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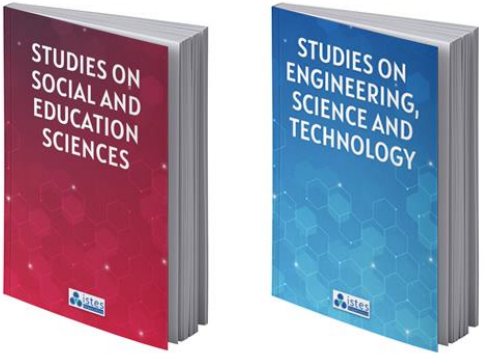

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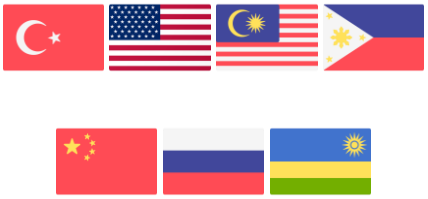

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ETHICAL CONSIDERATIONS REIMAGING STATE CORRECTIONS: EDUCATION AND WORK PARTNERSHIPS FOR OFFENDERS SUCCESSFUL RETURN TO HOME AND COMMUNITY

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The presentation offers administrative professionals, faculty, and students' perspectives about ethics in corrections reform. Social justice concerns in media reports about criminal justice administration (corrections) were a "perfect moral storm" of events originating with the Covid-19 Pandemic. The costly, time consuming and moral challenges are concerns for public administrators grappling with outcry from ethnic minorities and advocates for administrative of justice reforms. Serving in California politics (corrections policy) and administration (education) to manage hectic and futile responses to crime control and criminal reform (various sentencing schemes); we need to use restraint on impulsive solutions. Social sciences research about "what works" in individual offender reform are collaborations and a systematic empathetic approach. Codes of ethics must guide our duty as public servants working in corrections for social justice. Regarding offenders, still unsettled is the viability of ethics in individual reform when they lack education (Narvaez, 2009). Most agree that access to correctional education and job preparation are helpful for offenders to contribute at home and in the community upon release from incarceration. For public administrators and leaders to take action for efficiency, they must constrain bias impulses to take action, and at the very least, ethics and moral behaviors make sense for probing and resolving what is wrong issues. This panel topic is timely as increasing public frustrations with investment in corrections is futile as offenders return home without literacy and job skills to meet societal reform expectations. Structural inequity, or lack of funding for rehabilitation programs, exacerbates social inequality. Sharing research (archival and public data, social media listening information) can engage discussants about ethical underpinnings and viability of work and education to increase the odds of offender reform.

Keywords: correctional education, public private partnerships, structural equity and equality, education and worklife

A STUDY OF PRESENT-DAY WOMEN'S FAMILY STATUS IN CHINA: INTIMATE RELATIONSHIPS AMONG CHINESE POST-90S COUPLES

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China used to be a country that has a rigid gender hierarchy where man is superior to women, the so-called 'nan zun nu bei' in Chinese. However, with the widespread of equal gender role ideologies, women's status seems different from that in traditional ancient China. This research aims to explore Chinese post-90s women's family status in contemporary society in China. That is, to examine whether women got a higher position in their family, what kind of role they play in some essential parts of their daily relationships with their partners, including the division of household labor and decision-making. To collect the information I needed, I conducted semi-structured interviews with seven couples who were recruited by phone from among my friends in China. This research is to explore whether the gender role ideologies of post-90s generation changes on the premise of a rich material and broad knowledge, instead of exploring the impact of economic status and educational level. In this light, all the participants should be married, living in urban areas, and at least have received college degrees which is the lowest level of higher education in China. I initially expected them to share their stories that reflect the changes of women's domestic position. However, after analyzing the information collected from the interviews, I found that the way that post-90s people treated housework has changed, which means the housework women undertake is no longer as the same as it in traditional context. In contemporary young couples' daily life, women no only undertake the physical labor but also the cognitive and emotional labor, which is still a burden of women's life. Besides, some patriarchal ideologies remain in post-90s couples' relationships, which makes women fail to have a real discourse in their families.

Keywords: women, domestic status, post-90s couples, gender role ideologies

ACADEMIC ABILITY PERCEPTION AND CAREER EXPECTATIONS OF APPLIED SCIENCES AND VOCATIONAL HIGH SCHOOL STUDENTS

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High schools in Turkey are university units that train professional practitioners. They differ from the faculties in that they were founded for the purpose of applied education. High schools are called high schools of applied sciences. Some high schools of applied sciences in Turkey can offer graduate education in addition to the bachelor program with faculty status. Students from a faculty and high school receive a bachelor's degree at the end of a four-year training course. There is no difference between faculty and college in terms of degree and title. High schools in Turkey are similar to colleges in the US in that they have units within the university. Vocational high schools in Turkey are also university units that aim to train skilled workers for specific professions and receive an associate degree at the end of a two-year training course. The aim of this research is to examine the perceptions of academic ability perception of students studying in high schools and vocational high schools and their professional expectations using a relational approach. The study was carried out at Necmettin Erbakan and Kırklareli University with 290 participants. A questionnaire was used to collect the research data, which was composed of questions about academic performance and professional expectations. According to the research results, it can be observed that students at 4-year high schools perceive their academic skills, research and project skills more strongly than their peers at 2-year vocational high schools. Students who study at four-year high schools have very high expectations of embarking on an academic career. In addition, it was observed that students who preferred their subject area first in the university entrance exams have higher academic career expectations. Finally, positive and significant associations were found between the academic performance of the participants and their career opportunities.

Keywords: faculty, high school, vocational high school, academic ability perception, job expectation

INVESTIGATING THE RELATIONSHIPS BETWEEN HIGH SCHOOL STUDENTS' THINKING STYLES AND MUSIC LESSON OUTCOMES AND ATTITUDES

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The aim of this research is to determine the relationships between high school students' thinking styles and music lesson acquisitions and attitudes. The research was organized according to the comparative relational survey model. The research group consisted of 276 students studying at high school in Konya in the 2020-2021 academic year. Thinking styles scale, Music lesson acquisition and attitude scales were used in the study. In the analysis of data; t-test, one-way analysis of variance and Pearson Product Moment techniques were used. In the study, significant and positive relationships were found between the liberal and internal thinking styles of secondary school students and their music lesson outcomes and attitudes. On the other hand, negative significant relationships were found between conservative thinking style and music lesson outcomes and attitudes. In addition, according to the research findings, it was observed that the liberal thinking styles and music lesson outcomes and attitudes of the female students and their friends in lower grades were at a high level.

Keywords: thinking styles, music lesson, attitude, achievement, gender

MALE TEACHERS IN ELEMENTARY SETTINGS: PERCEPTIONS OF A TEACHING CAREER

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This study explored the perceptions of teachers who identify as male, including BIPOC male teachers, about their sense of competence and satisfaction with their choice of career working with young children in elementary settings. This study sought to answer questions about the perceived factors affecting their development as teachers of young children and the potential for improving the recruitment and retention of male teachers in the primary grades. The percentage of male elementary school teachers is very low in a field overwhelmingly dominated by female teachers. Male elementary school teachers were invited to share their perceptions of their experiences related to becoming and being a teacher in the primary grades. Information about the teachers' attitudes was obtained through a questionnaire using a Likert scale and through small, focus group interviews. The study found participants felt that their experience as teachers was informed by uniquely gendered factors but also by more global factors common among teachers of young children regardless of gender. Their male and/or intersectional identities and the associated perspectives and experiences informed their role as a teacher of children in the primary grades. At the same time, the role gave the male teachers opportunities to center their teacher identities on the nurture and care of young children. Finally, their commitment to their professional expertise as effective teachers shaped their sense of teaching as a fulfilling career. Overall, the study suggests that both gendered and global factors can contribute to male elementary school teachers' sense of competence and satisfaction teaching young children in elementary settings and therefore have implications for recruitment and retention.

Keywords: teacher education, male elementary teachers

INVESTIGATION OF MOTIVATION LEVELS OF MUSIC TEACHERS IN THE COVID-19 PROCESS

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In the research, comparison type relational survey model, one of the general survey models, was used. The study was conducted on 197 teachers working in Selçuklu, Meram and Karatay districts of Konya province in the 2020-2021 academic year (secondary school, high school/Private-State). 'Personal Information Form' and 'Teacher Motivation Scale' were used to collect research data. As a result of the analysis of the data obtained, it was seen that the intrinsic motivation of the participating music teachers was partially high, while their general motivation and extrinsic motivation were moderate. It was observed that the motivation levels of the teachers did not differ according to the gender variable. Similarly, while the mean scores of intrinsic motivation did not show a significant difference according to professional seniority, mean scores of extrinsic motivation and general motivation differed. In terms of marital status, it was observed that the motivation of married music teachers was higher. It was observed that the extrinsic and general motivation score averages of the music teachers working in public schools were significantly higher than their colleagues working in private schools. In addition, music teachers stated that the lack of curfews, distance education applications and face-to-face lesson activities during the COVID-19 process reduced their motivation.

Keywords: COVID-19, music teacher, motivation, demographic factors

WORK FROM HOME PERCEPTION AND EMOTIONAL INTELLIGENCE DOMAINS IN THE CHALLENGE OF COVID-19 PANDEMIC

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This study focuses on the work from home perception, and emotional intelligence domains among civil servants in the challenge COVID-19 pandemic scenario. The specific purpose of this study was to test the perception of work from home influence on the emotional intelligence domains of civil servants in a statutory body in Malaysia. A total of 2268 respondents were selected for the category of academic and non-academic staff. The measurements tool used was a questionnaire developed by the researcher, and it went through a process of instrument and construct validation, namely the Work from Home Perception Questionnaire of COVID-19 Challenge (WFHPQue-CvdC) while the second questionnaire is Domain Emotional Intelligence Questionnaire of COVID-19 Challenge (DEIQue-CvdC). In this study, regression analysis was used to determine the effect between perceptions of work from home on the emotional intelligence domains. The findings of the study showed that there was a significant effect in all the variables studied.

Keywords: work from home, emotional intelligence, challenge, pandemic

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LOCUS OF CONTROL ORIENTATION AND PEARLIN MASTERY SCORES FOR UNDERGRADUATES ATTENDING HISPANIC-SERVING INSTITUTIONS

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In a project funded by the National Science Foundation, two surveys of students at Hispanic-Serving Institutions (HSI) were completed. The first resulted in input from 463 students at 14 Hispanic-Serving Institutions (HSIs) in New Mexico and Texas. The second included responses from 829 students at four HSIs in north Texas, a state university and three community colleges in its service area. While a wide variety of topics were considered on each survey, this report addresses findings from two related subsets of queries, locus of control questions and the Pearlin Mastery Scale. On the first survey, Hispanic/Latinx students were found to have both a higher internal and higher external locus of control orientation than their non-Hispanic peers. Regression analysis of Pearlin Mastery Scale scores for the 829 individuals who responded to the second survey showed no significant differences by ethnicity/race, gender, age, status as a first-generation college student, type of institution attended, credit hours completed, years in college, and employment status. These results, while requiring verification through further study, have direct implications for programming at all HSIs in the south-central United States and, by extension, for the over 320 HSIs in the southwest United States.

Keywords: locus of control, Pearlin mastery scale, Hispanic-serving institutions, education psychology, psychology, undergraduate students

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STRATEGIC ACTIVITIES TO IMPROVE STUDENT SUCCESS RATE IN BRANCH CAMPUSES

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Students come to branch Campuses academically underprepared, struggle with math and writing deficiencies, and have difficulties acclimating to college. Branch campuses are also typically understaffed in academic advising and there is no specific advisor support offered for developmental or at-risk students. Many branch campuses serve regions with a wealth of industrial and agricultural businesses that need to keep the STEM talent pipeline local. In order to accomplish this, the campus needs to improve academic support and infrastructure for all students, particularly those who are academically underprepared for STEM careers with math deficiencies, and those from underserved and underrepresented populations. A more cohesive student success program coupled with intrusive advising and improved developmental math programming and technology will enhance student services and academic support at the campus. The following three strategic activities will improve success rate: 1. Expand/Revitalize Student Success Center and Support Services; 2. Expand/Improve Academic Advising for Developmental Math/At-Risk Students; 3.Expand/Improve Developmental Math Program.

Keywords: student success, strategic activities

PROBLEMS EXPERIENCED IN DISTANCE EDUCATION APPLICATIONS IN MUSIC EDUCATION IN THE COVID-19

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In this study, the opinions of music prospective teacher on the difficulties experienced in distance education applications during the COVID-19 process were examined. In line with the purpose of the research, the participants were asked "- How did the COVID-19 process affect your courses at the faculty? What are the difficulties you experience in distance education applications? What shortcomings are there in practice? Finally, in your opinion, what can be done to achieve the purpose of music lessons in the faculty during the COVID-19 process? Questions have been posed. The answers given by the participants to these questions were analyzed with the content analysis technique, one of the qualitative research methods. The participants of the research consisted of 22 pre-service teachers studying in the Music Teaching departments of the Education Faculties of Aksaray and Necmettin Erbakan Universities. According to the research findings, it was seen that the participants had problems especially in practice and instrument lessons, using time, quality of online live interactions, and low attention and interest of students negatively affected the quality of distance education applications. In addition, it was stated that the participant teacher candidates had problems connecting to online courses, and that the quality of sound and video negatively affected in-class activities. According to participant opinions, when online learning and face-to-face teaching are carried out together, when instructors and students come prepared for the lessons, the objectives of distance education can be realized and the problem can be reduced.

Keywords: music education, COVID-19, teacher candidate, distance education

PROMOTING COMPUTACIONAL THINKING THROUGH REMOTE EDUCATION IN TIME OF THE PANDEMIC

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This project is a collaboration between the NGO "Codo a Codo" (City of Gobernador Gregores Province of Santa Cruz - Argentina), The Jerarquicos Educational Institute (City of Santa Fe, Province of Santa Fe - Argentina), and the Departmental Rural Educational Institution. Adolfo León Gómez (Fusagasugá, Pasca - Colombia) and Professor Marcelo Caplan, from the Science Department of Columbia College Chicago. This project aims to promote computational thinking and digital-robotics tools (Arduino and block language) for problem-solving through remote education. The Instructor presents the activities through videoconferences from Round Lake, Illinois, USA, to the participants located in their respective cities. The project took place outside of school hours. The participants met every Wednesday from March 31 to June 10, 2021 (12 virtual meetings) for 60-75 minutes at 5:00 p.m. Colombia and 7:00 p.m. Argentina. The number of participants who finished the project was 26. Participants' ages were between 11 to 18 years old, with the accompaniment of 5 local teachers. During the project, the participants have acquired basic skills in computational thinking and its implementation through the development of prototypes using microcontrollers (Arduino UNO) both in virtual form and the construction of physical prototypes. The project's fundamental idea is the development and internalization of behaviors and skills necessary for the integral development of the individual in times of the Fourth Industrial Revolution. The project focuses on the why and how to use each of these tools. To assess what happened in the project, the participants completed a pre and post-exam on their knowledge and attitudes about computational thinking, an exit survey, and exit interviews with teachers who accompanied the students during the project. The results of the project will be presented and discussed in the manuscript.

Keywords: STEM education, computational thinking, 21 century skills, remote education

AN EPIDEMIOLOGICAL AND INTERSECTIONAL APPROACH TO UNDERSTADING AFRICAN DESCENT WOMEN'S RISK FOR CONTRACTING HIV/AIDS IN THE UNITED STATES OF AMERICA

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Despite the advent of life-saving prevention and treatment strategies which have helped to slow the HIV/AIDS epidemic, the incidence, prevalence, and mortality rates for African descent women far outnumber the rates of all other racial groups of women in the United States of America. While risk-taking behavior as well as women's biological vulnerabilities are important factors in explaining the disproportionate HIV/AIDS incidence and prevalence rates among all racial groups of women; alone, they are inadequate in explaining the disparity faced by African descent women. Examining the environment in which "risky behaviors" take place is critical in understanding the HIV/AIDS epidemic among African descent women. An understanding of the epidemic among African descent women is crucial in developing effective prevention and treatment strategies. The paper will discuss the conditions and intersecting factors which underlie the HIV/AIDS health disparity among women of African descent in the U.S. An epidemiological framework along with an intersectional approach will be used to guide the discussion.

Keywords: HIV/AIDS, African descent women, intersectionality, epidemiological

ENHANCING SOCIAL JUSTICE: VIRTUAL REALITY & ARTIFICIAL INTELLIGENCE

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CDC.gov (2020) shows that the Coronavirus (COVID-19) has exposed the cost of an unjust law enforcement and judicial system against minorities. Non-Asian minorities, who are usually the poor with health issues, have been the most negatively affected by COVID-19. The aim of this study is to explain through literature review how Virtual Reality (VR) & Artificial Intelligence (AI) can be used to enhance social justice in order to eradicate the biases that deny targeted people access to resources or freedom through the judicial system. Research shows that VR is excellent for capturing multi-dimensional and multisensory videos, sounds, and pictures that can help police and judges to conclude exactly what happened. Also, AI can help to match incident to past cases or use rules of expert systems to predict judgment for new cases to get every person the best judgment and sentencing as a white person involved in a similar incident.

Keywords: artificial intelligence, judicial system, justice, law enforcement, social justice, virtual reality

SIMULATION-BASED INSTRUCTIONAL MATERIALS ON CENTRAL DOGMA OF MOLECULAR BIOLOGY

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The essence of Genetics lies in the understanding of the concepts of Central Dogma of Molecular Biology. Although these ideas are fundamental to the field, they are notoriously difficult to understand and visualize. While simulation-based instructional materials are found to improve the teaching-learning process in science education, little has been done to assess their effectiveness in teaching and learning the concepts of Central Dogma of Molecular Biology. Hence, this study aimed to examine the effectiveness of simulation-based instructional materials towards the learning performance of Grade 12 learners on the concepts of Central Dogma of Molecular Biology. This study utilized a mixed-method approach. Results of the pretest and posttest showed that the learners demonstrated from approaching proficiency to advanced mastery level on the concepts of Central Dogma of Molecular Biology. Furthermore, it was revealed that the pretest and posttest mean scores of the learners on the concepts differed significantly ($p<.05$). The result of the semi-structured interview revealed that the learners were engaged in experiential learning with the use of simulation-based instructional materials.

Keywords: central dogma, genetics, biology, computer simulations, instructional materials

INDIVIDUAL-INTELLECTUAL INTEGRATIONS ON THE COMMONALITY CRITERION IN RUSSIAN UNDERGRADUATES

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The commonality is one of underlying conditions that provide the individual-intellectual integrations. Three forms identify the commonality. The first is the causal commonality, the second is the generalizing commonality, third is the intertwining commonality. Confirmatory one- and two- factor analysis (CFA) and path analysis (PA) specified the operationalization of the commonality. 235 undergraduates at universities in Perm city (Russia) involved in this study. Participants were 178 women and 57 men, age 17 to 22 years (M = 18.61, SD = 0.88). The set of variables entered individuality traits (nervous system, temperament, and personality), fluid and crystallized intelligence, and creativity. The main results were as follows. (1) The variables of individuality provide individual-intellectual integrations and function as the causal commonality. (2) Variables of individuality and creativity provide individual-intellectual integrations and function as two forms of causal commonality. (3) The generalizing commonality did not arise by means of one- or two- factor CFA. (4) The intertwining commonality of the variables of individuality and the variables of intelligence and creativity has not found empirical support by means of PA. The recommendation proposes that although constructs of individuality and intelligence with creativity differ, researchers may apply to the commonality criterion.

Keywords: individual-intellectual integrations, commonality, causal commonality, generalizing commonality, intertwining commonality

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"NO LONGER WILL I SUFFER IN SILENCE:" THE USE OF AUTO-ETHNOGRAPHY AS A QUALITATIVE METHOD TO STUDY DOCTORAL STUDENTS AND MENTAL HEALTH

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Mental Health (MH) in Higher Education (HE), more specifically among those seeking terminal degrees, is critical, as recent research documents, doctoral students are six times more likely to experience higher rates of anxiety, depression, and other psychiatric disorders than the general population (Barry, Woods, Warnecke, Stirling, & Martin, 2018). A recent National Science Foundation (NSF) Rapid Response Research (RAPID) grant used to evaluate graduate students during COVID-19 revealed 67% of doctoral students scored low on well-being factors out of 3500 respondents (Olgivie et al., 2021). Reasons for increased anxiety vary as much as the diversity of the graduate student body itself. Some dominant stressors include pressure to publish, difficult relationships with advisors, financial insecurity, competitive job markets, work-life balance, lack of transparency about the university graduate student culture and experience (Mackie ad Bates, 2019). As we look ahead to the development and implementation of policies and programs to support graduate student well-being, it is imperative to understand the diverse lived experiences of doctoral students who experience mental health issues while pursuing an advanced terminal degree. Autoethnography as a qualitative research method can contribute to our understanding of the mental health issues doctoral students experience. This style of autobiographical writing and qualitative research explores and reveals an individual's unique life experiences in relation to social and cultural institutions (Custer, 2014). Autoethnography is about a way of being in the world, living consciously, and seeking a "story that is hopeful, where authors ultimately write themselves as survivors of a story they are living (Jones, 2013, p. 10)."

Keywords: mental health, doctoral students, autoethnography, qualitative research

OPPORTUNITY AND CHALLENGE IN NEXT GENERATION SCIENCE STANDARDS

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Science and mathematics achievements of U.S. public school students continue to lag comparing to international students and this lag would impact the competitiveness of the U.S. in the global economy. The business leaders, teachers and the science community thus have called for a strong Science Technology Engineering and Mathematics (STEM) education. The vision of Next Generation Science Standards (NGSS) call for a multidimensional and integrated approach of teaching science through connections among science concepts and science engineering practice to explain phenomena and solve problems. The existing literature on NGSS teaching and learning is theoretical and in need of research grounding in classroom practices. The study explored and examined how pre-service teachers (PSTs) implemented theNGSS in their teaching practices. A coding rubric with key indicators was used to analyze the lesson plans and evaluate to what extent PST were able to: 1. use phenomena to engage students in science inquiry, and 2. incorporates three dimensions of NGSS with integrated approach. The PSTs also kept reflect journals for continuous improvement and professional growth. The qualitative constant comparative methodology was applied for the analysis of reflections. The findings show that PSTs planned instructional activities to target student interest and motivation by using varied ways of connecting science to real-world phenomena and to promote understanding of three dimensions. However, they felt overwhelmed by the new standards. The major challenge of planning science lessons related to the degree of familiarity with the science content. When implementing lesson plans in the classrooms, the major challenge was to facilitate productive discussions. The study contributes to support NGSS implementation and improve teacher readiness. Understanding PSTs' knowledge and skills is essential for teacher educators to develop a support system that will help them work effectively in achieving the goals of NGSS and broader science education reform

Keywords: next generation science standards (NGSS), phenomenon, three dimensions, science teaching and learning, teacher education.

THE ART OF DIALOGUE AND ITS ROLE IN EDUCATION

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The aim of this paper is to address a revaluation of what is meant by education. I want to return to the heart of Socrates's defense where we learn that wisdom is recognizing what one doesn't know. Moreover, the manner in which he arrived at this conclusion was through dialoguing with others. In today's classroom and culture, the art of the dialogue, seems to have been eclipsed by soundbites, memes, and deferring to internet expertise which may not be expertise at all. In this deluge of information, some retreat and some only collapse into the bubble of information that confirms a belief. This is problematic for two main reasons I want to address: 1) education is a process of continuing one's emotional and intellectual growth spurred by curiosity which is healthy for the individual and a flourishing society is the byproduct and 2) the breakdown in communication is causing demonstrable harm to a sense of self-worth. My paper will use Socrates as the foundation for returning to a sense of curiosity, Aristotle's notion of eudaimonia (Nichomachaen Ethics), and I will also use the work of Dr Angela Gorrell (author of Always On) to address a methodology for enhancing education through an honest look at the ramifications of social media use and solutions for improving communication. My argument is that education at its core is a system of trust and its greatest achievement is when students leave the classroom thinking, reflecting, and carry that with them throughout their lives. But, this is only possible if we take serious note of the importance of dialogue as a method for learning, how it has been lost, and how we can recover its value.

Keywords: education, philosophy, social media

FROM INABILITY TO EXPERT: USING PERSONAL MOTIVATION TO PREPARE FUTURE READING TEACHERS

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The demand for confident reading teachers is greater than ever before. To guarantee successful reading instruction, teachers across the nation are being trained in the science of reading, which focuses on explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Large reading initiatives are tirelessly working on plans to implement the science of reading training to in-service teachers; however, what are universities doing to support their efforts? Dr. Kelli Smith, Dr. Tami Shelley, and Mrs. Pam Higgins teach reading instruction to early childhood and elementary students at Auburn University at Montgomery (AUM). Our experiences as elementary students, teachers, and leadership roles drive our desire to prepare pre-service teachers with the tools and skills needed to be confident reading educators. The following presentation will offer a more in-depth view of our motivation to learn science of reading instructional strategies so that we can best prepare our students as future reading teachers.

Keywords: science of reading, preservice teachers, education courses

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THE PERSPECTIVE OF PERINATAL WOMEN ON ANTI-COVID-19 PANDEMIC IN MACAU SOCIETY: A QUALITATIVE STUDY

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Macau is one of the most densely populated areas in the world and is famous for gaming and tourism. The COVID-19 epidemic has been significantly challenging human being worldwide. Perinatal women are more likely at a high risk and need special attentions to them, they may also have perspectives for government as well as health professionals to understand. To understand and reflect the measures of anti-COVID-19 from the perspective of perinatal women. Eighteen women who confirmed pregnant from January to May 2020 participated in this qualitative study. Data were collected through in-depth individual interviews and analyzed using Colaizzi's phenomenological method. Four theme categories were extracted from data analysis, which include: (1) Various strict and successful anti-epidemic measures implemented; (2) Humanized attention to people's daily live; (3) Timely information provided but being overwhelmed; (4) Difficulties and special expectations related to anti-epidemic. The COVID-19 epidemic has affected the physical, psychological and daily life of perinatal women in Macau. The implemented anti-epidemic measures are quite effective, however, there are some aspects need to be improved, which requires continuous efforts from the society and medical workers.

Keywords: perinatal women, COVID-19, anti-pandemic, qualitative research, Macau

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INNOVATION AND ENTREPRENEURSHIP ATTITUDINAL STUDY WITH ELEMENTARY STUDENTS

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Academic literature and extensive studies indicate that a small fraction of incoming first-year college or university students have the foundational understanding or appreciation of entrepreneurship. Even fewer have the disposition or inclination to pursue an entrepreneurial path. The purpose of this proposed study is to measure the level of innovative and entrepreneurial (I&E) attitudes in elementary students and assess how nurturing activities over time affect those same student's I&E mindsets. Students will be in the fifth and eighth grades in the public-school systems in Jefferson County, Indiana. The study will use quantitative descriptive and explanation research design and will utilize a control group. This study will investigate the correlation of elementary I&E mindset growth and age appropriate I&E leaning activities in order to actively promote and nurture future entrepreneurial intentionality. Presenters will discuss hypotheses related to how nurturing activities over time affect those students' attitudes towards innovation and entrepreneurial thought. Attendees will have an opportunity to engage with presenters.

Keywords: innovation, entrepreneurship, elementary, education

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USERS' SOCIAL INTERATION ON ONLINE FITNESS VIDEOS DURING THE COVID-19 PANDEMIC IN CHINA - EVIDENCE FORM THE BILIBILI WEBSITE

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With the sudden spread of the COVID-19 pandemic, online fitness has entered people's vision. In the online fitness trend, Bilibili Website presents a unique landscape in online fitness videos with its unique bullet screen culture. If bullet screen is regarded as a medium, users of fitness video can share emotions in the space created by bullet screen through this medium symbol. From the perspective of Symbolic Interaction Theory, this paper will study and discuss the interactive mode, interactive content, and the reasons for the popularity of online fitness video in Bilibili through the methods of participant observation, textual analysis, and interview. It is concluded that the Internet interaction of users' online fitness videos on Bilibili is mainly bullet screen, and the main contents of user interaction are participation and joking with other users. The five reasons why online fitness is becoming popular are health awareness, home fitness habits, a strong sense of participation, saving time and money, and future trends. Through the conclusion and discussion, this study will provide enlightenment for the development of online fitness videos and national health.

Keywords: social interaction, online fitness, symbolic interaction theory, Bilibili website

DISPELLING THE MYTH OF ELITISM AND ESTABLISHING THE EVIDENCE OF INCLUSION: A CASE OF CLIL IN ONLINE ENGLISH EDUCATION AMID COVID-19 PANDEMIC

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Educational elitism is an issue to be tackled, the necessity of which has been already widely established but reinforced amid COVID-19 pandemic given that learning has been greatly disrupted. While elitism in Content and Language Integrated Learning (CLIL) is a matter of debate, the settling of which still awaits more empirical studies in different educational contexts. Conducted in a particular Chinese higher education provider, this study examined the effects of CLIL in an online English teaching context and indicated that when teaching practices were appropriately designed and enacted in response to differing learning needs, students of different academic capabilities could make remarkable achievement in both language learning and content learning. This makes a contribution, though small, toward dispelling the myth of CLIL and establishes some evidence on the promotion of inclusive education in the time of COVID-19 crisis. However, a critical view should be held to elitism in either online education or CLIL with a much wider research agenda in various educational contexts to be explored.

Keywords: online learning, English language education, content and language integrated learning, inclusive education

CONSTRUCTION AND DECONSTRUCTION OF FEMALE BODY IN CHINA BY TECHNOLOGY CHANGE: A CASY STUDY IN NAPKINS

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Nowadays, technology has played an increasingly important role in the construction of gender roles, so we need to incorporate a technological perspective to further understand the changes and the influences in gender. This paper is mainly about the process of change of a technological product like a sanitary napkin in women's daily life and works from the era of the planned economy to the era of the market economy. Also, the paper focuses on a process of reconstructing, deconstructing, and then reconstructing women's bodies during the 1970s and 2000s from a special menstrual cultural perspective, such as euphemism, corporate culture, advertising placement, and gender discrimination. In the end, with a gradual development of gender equality awareness, people can not only know the history and process of Chinese sanitary napkins compared with Western history like the United States but also gradually reacquaint the gaze, stigmatization, and deconstruction of cultural symbols about females.

Keywords: menstruation, society, culture, female body

TEACHING COMPLEX PROBABILITY PROBLEMS USING SIMPLE SIMULATIONS WITH APPLICATIONS TO THE BROKEN STICK PROBLEM

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Probability is generally considered one of the most challenging areas to teach in mathematics education due to its intricate nature. However, the simulation-based teaching method can increase students' accessibility significantly to the probability problems because it enables students to resolve the problems with minimal mathematical skills. By substantially reducing the stress caused by complex mathematical calculations, simulations help students focus on the key concepts of complex probability problems. Furthermore, the programming languages, such as R and Python, can be easily implemented in classrooms to perform simulations that allow students and teachers to discuss the idea to solve the probability problems step by step. This article presents a classical probability problem known as 'the broken stick problem' to show the efficiency of the simulations in teaching probability. It contrasts the effectiveness of mathematical and computational simulation approaches to the solutions of the broken stick problems with several variations. For concrete illustrations, a series of R codes and their examples are provided at the end of the article, which can be used for the simulation study in probability class with various versions of broken stick problems. The extension of the computational approach to other historic probability problems is also discussed.

Keywords: probability, simulation

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LITERATURE REVIEW A COMPARATIVE STUDY ON WHETHER "WEIBO AND TWITTER" ARE PUBLIC SPHERE IN THE INTERNET

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Social media play an indispensable role in providing new ways of communication, popularizing scientific expertise, and promoting significant expression. Faced with various problems in the process of constructing the public sphere of traditional media, many scholars believe that social media has the characteristics of constructing the public sphere due to the characteristics of diversified report content, the full push the public spirit and equal effective right of speech on new media network platform. However, opponents argue that social media is just a false fantasy painted by Habermas and cannot fully satisfy the characteristics of the public sphere. Therefore, this paper takes Weibo and Twitter as examples to explore whether the current major social media platforms have completed the construction of the public sphere, which will also contribute to the development and evolution of the public sphere theory. This paper will start with the concept of "public sphere" and then decompositions the concept into its essential influencing factors such as "rationality", "openness" and "independence" as the analysis object, and review the current research results on these three aspects of social media. Finally, this paper will find the research gap based on the existing literature to have more detailed research in the future.

Keywords: public sphere

SECONDARY SCHOOL TEACHERS' LEVELS OF INTEGRATING ICT TOOLS INTO BIOLOGY TEACHING AND LEARNING PROCESS

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This study aimed at exploring the extent to which Rwandan secondary school Biology teachers integrate computer and other ICT technologies into teaching and learning process as well as the challenges they face as far as the use of ICT in teaching and learning biology is concerned. The descriptive research was used in this study, where 54 secondary school biology teachers were purposively selected from two district of Eastern province of Rwanda. Data were collected using questionnaires, interview schedule and observation protocol. Data analysis was done using SPSS version 21, using both descriptive statistics such percentage and frequencies and inferential statistics such as Mann Whitney Test and Kruskal Wallis test in comparing both teachers' attitude and self-efficacy in terms of demographic data. The results showed that the majority of the asked biology teachers use computers and other ICT tools less frequently in their professional duties with strong emphasis on using computers for reading eBooks or downloading audio-visual materials from internet, though some of them use computers to prepare study materials such class notes. Photosynthesis was found to be the most topic taught by using computer where the resources used are simulation videos downloaded from internet, with the purpose to show students how things works. Though the biology teachers' attitude and self-efficacy towards the use of computer were positive, their major concern remains the lack of time to prepare computer based educational materials. All the teachers asked said that training about computers is necessary specifically on how to teach using computers, therefore there is need to consider such factors as far as the proper integration of ICT technologies into teaching and learning processes.

Keywords: biology teachers, ICT, Rwandan secondary schools, teaching and learning

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COMPARING THE DISTRIBUTIONS OF ATTITUDINAL RESOURCES OF NEWS DISCOURSES ON LONDON AND WUHAN LOCKDOWN DURING COVID-19 OUTBREAK BASED ON APPRAISAL THEORY

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The study aims to conduct a comparative study on the distribution features of attitudinal resources in London and Wuhan's news discourses to examine the degree of objectivity shown in the wordings of the chosen discourses and analyze the way the reporters show their appraisals in 20 news discourses through quantitative and qualitative analysis. The author selects the news discourses on CNN (Cable News Network) official website reporting on Wuhan and London lockdown during the coronavirus epidemic as the corpus, with the attitude system of appraisal theory as the semantic framework, and UAM Corpus Tool as an auxiliary tool. The findings show that there is a richness of attitudinal resources in news discourses on Wuhan and London lockdown, among which affect resources appear the least frequently, while appreciation resources is the most used in the discourses. Secondly, the high-frequency content words are summarized from the discourses. Thirdly, the reporters manifest their appraisals in news discourses on Wuhan and London lockdown mainly by five methods: 1) the preference of negation and double negation; 2) an implicit shift of the focus; 3) the use of previous relevant news; 4) the use of quotes from authority and 5) the emphasis on internal disorder. The study builds a small corpus to explore the attitudinal resources, textual features and the subjectivity and objectivity of the chosen CNN news discourses, sharing a research perspective and value for future research.

Keywords: appraisal theory, SFL, news discourse, lockdown

INVESTIGATING THE ORGANIZATIONAL COMMITMENT OF MUSIC TEACHERS

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The aim of this research is to examine the organizational commitment levels of music teachers working in different educational institutions. Organizational commitment is the individual's willingness to strive to achieve organizational goals by adopting organizational goals and values, and to maintain his presence in the organization. The sample of the research consists of a total of 185 participant teachers from different gender and age levels working in educational institutions in Konya and Karaman Cities. The Organizational Commitment Scale-26 short form was applied to the participants. According to the research findings, it was found that the organizational commitment of music teachers was at a high level. In addition, the organizational commitment of the participants differs significantly according to gender, age and school type ($p<0.05$). The organizational commitment of female teachers and music teachers in the 30-49 age group was found to be high. There was no significant difference in the organizational commitment of music teachers in terms of school type ($p>0.05$).

Keywords: music teachers, organizational commitment, gender, age, school type

WHO'S ZOOMING WHO: A CASE STUDY OF VIDEOCONFERENCING'S EFFECTS ON UNIVERSITY FACULTY AND STUDENTS

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This presentation discusses faculty members' and students' experiences with the use of videoconferencing in online courses. When COVID-19 forced colleges and universities to abruptly transition their in-person courses online, many professors instinctively turned to videoconferencing tools as a substitute for face-to-face interactions. The extensive implementation of synchronous online instruction presented various opportunities and challenges. Notably, a new phenomenon, Zoom fatigue, was quickly identified in the popular press. The presentation will explore videoconferencing use, its effects, and the problem of Zoom fatigue in higher education by sharing findings from a qualitative case study. The presentation will examine videoconferencing use, and specifically Zoom fatigue, from a communication perspective. The effects of the communication technology tool on the college classroom will be explored, including how faculty and students experience the synchronous, virtual classroom. The concept of Zoom fatigue will be defined and examined, in relation to the communication process. Finally, recommendations for the effective use of synchronous online instruction will be presented. Although videoconferencing technology had existed for years, the events of 2020 normalized videoconferencing in many settings, including higher education. How colleges and universities respond long term to the lessons they take from 2020 will shape higher education and learning for the foreseeable future. This presentation will inform stakeholders how to effectively include videoconferencing as part of their digitized instruction to encourage student success.

Keywords: videoconferencing, higher education, communication, Zoom fatigue

STUDENT PERSPECTIVES OF HANDS-ON EXPERIENTIAL LEARNING'S IMPACT ON SKILL DEVELOPMENT USING VARIOUS TEACHING MODALITIES

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Due to the Coronavirus pandemic, traditional university classes, and any associated experiential hands-on learning laboratories, adapted to comply with safety standards for public health, transitioning from a traditional classroom environment to a virtual one. This paper discusses the impact hands-on experiential learning laboratories have on both technical understanding and soft skill development utilizing different teaching modalities: completely asynchronous online delivery or a hybrid delivery incorporating synchronous virtual lectures and in-person hands-on building activities. Hands-on experiential learning laboratories have been used in conjunction with other instructional delivery methods, helping students connect the dots between theory and application. These hands-on laboratories provide opportunities for students to "learn by doing" by building full-scale assemblies, developing both technical and soft skills. A survey was conducted to determine students' perspectives on how hands-on experiential exercises impacted both technical and soft skill development, and responses were analyzed for the different teaching modalities employed. Overall, all technical skills and most soft skills were positively impacted by these activities under both modalities, with hybrid courses having higher ratings than both asynchronous courses and traditional pre-COVID course delivery. This information may assist construction management programs that are interested in developing hands-on experiential laboratory exercises using various teaching modalities.

Keywords: experiential learning, hands-on, project-based, curricula, construction management

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A META-ANALYSIS STUDY ON THE EFFECTIVENESS OF DRAMA METHOD IN SOCIAL STUDIES COURSE

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This study aims to reveal the effect size of the drama method applied in the social studies course on academic achievement with the meta-analysis method in the Turkish sample. The studies included in the research were accessed from The Council of Higher Education Thesis Center, ULAKBIM TR Index, Google Scholar and Scopus databases by using the keywords "creative drama", "drama", "dramatization". As a result of the search in the databases, 26 master's theses, 2 doctoral theses and 3 articles (31 studies in total) that met the inclusion criteria were included in the meta-analysis. The data were analyzed using CMA and MetaWin programs. Effect size calculations were calculated according to the random-effects model. Also, class level, application week, the number of samples was determined as moderator variables. The research findings showed that the drama method applied in the social studies course had a positive and strong effect on the academic achievement of the students. As a result of the analyses made according to the moderator variables, it was seen that the class level, application week and sample numbers did not change the effect size on academic achievement. However, a medium level of effect size was achieved in the 4th grades and a strong level in the 5th, 6th and 7th grades. From this point of view, it can be said that the effect of the drama method applied increases as the grade level increases. According to the moderator variable of the sample size, a strong effect size was achieved in studies with a sample of 1-64 people, and a medium effect size was achieved in studies with a sample of 65 or more people. It is recommended to consider the class size while applying the drama method in the social studies lesson.

Keywords: drama, drama method, meta-analysis, social studies

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HOW TO DEFINE THE PROFESSIONALISM OF CHILDREN'S PROGRAMMING TEACHERS

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For many countries now, children's programming is an essential educational concept. More and more countries have begun to pay attention and have introduced relevant policies to support schools in opening these relevant courses. Similarly, for China, children's programming is now more valued by government schools and parents. For most Chinese parents, children's education is above all else, so they are willing to spend money on their children's relevant courses. In 2015, former US President Barack Obama said in an interview with technology media Re/code that if the United States wants to continue to lead in global technology innovation, it needs American schools to help better students develop in technology (data). At the same time, it is undoubtedly a business opportunity for current businesses. There are more than 200 children's programming companies on the market, and they can be divided into three categories: 1. A pure online programming education institution. 2. An offline teaching and training institution for small classes. 3. An institution that enrolls students both online and offline. For the teaching institutions that have sprung up on the market nowadays, there is mainly government support However, each tutoring agency will have different standards for the professionalism of these children's programming teachers, so this article explores how to define the professionalism of these teachers, as well as the standards for the entry and recruitment of these teachers.

Keywords: education, media

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THE EFFECTS OF ACADEMIC READING AND WRITING ACTIVITIES ON SOCIAL STUDIES AND PRIMARY SCHOOL EDUCATION TEACHER CANDIDATES' ATTITUDES TO GRADUATE EDUCATION AND RESEARCH

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This study aimed to determine the effects of academic reading and writing-based science and research ethics course on the attitudes of social studies education and primary school education teacher candidates towards postgraduate education and research. For this purpose, two groups were formed for academic reading and academic writing activities in both sections during the course process. In the study, a quasi-experimental pretest-posttest without control group design was used. The study group of this study consists of 50 (30 social studies education, 20 primary school education) teacher candidates who took science and research ethics course in the social studies and primary school education departments in a university located in the southeast of Turkey. While determining the study group, a criterion sampling method was used. Attitude Scale Towards Graduate Education (Ünal & İlter, 2010) and Attitude Scale Towards Doing Research (Çelik, Gazioğlu & Pesen, 2012) were used as data collection tools in the study. The data were analyzed with the paired samples t-test. As a result of the analyses, a significant difference was observed between the pretest mean scores and the posttest mean scores of the academic writing activities group's attitude towards doing research. A significant difference was observed between the attitude towards doing research pretest mean score and posttest mean score of the group in which academic reading activities were performed. There was no significant difference between the attitude towards postgraduate education pretest mean score and posttest mean score of the group in which academic writing activities were performed. There was no significant difference between the attitude towards postgraduate education pretest mean score and posttest mean score of the group in which academic reading activities were performed. It is recommended to carry out practical activities in order to increase the attitudes of teacher candidates towards doing research.

Keywords: teacher candidates, social studies, research ethics, high education

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TEACHERS AND TECHNOLOGY INTEGRATION: COACHING THE TECHNOLOGY RELUCTANT TEACHER

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The presentation highlights the results of a study that examined the impact of peer-coaching on technology integration in the classroom. Change, technological or not, is best overcome with support from peers, particularly in this unique educational time of the Covid-19 pandemic. Intended Audience: This presentation would be valuable for teachers, coaches, or administrators seeking to implement change whether that is technology implementation or any other educational change. Objectives: Examine the peer coaching relationship. Analyze the impact of peer coaching on educational changes like technology integration. Use the research from a qualitative study on peer coaching and technology integration to demonstrate its impact on teachers of differing years of experience. Abstract: This presentation will present the findings and practical applications from a qualitative research study that examined the positive impact of peer coaching on technology integration. The study followed 3 peer coaching pairs through an 8-week period as they sought to improve their technology integration skills. One technology-reluctant teacher was paired with one technology proficient teacher in each pair. Themes highlighted from the study to be included in the presentation are the interpersonal dynamics involved in peer coaching, what a positive peer coaching team looks like, the impact of peer coaching on confidence, and how using peer coaching can improve technology integration better than other forms of professional development. This study also has a broader application as peer coaching has the power to positively impact professional development for any educational change particularly during the uncertain time of the Covid-19 pandemic.

Keywords: technology, technology integration, peer-coaching

AN OVERVIEW OF MOOC PLATFORMS: APPLICATIONS IN TURKEY

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Massive Open Online Courses (MOOCs) can appeal to very large masses as a distance education model and provide the same quality and standard education with large user groups worldwide via the internet. In MOOC systems, users can get the course they want for free or for a small fee in the application they are registered with, using videos, lecture notes, booklets, and interactive forms. In this system, which is open to everyone, different countries have various applications. In this context, this research aims to briefly introduce the MOOC platforms in Turkey and give opinions and suggestions for MOOCs. This study is important in that it sheds light on future studies by giving information about MOOC platforms in Turkey.

Keywords: MOOC, distance education, e-learning

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HOW PARENTING STYLES ARE TRANSMITTED ACROSS GENERATIONS?

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Previous studies supported that authoritative parenting is more effective on child developmental outcomes. However, it may wonder whether parenting style will be transmitted from generation to generation. The purpose of this study was to answer this question. A sample of 97 parents from 2 generations was collected. Participants were invited to rate their perception on their parents' parenting styles separately, while their parents were also invited to rate their perception on their own parents' parenting styles in the same way. Parental Bonding Instrument (PBI) with two dimensions, care and overprotection, was used to measure parenting styles. The Importance of Collectivist and Individualist Traits in Child Scale (ICITCS, Jose, Hunstinger, Hunstinger, & Liaw, 2000) was used to evaluate the parenting goals in both individualistic characteristics, such as creativity and independence, and in collectivistic characteristics, for examples, obedience and respect. Results reported no gender difference in neither parenting styles nor parenting goals between parents. In One-way ANOVA, no significant differences among parenting styles across generations was reported. Linear Regression Model showed that parenting style on "care" practiced by participants' fathers was predicted by grandfather's but not grandmother's parenting style on care (β=0.624, p=0.001), but father's parenting style on "overprotection" was not predicted by grandfather's but by grandmother's "overprotection" style (β=0.810, p<0.001) and father's own individualistic parenting goals (β= -0.516, p=0.026). The "care" parenting style among participants' mothers was predicted by both grandfather's "care" style (β=0.763, p=0.001) and "overprotection" style (β=0.519, p=0.020) as well as grandmother's "overprotection" style (β= -0.538, p=0.013), while mother's "overprotection" parenting style was predicted mainly by grandmother's "overprotection" style (β=0.453, p=0.019), in addition to mother's own collective parenting goals (β=0.760, p=0.048). In conclusion, parenting styles seem to be transmitted inter-generationally with more parental influence by fathers than mothers. Parent education on altering this inter-generational chain was discussed.

Keywords: parenting styles, inter-generations

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EFFECTIVENESS OF DRAMA METHOD: A COMPARATIVE META-ANALYSIS AND META-SYNTHESIS

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The aim of this study is to examine the effect of drama method on academic achievement and attitude in preschool and primary school in terms of meta-analysis and meta-synthesis in the Turkish sample. In this research, a methodological approach was adopted that combines meta-analysis of quantitative data with qualitative data to present the broadest picture of current research on the drama method. In the studies included in the research, the keywords "creative drama", "drama", "dramatization", "drama with education", "effect of creative drama", "drama and academic achievement" and "drama and attitude" were used. It was scanned from National Thesis Center, Ulakbim Index, Google Scholar and Scopus databases. For this purpose, 67 effect sizes were obtained from 57 empirical studies on the effect of drama method on academic achievement in order to determine the overall effect size. 25 effect sizes were obtained from 23 empirical studies on the effect of drama method on attitude. In order to determine the effectiveness of the drama method on success and attitude, moderator analyzes such as application week, number of samples, education level, subject area were also carried out. Findings show that drama method has a positive effect on academic achievement and this effect is strong (d=1,157). However, it was determined that the drama method had a positive effect on the attitude and this effect was moderate (d=0.680). The meta-synthesis findings, the role of the drama method applied in the lesson on students, and learning outcomes were determined as the themes. Accordingly, it reveals that the role of drama on students affects affectively, cognitively, socially, linguistically and kinesthetically. However, in the theme of learning outcomes of drama, it has been determined that the drama method provides students with active learning, permanent learning, learning with games, learning with fun, cooperative learning and learning from the leader (teacher).

Keywords: drama method, meta-analysis, meta synthesis

ADOPTING A PROJECT-BASED LEARNING FRAMEWORK IN AN ONLINE COURSE TO ENHANCE THE QUALITY OF STUDENT PROJECTS

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The purpose of this research was to examine pedagogical factors that supported graduate-level Instructional Design students in the rapid adoption and integration of technology-based projects in under 7 weeks, previously accomplished in approximately 9-months. Project-Based Learning (PBL) pedagogy was adopted to redesign a course to scaffold and support the students in the achievement of the course learning outcomes. This pedagogy was selected as its emphasis is on ill-defined problems, problem-solving, collaboration, authentic real-life applications, and the creation of an end product (Savery, 2006). In the revised curriculum, students were challenged to learn about instructional design and simultaneously produce a robust eLearning deliverable that evidenced the very instructional design principles they were learning. The technology project was based on a needs assessment survey designed to capture self-reported gaps in the knowledge, skills, and abilities of individuals in the instructional design field. This exploratory case study reports on the design process related to how the course adopted a Project-Based Learning framework, the varied scaffolding strategies employed to reinforce the achievement of learning outcomes, and the instructional design decisions that ultimately supported the quality of student learning.

Keywords: project-based learning, instructional design, scaffolding, technology

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KINDERGARTEN CHILDREN'S METACOGNITIVE SELF-REGULATED LEARNING DURING AND AFTER WATCHING OTHER CHILD'S PROBLEM-SOLVING BEHAVIORS

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Compared to extensive research on metacognitive self-regulated learning (MSRL) with upper elementary grades through college, there has been little research on young children's MSRL. As a first step, this study examined potential components of 40 kindergarten children's MSRL by studying the similarities and differences between 24 effective and 16 ineffective problem-solvers in their perception of MSRL during and after watching a model child's problem-solving behaviors. Before watching the model's performance, children participated in the Self-Directed Learning (SDL) task. The SDL apparatus consists of 9 nuts, 9 bolts, and 9 matching holes in increasing sizes on a wooden stand. Twenty-four children were identified as effective problem-solvers because they put the proper sized bolt in each of the nine holes in the wooden board and screwed the proper size nut onto each bolt. Sixteen children could not complete the task. The model in a video performed the SDL task with a trial-and-error approach and finally asked for help. After watching the video, children were asked how they could help the model. Whole sessions were video-taped, transcribed, and analyzed using a content analysis. There were several different themes emerged in effective and ineffective children's responses. Effective children identified monitoring process related to planning/task goals and metacognitive thinking process as key elements for the model's successful completion. Ineffective children also recognized the need of monitoring process but without considering the overall task goal. The research findings indicate that effective kindergarteners in this study were aware of using MSRL as important strategies for problem-solving and were able to incorporate the constructs of MSRL aimed achieving task goals, as may be seen in other studies with older age students. However, ineffective children showed a limitation in integrating separate elements of the task into the task goal.

Keywords: child education, metacognitive self-regulated learning

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HISPANIC SERVING INSTITUTION: GENDER, MAJOR, AND TECHNOLOGY INFLUENCES ON ACADEMIC SUCCESS DURING A PANDEMIC

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This paper focuses on the impact COVID-19 has on students attending a Hispanic Serving Institution. Data retrieved from the Latinx student population was limited, which initiated this study. The research study includes a survey that was previously used, prior to the pandemic. Variables focused on are success rates of students attending a Hispanic Serving Institution, gender, major, technology, and attending a higher education institution during a pandemic. Conflict theory was used to understand how upper class students would have more resources needed to successfully complete courses in a Hispanic Serving Institution during a pandemic. The impact the pandemic had in the response rate was drastically seen. Due to the limited response rate, nonparametric tests were used. However, insignificant results were seen. This study shows how the researcher needs to become more resourceful in collected data using an instrument or resort to qualitative methods. The limitations were seen in the limited responses attained.

Keywords: Hispanic serving institution, gender, major, technology influence, academic success, pandemic

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DEAF ADULTS AND THE CRIMINAL JUSTICE SYSTEM: A REVIEW AND RECOMMENDATIONS FOR PRACTICE

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D/deaf adults (or those individuals who are culturally Deaf and/or audiologically deaf) face unique challenges in interacting with the United States criminal justice system during arrest, trial, incarceration, and community reentry. These significant challenges are most often due to inaccessible services, lack of staff training regarding the accommodation needs of deaf individuals, and larger systemic issues related to cultural bias and the oppression and discrimination of this marginalized group. Empirical research has rarely explored Deaf adults' experience of criminal justice systems from entry to exit. Through a comprehensive review of the literature, we will herein describe the issues faced by Deaf adults in criminal justice systems within the United States including interactions with police, arrest and detainment, trial proceedings, incarceration, parole, and community reentry. Recommendations based in theory and research for practice and policy reform are proposed to provide equitable service delivery to Deaf adults in each area of criminal justice practice.

Keywords: criminal justice, deaf, social work

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EDUCATIONAL JOURNEYS OF MEXICAN IMMIGRANT TEACHER

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This multi-sited ethnographic case study examined the educational journeys of a Mexican immigrant teacher by taking a particularized look at how the participant overcame the challenges she faced in USA. To reexamine the resiliency theories and understand the flexibility and hybridity of the immigrant teacher's language, literacy, and cultural practices, researchers collected qualitative data including participant observations, fieldnotes, interviews, and artifacts. The findings were consistent with those of Gonzalez and Padilla's work, indicating that protective factors such as passion for teaching and learning played important roles in the participant's educational journeys. In addition to the protective factors, the current study found dynamic roles of linguistic and cultural factors and family and social supports related to the participant's teaching career choice in the USA. The findings indicate that highly motivated immigrant teachers' successes may not be absorbed solely by personal resiliency. Rather, they may integrate all resources of personal, external, multilinguistic, multicultural factors, and systematic institutional supports to overcome obstacles and reach their professional goals.

Keywords: teacher education, immigrant teachers

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UNCODING THE LAYERS OF TECHNOLOGICAL AWARENESS AND SKILLS OUR WORKFORCE NEEDS

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Technology continues to evolve our social service approach, so let's examine recently collected data on what social service leaders in Illinois view as next-level technological skills? As society's technology use increases, so should our social service competencies to evaluate, understand, oppose or accompany progress thereby increasing inclusion for all. The question remains, how are we even preparing ourselves and our newest social service professionals on this vast topic? To help professionals assess where to focus on this enormous task, we will consider recent evaluative data from 175 social service leaders in Illinois on what they anticipate will be the skills, knowledge and considerations undergraduate students should have as they enter the field. The survey asked participants to rank the following categories of understanding in: ethical use of technology, information management, ability to adapt to emerging technology, social media literacy, and equity and inclusion of technology. Audience members will take the same survey at the start of the session to assess if their own understanding of future skills and whether they align or differ from the study. If practitioners conclude that all of these skills are necessary, how can we start to break down the ways we can examine, understand, teach, and train these skills as well as be disruptive advocates to technological change. We will define some of these types and categories of technology to bring a better understanding for human-centered providers. Together we will dialogue about what digital inequality might look like in their practice. As a final area, I will reinforce that we need to layer our skills beyond the functional purpose of technology and understand ways to design, implement, and to advocate for or against technology advancements in our professions.

Keywords: workforce development, technology skills, emerging technology

STUDENT OPINIONS ON USING THE HYBRID EDUCATION MODEL IN THE WEB TECHNOLOGIES COURSE

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This research aims to determine the views of undergraduate students on the use of hybrid education models in web technologies courses. The research was conducted in a qualitative design. The phenomenological design, which is suitable for the nature of the research, was used among the qualitative research designs. Data were obtained from 20 students studying at the undergraduate level. A semi-structured open-ended interview form was used as a data collection tool in the study. Categorical analysis, one of the content analysis types, was used in the analysis of the data. According to the results of the research, the participants stated that the process could not be carried out following the principle of equal opportunity, especially considering the issue of internet access, access to materials, and technological equipment. It was stated that families did not exhibit positive attitudes towards the process, infrastructure problems negatively affected the process, and eye health as a result of being on the screen for a long time. Considering the results of the research, it is seen that it is important to solve the problems such as internet access and infrastructure.

Keywords: hybrid education, web technologies, students' views

THE STRATEGIC SIGNIFICANCE OF THE ANCIENT TEA-HORSE ROAD FROM THE PERSPECTIVE OF HISTORY

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The ancient tea-horse road is a traffic network mainly crossing the Hengduan Mountains and the three river basins of Jinsha River, Lancang-Mekong River, and Salween River. It was an old transportation hub with the tea-horse trade as the main content and horse Gang as the primary mode of transportation. In China, the ancient tea-horse road has crucial historical value. Whether in natural resources or cultural resources, it is a cultural brand with international influence. By analyzing the historical origin of the ancient tea-horse road, combined with historical materials and relevant research results, this paper discusses its multiple strategic significance. This paper mainly studies the strategic value of the ancient tea-horse road in cultural exchange, national unity, resisting aggression, and geopolitics. Scholars tended to excavate the modern economic and cultural value of the ancient road. However, as a famous international ancient key channel, the strategic and international significance of the ancient tea-horse road in ancient times is also worth studying. In addition, modern one, belt and one road could be inspired by the historical value of the ancient road.

Keywords: cultural diffusion, ethnic relations, wartime artery, geopolitics

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