of performances of these songs with discussion between selections on a variety of subjects related to the music including Russian history, language and diction, composers and poets, and the significance of these works in the vocal canon.

*Q: Is Russian \*really\* that difficult?*

*A: It is not difficult with the right tools.*



**Authors/Presenters:** **Dr. Roza Tulyaganova & Dr. Jeanette Fontaine**  
Music Department  
Mississippi State University  
Mississippi State, Mississippi

Dr. Roza Tulyaganova, a native Russian speaker, provides insights to the language and repertoire both as a singer and as a diction coach with many years of experience teaching Russian diction to soloists and choirs.

Dr. Jeanette Fontaine, a native English speaker who has studied Russian, offers the American perspective to singing in Russian, particularly the difficulties that native English speakers may face in trying to faithfully reproduce Russian sounds.

## “A Taste of Russia”

As Russian operas are beginning to become more and more popular with opera companies worldwide, Russian songs and arias are still not taught at most universities and schools due to the complexities of the Russian language and the lack of familiarity with this repertoire. The Cyrillic alphabet is a large part of what makes Russian repertoire inaccessible to Westerners. Learning an entirely new alphabet is time-consuming, requiring dedication and practice.

There is a vast and rich repertoire of Russian vocal music that should be part of the music curriculum in American universities and schools, but it has not been widely introduced in the United States. In this recital program, we will offer some of the more accessible Russian vocal selections as an introduction to the land of Russian repertoire. We will speak between selections about a variety of subjects related to the music including Russian history, language and diction, composers and poets, and the significance of these works in the vocal canon. For example, Mikhail Glinka’s songs are often taught in Russian conservatories because many of his songs are short and based on Russian folk music, which is very accessible melodically for beginners.

### Program

Slykhali l' vy (Tatiana and Olga's Duet) from <i>Evgeniy Onegin</i> ( <i>Eugene Onegin</i> )	Pyotr Ilyich Tchaikovsky (1840-1893)
Sred' shumno bala (At the Ball) Net tol'ko tot kto znal (None but the Lonely Heart)	
Polyubila ya na pechal svoyu (The Soldier's Wife) Zdes' khorosho (A Dream)	Sergei Rachmaninoff (1873-1943)
Zatsvyetyot cheryomukha (Bird Cherry Blossoms) Pesnya Il'inishny (Ilinishna's Song) from <i>Knyaz' Kholmsky</i> ( <i>Prince Kholmsky</i> )	Mikhail Glinka (1804-1857)
Van'ka Tan'ka	Alexander Dargomyzhsky (1813-1869)

## ACKNOWLEDGEMENT

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Hawaii University International Conferences would like to thank the following people and organizations who have made our 2020 Arts, Humanities, Social Sciences and Education Conference a success!

Maps: Courtesy of Hawaii Visitors & Convention Center

## SPONSORS

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We would like to extend our heartfelt appreciation to our sponsors. With their support we are able to improve the conferences to better serve our attendees and presenters allowing us to provide a platform for their academic pursuit and discovery.

## KEYNOTE SPEAKER

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We would like to thank **Dr. Lindsey Keith-Vincent** for sharing her knowledge and skills with us. Dr. Keith-Vincent is a Professor who serves as the Associate Dean of Research, Outreach and Innovation in the College of Education at Louisiana Tech University.

## THE SESSIONS CHAIRS

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Thanks to all the Session Chairs for your guidance of the participants and presenters in each session to maximize the experiences of the session attendees, to convey the thoughts and new ideas each brings to our conference. All timely presentations are important to expand the overall knowledge offered from many perspectives.

Dr. Albers, Nancy D.  
Dr. Archibald, Mark  
Dr. Foerch, Daniela  
Dr. Ghosh, Nabarun  
Dr. Guthrie, Joe  
Dr. Hirons, Amy

Dr. Hsu, Chia-Fang  
Dr. Jones, Kim  
Dr. McVicker, Claudia  
Dr. Schillinger, Don  
Dr. Reid-Brown, Carolyn  
Dr. Stratton, Jay  
Dr. Taylor, Kristin J.

## REVIEWERS

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We thank the dedicated professionals who reviewed the papers submitted by our presenters to be included in our programs, for the conference proceedings. Your work is of utmost importance to make sure those accepted meet the highest academic standards of presentation.

Dr. Allen, Donald  
 Dr. Abrokwa, Clemente  
 Dr. Acierto, Marife  
 Dr. Anderson, Kevin  
 Prof. Antwi-Boasiako, Kwame  
 Dr. Askar, Mohamed  
 Dr. Burton, Bryan  
 Prof. Chappell, Neena  
 Dr. Crowe Johnson, Sheryll E.  
 Dr. Eaddy, Starr  
 Dr. Fisher, Bryan  
 Dr. Freshwater, Amy  
 Dr. Gardner, Patrick  
 Dr. Gökçen, Firdevs  
 Dr. Grace, Dominick  
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 Dr. Kanasa, Harry  
 Prof. Keitel, Peter  
 Dr. Kohm, Steven

Dr. Mehta, Jaishree  
 Prof. Murphy, Peter  
 Dr. Nite, Sandra  
 Dr. Nunn, Masako  
 Dr. Nurhayati Khairatun, Siti  
 Dr. Park, Eui  
 Dr. Park, Hanah  
 Dr. Parker, Mary Jo  
 Dr. Prema, Dipesh  
 Dr. Pago, David  
 Dr. Rauchwerk, Susan  
 Prof. Reisslein, Martin  
 Dr. Richards, Danielle  
 Dr. Richards, Karin  
 Dr. Rozalski, Michael  
 Dr. Shaw, Rhonda  
 Dr. Tanko, Garba Ibrahim  
 Dr. Traynor-Nilsen, Patricia  
 Dr. Tsao, Ying-Chiao  
 Dr. Whitehead, Suzanne  
 Dr. Wiedeman-Rouse, Teri  
 Dr. Zou, Tao

The HUIC staff would like to cordially invite you to participate in the growth and development of the conference by becoming a peer reviewer of our future conferences. If you are interested in becoming a peer reviewer, please complete the form available at the registration desk indicating your topic of interest and specialization



## SOME OF OUR PARTICIPANTS

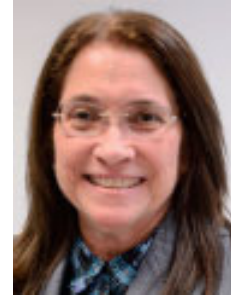
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**Dr. Lindsey Keith-Vincent**  
Louisiana Tech University  
Ruston, Louisiana



**Dr. Nabaru Ghosh**  
West Texas A&M University  
Canyon, Texas



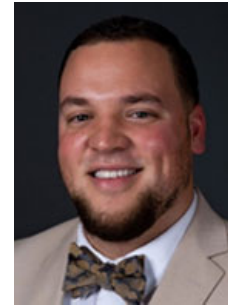
**Dr. Mary Jo Parker**  
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**Dr. Suzanne Whitehead**  
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**Dr. Camille Goins**  
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Pembroke, North Carolina



**Mr. Jeremiah Moore**  
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**Prof. Michael Cho**  
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**Dr. Lawrence Bogad**  
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**Dr. Yukinobu Miyamoto**  
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## SOME OF OUR PARTICIPANTS

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**Dr. Roza Tulyaganova & Dr. Jeanette Fontaine**  
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Mississippi State, Mississippi



**Dr. Kristin Jonina Taylor & Prof. Shelby VanNordstrand**  
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**Dr. Sahoko Sato Timpone**  
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## SOME OF OUR PARTICIPANTS

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**Dr. Veny Liu**  
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**Dr. Lelemia Irvine**  
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**Dr. Megan Ross**  
University of Hawaii, West Oahu  
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**Dr. Holly Anthony**  
Tennessee Tech University  
Cookeville, Tennessee



**Dr. Patrick Suermann**  
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**Dr. Kamau Kemayó**  
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**Dr. Kevin Oh**  
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Daly City, California



**Dr. Ning Fang**  
Utah State University  
Logan, Utah

## SOME OF OUR PARTICIPANTS

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**Dr. Mark Archibald & Ms. Sondra Arkin**  
Grove City College  
Grove City, Pennsylvania



**Prof. Jay Stratton**  
University of Texas at El Paso  
El Paso, Texas



**Dr. Adriana Dominguez**  
University of Texas at El Paso  
El Paso, Texas

We also want to thank each and every one who attended our conference for their contributions to the knowledge bases presented and the interactions of the attendees who generously shared their knowledge and expertise to enhance the conference experience for all who attended. We hope to see all of you back in Hawaii again one day in our continuing effort to bring those together in conferencing here in this magnificent environment as we look to the future of educational efforts in all parts of the world!

*Mahalo!*



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