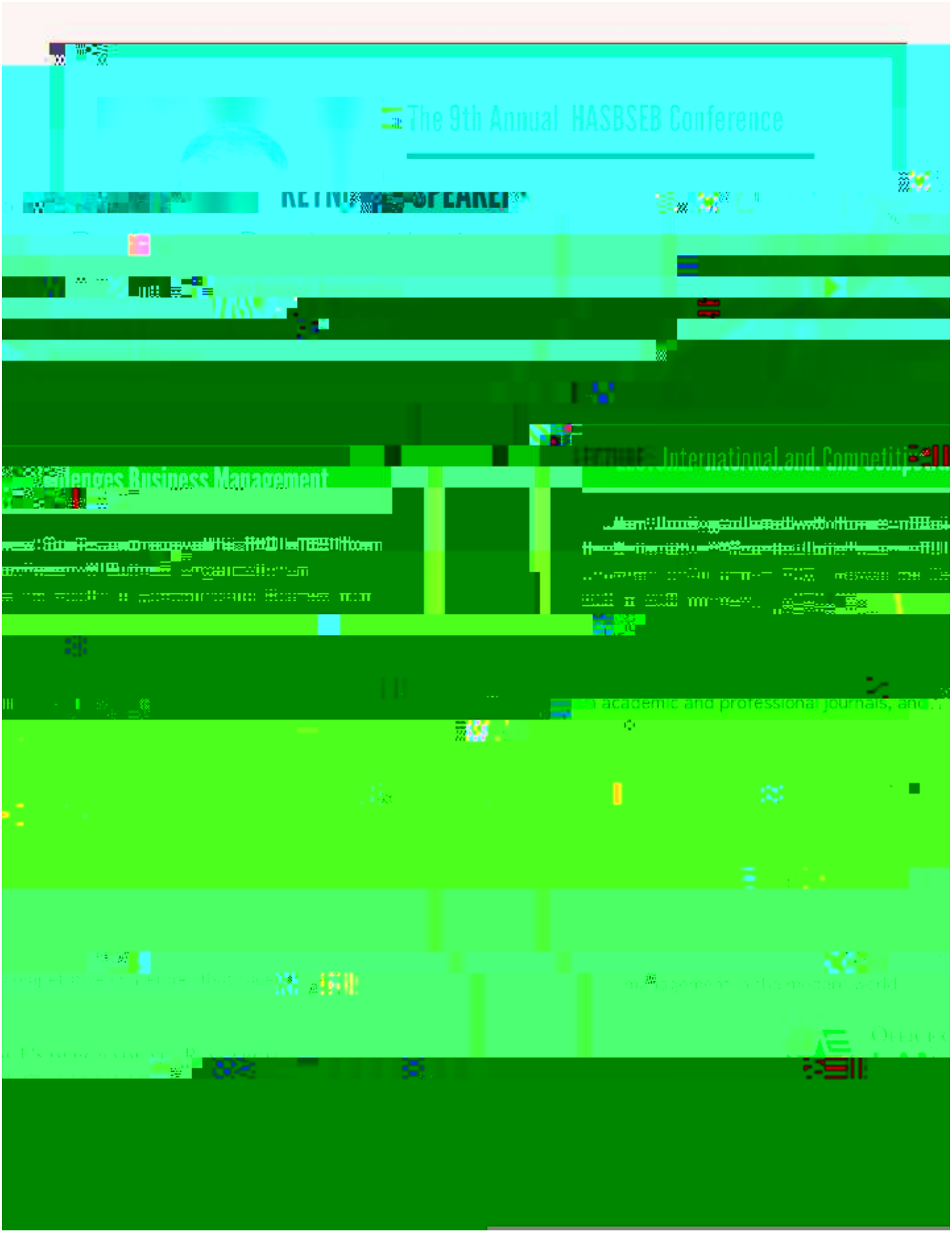
Message from

Lamar University's

WELCOME TO THE 9th ANNUAL HASBSEB CONFERENCE

All events will take place on Zoom platform with **ID: 879-918-4160** *and* **password 88888**

8:00 AM	Registration Opens in Galloway-Business bldg. The hallway
8:10 8:40 AM	Poster Session
8:43 AM	Welcoming Remarks Dr. Cristian Bahrim Director of O.U.R. Dean Dan French College of Business
8:45 AM	Introduction of our Keynote Speaker by Dr. Juan Nicolau Professor Marriott Professor of Revenue Management Graduate Director of the Ph.D. Program Virginia Tech University, The United States
9:00 AM	Keynote Speaker Dr. Juan Llopis Professor (Catedratico) of Business Organization Director of Institutional Relations and Projects Vice-President of the University of Alicante, Spain
10:00 AM	Recognition of Dr. Juan Llopis for his keynote speech


The 9th Annual HASBSEB Conference

2:00 PM Sergio Mendez
Major in Biology
Mentor: Dr. Bianca Easterly
Insecurity

2:15 PM Jasmine Boone
Major in Corporate Communications
Mentor: Mr. Andre Favors

2:30 PM Evan Gauthia
Major in Corporate Communications
Mentor: Mr. Andre Favors
Rhetorical Criticism of Tinder Swindler Documentary

2:45 PM Ronnie Knighten
Major in Psychology
Mentor: Dr. Margot Gage Witvliet

Becky & Chuck MASON Summer Scholar Program offers a paid Summer Teaching Internship program for STEM majors where students gain both theoretical and practical K-12 classroom teaching and learning experience by working with K-12 students. Students get to experience teaching and pedagogy under the supervision of both K-12 and Education faculty. Students gain comprehensive experience in K-12 teaching career-related special assignments and projects.

8 Tm1 g1 G[THE)11(9)5(TH AN)18(N)5(UA)4(L)-3(HA)4(SB)3(SI

5:15 – 5:45 p.m.

This study aimed to determine the effectiveness of using a 5E lesson plan to teach 5th grade students at Pietzsch-MacArthur Elementary (PMAC) about the three states of matter, and the differences between physical and chemical changes. Two sessions of students, the first with about 26 students, and the second with about 20 students, were assessed for the study. First, a pre-assessment was given to gauge their previous knowledge. The students were then engaged into the lesson by dancing to a YouTube video that had them dance like the various states of matter. Then, part of the lesson was given to go over the information asked in the pre-assessment, and to introduce the concept of physical change with the melting of ice cream, which is an experience the students could relate to. An oobleck activity was used for the explore phase and gave the students hands-on experience with the differences between physical and chemical changes. However, the students did not correctly identify that the addition of iodine to the oobleck was a chemical change. Next, the concepts of physical and chemical changes were discussed to explain the observations they made in the oobleck activity. An Edpuzzle was then used to further expand upon chemical changes, followed by a mid-assessment to determine what they had learned so far. To elaborate on physical and chemical changes, some pictures were shown, and the students were asked to answer if the picture showed a physical or chemical change. Finally, in the evaluate phase, the students were given a post-assessment. The projected 60% content mastery was assessed by looking at the average of the

post-assessment scores for each session. The first session exceeded the projected content mastery, with a 70%. The second session was just under the projected content mastery with a 57%.

Teaching at PMAC action shot

Move like a state of matter

Oobleck Action at PMAC

6:00 pm

9th Annual HASBSEB Award Winners

Best SURF HASBSEB Projects for Year 2022

Winner:
Margo Eugenio Major in Teacher Education Research
Research in *Social-Emotional Learning & Culturally Responsive Teaching: Do Preservice Teachers have the Skill, Knowledge, & Awareness to Support Student Achievement? An Exploratory Study!*
Mentor:
Department of Teacher Education
College of Education and Human Development

Runner Up:
Chaley Cleckley – Major in Teacher Education
Research in Genetic Technology and the use of an Oral Debate Method on Questioning Ethics in the Classroom

College of Education and Human Development

Best SURF HASBSEB Presentation

Winner:
Margo Eugenio Major in Teacher Education Research
Research in *Social-Emotional Learning & Culturally Responsive Teaching: Do Preservice Teachers have the Skill, Knowledge, & Awareness to Support Student Achievement? An Exploratory Study!*
Mentor:
Department of Teacher Education
College of Education and Human Development

Best Presidential Fellow Presentation

Taliah Belcher Major in Finance
Research in *Impact of Militarization on Growth of Countries.*
Mentor: Dr. Gevorg Sargsyan
Department of Economics and Finance
College of Business

9th Annual HASBSEB Award Winners

Best non-OUR sponsored Research Project – In progress

Winner:
Zainab Almohsin – Major in Deaf Education
Research in *Understanding Deaf Saudi Mothers Experiences: A Three-Dimensional Narrative Inquiry Structure*.
Mentor: Dr. Millicent Musyoka
Department of Deaf Studies and Deaf Education
College of Fine Arts and Communication

OFFICE OF UNDERG

UNIVERSITY

Tristian Tonche

Mentors: Dr. Diane Clark and Dr. Beverly Buchan

Department of Deaf Studies and Deaf Education

11:30 to 11:55 a.m.

PISL: Deaf Native/Indigenous Current Sentiments

summer and continue the work I began on Plains Indian Sign Language (PISL) during my McNair project. The second study continued to look at the rich history connected to PISL and the d/Deaf Native/Indigenous comm

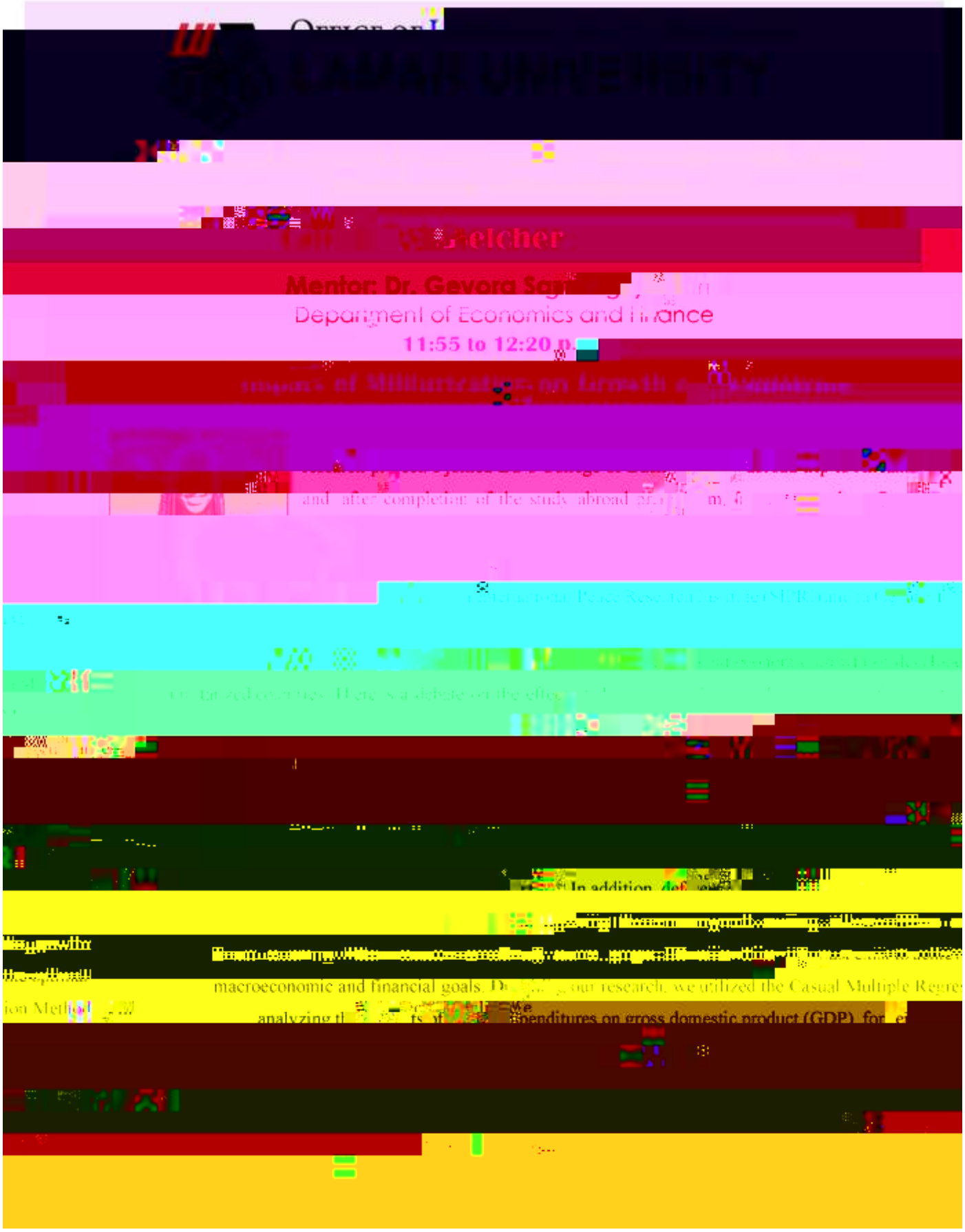
questions

After analyzing the interviews, the themes were [illegible] included them all being from Canada, most being multilin experiencing trauma in their schools, and discovered PISL later in life which most discovered at workshops

n

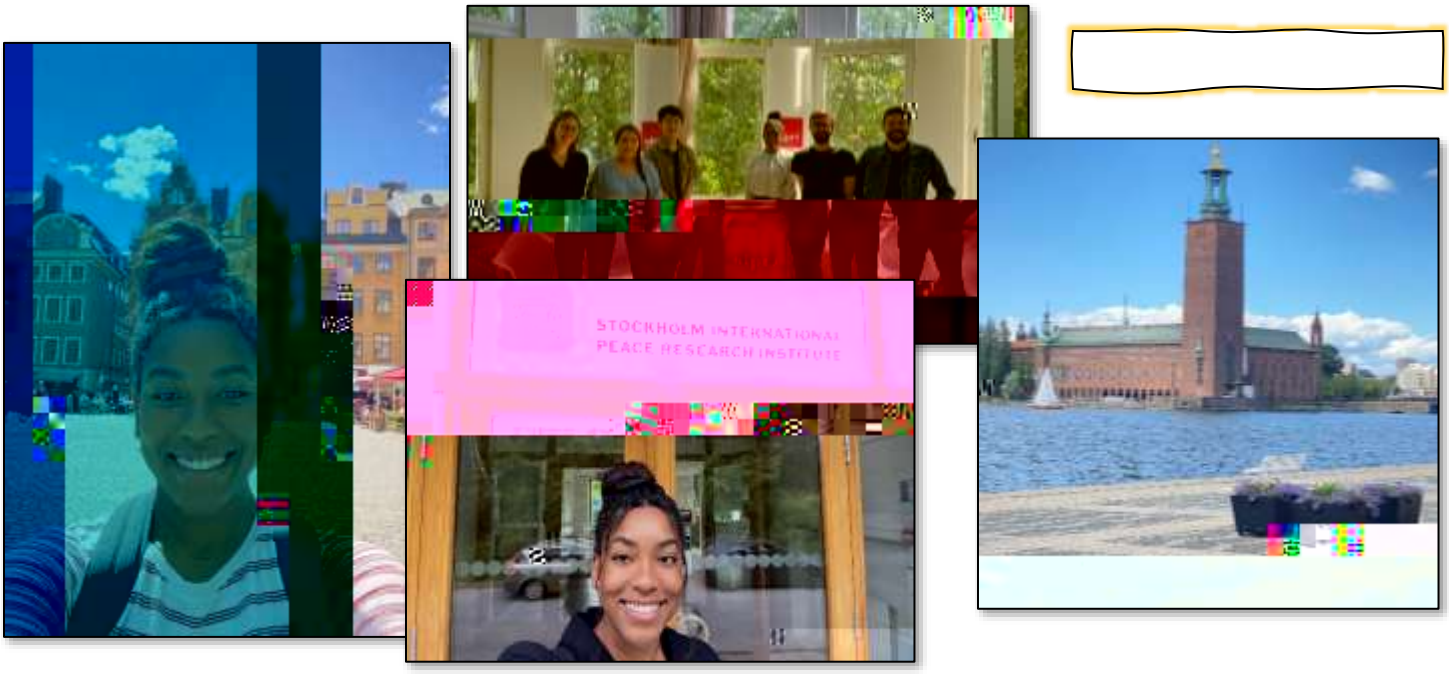
These results show that PISL is slowly being taught to more but unfortunately, there are still few users of PISL. Also, th

hows


LAMAR UNIVERSITY
Fletcher
Mentor: Dr. Gevora Sag
Department of Economics and Finance
11:55 to 12:20 p.
and after completion of the study abroad
In addition
macroeconomic and financial goals. D
analyzing th
penditures on gross domestic product (GDP), for

Traveling through Germany

Traveling through Sweden



Chloe Smith

Major in Speech and Hearing Sciences

Mentor: Dr. Lekeitha Morris

Research in Child Speech Disorder

Department of Speech and Hearing Sciences

Intervention for Child Speech Sound Disorder in YouTube Videos: Parent Perceptions and Clinical Utility

Speech Sound Disorder Interventions in YouTube Videos: A Cross-

was to examine the source, type of intervention, evidence, usability, and actionability of speech sound disorder (SSD) intervention-related information in the top 100 YouTube videos directed to families. I concluded that the collected videos did not reach adequate levels of understandability or actionability on average.

An extension of this research was needed to examine parent perceptions of these videos. The way parents perceive videos related to health information for their children impacts how they use the information and plays a role in if or how they engage with health care providers (Tan & Goonawardene, 2017). It is established that there is a lack of knowledge about the criteria parents use to determine the quality of online health information and make decisions (Kubb & Foran, 2020). It is important to determine the qualities in YouTube videos parents find the most helpful or informative to aid in understanding so professionals can create videos tailored to what parents feel they need and avoid what parents deem unhelpful. The following research questions guided this work:

1. -rated and low-rated YouTube videos differ?
2. How do parents with children with SSD use the internet or social media platforms to understand their

3. What preferences for online information and resources do parents of children with SSD have?

Method

Participants

The study was approved through the IRB. Participants were recruited through flyers being dispersed at a university clinic and through personal contacts with clinical instructors at the clinic. Five parents of children with SSD participated in the research.

Table 1: *Ranges for the ratings of high rated videos versus low rated videos*

In the short

who have already completed them. We will continue recruiting parents until we have reached at least 20 participants. Understanding the content of SSD intervention-related videos is especially relevant for parents because of how integral they are in the intervention process. The results of this work will provide a better understanding of what parents find to be useful and helpful when identifying internet resources for their children with SSD. In turn, this study will help speech-language pathologists understand how they can best support parents in identifying useful internet resources and how to make their own YouTube videos more effective.

There is opportunity for possible continuation of this research. This research only examines parent perceptions of videos about childhood SSD interventions. Future research could involve looking at a variety of speech or language disorders, or altogether as a whole. In addition, analyzing speech-langua

between the two groups, leading to better outcomes for patients.

Throughout this summer, I gained further insight into how research is conducted and learned about different approaches to intervention for later coursework in Speech and Hearing Sciences. Prior to starting this research project, I had a very limited experience of interacting with parents on a professional level within the realm of speech-language pathology. Due to the great involvement of parents in this field, it is a highly necessary skill to acquire. This experience allowed me to develop that skill. It also helped me understand more about how

Chaley Cleckley

Major in Teacher Education

Mentor: Dr. Mamta Singh

Research in Ethics in Classroom Instruction

Department of Teacher Education

Genetic Technology and the Use of an Oral Debate Method on Questioning Ethics in the Classroom

Abstract

The purpose of this study was to assess the effectiveness of an oral debate in the science classroom regarding stance and content retention on genetic technology and its use in CRISPR-Cas9 with Covid-19. There are many studies on the debate method, but few, if none, assess the effectiveness of this method on content retention (vital to standardized testing) or analyze the change of stance in students. In this study, an argument-based learning method was explored while guiding the participants to explore basic knowledge and understating of genetic technology and its relation to Covid-19 in humans. Pre-mid-post content knowledge assessments and debate methods were used. The qualitative data from an oral and written debate method were compared against each other as another data source in addition to the assessment scores. Overall, findings suggest that there was little difference in content retention and no change in stance after oral and written debate methods. Larger, prospective studies are warranted to further investigate these initial findings.

Keywords: debate method, argumentation, preservice teachers, eighth-grade students, pre-mid

effectiveness of an oral debate method in the classrooms of eighth-grade students and preservice teachers at the collegiate level. The analysis is in terms of content retention and the changing of stance.

Literature Review

There have been limited studies regarding genetic technology and K-12 education topics specifically related to knowledge and awareness among students and K-12 educators as it is a new area of research. We have, however, located a few studies that included some of our main attributes: Preservice teachers and eighth-grade students, debate method, pre-mid-post assessment, and genetic technology. Our review of relevant current literature provided us with many important points.

According to Anderson *et al.* (2020), teachers struggle to implement argument-based methods. Knowing this, they developed their own program to assist with the integration of argumentation. Their study analyzed the effectiveness of their strategies for the STEM Infused Science Teaching (ASSIST) program in helping K-12 teachers become more prepared and feel comfortable with using the debate method in their classroom. The authors

-order thinking skills. They claim the

. They propose to guide upcoming and current teachers through challenging their long-held educational ideologies and theories of learning at the beginning of their professional development program. They suggest this because it becomes harder to deconstruct beliefs the longer, they are practiced. A successful debate method relies on teachers' epistemic orientations being better aligned with their content knowledge and pedagogical practices. Anderson *et al.* (2020) further states the importance of giving the teachers multiple points of access to the Next Generation Science Standards (NGSS), so that they continue to feel in control of their pedagogical practices, and the standards seem to simply be beneficial tools and practices. Overall, it is understood from this study that the integration of the debate method will happen over an elongated period. Still, it is essential to the production of our society in the end.

supports the need for the debate method because it helps students develop critical thinking skills:

where scientific argumentation approach is p. 193). The debate method revolves around facts supporting a side. Modeling this aloud in a classroom setting with opposing facts allows students to practice the internal monologue used in critical thinking. Students need to be heard and feel free to talk in the classroom. It is

cognitively active" (Gultepe & Kilic, 2021, p. 185). The benefits do not end in the science classroom, as critical thinking skills required for these debates can also be used across subjects and outside of school. It is now also known that critical thinking must be taught along with curriculum to effectively develop critical thinking skills (Gultepe & Kilic, 2021).

Sampson *et al.* (2010) published a study on their -

perceive the new idea to be more convincing than the ones they hold currently. This process shows how argumentation and learning go together, as the analysis and (re)building of thought structures is the main component of both processes.

According to Grooms *et al*. (2018), the current classroom practices can limit the opportunities students have to engage in argumentation or alter how they participate in these scenarios. This study had participants that were enrolled in a high school chemistry course and were between the ages of 15-17. The study found a positive relationship between content familiarity and argumentation. Grooms *et al.* (2018) also noted that their

analyses suggest that students can also take up and use epistemic characteristics of scientific

(p.1264).

Telenius *et al.* and evaluating critical

p. 1). Their study was looking into the possible link between the quality of

Still, it also produced the most negative attitudes toward argumentation. The researchers suggest that a rebuttal should not be the end game, but including new ideas and perspectives is important in reaching a debate conclusion. Keskin *et al.* (2013) propose that it is difficult to incorporate a nontraditional method into the classroom when it involves subjects with no clear-cut answers and requires students to share their beliefs and values. This study included prospective teachers that were juniors at a university. They concluded that the argumentative bioethics

They also found there is no statistically significant effect of background knowledge affecting argument quality. Crippen *et al.* study focused on high school science teachers. These teachers participated in a professional development method focused on an argue-to-learn intervention. This study found that participants were likelier to use the internet to find evidence that the provided materials. They also saw an increase in content knowledge, but some issues arose that reveal a need for science curricula that allows students to work with and question real data.

According to a study on eighth-grade students, this meth they have no change in attitude. However, they have a significantly higher academic achievement (Ural & Gencoglan, 2019).

Methods

The study was conducted with two different groups of the population. The participants for this study were preservice teachers and eighth-grade students. Pre- mid- and post assessments were administered to both sets of participants. Both groups were further divided into two subgroups.

with a letter of the alphabet. Debate responses were reflected using the word art. Pre-mid-post assessments are in Appendix 1.

Figure 1: *Rebuttal Burger Handout (Cleckley, 2022)*

Preservice Teachers

Preservice teachers enrolled in a debate course were given a consent form to sign and turn in before the lesson. They were then taught about COVID-19 and CRISPR Cas9 using a PowerPoint and took a pre- and mid-assessment. Each class was separated into two groups by splitting them down the middle. The left side engaged

In closing (starting with opposing; two minutes each) the groups summarized the argument and explained why their points were better. Closing rebuttal from opposing then affirmative-

(two minutes). We then thanked the participants and collected all papers. After four days, all students in the class, both debate participants and alternative activity participants, were asked to take the post-assessment online through Blackboard. Pre-mid-post assessments can be found in Appendix 1.

Eighth-Grade Students

Eighth-grade students enrolled in a general science class were given a consent form for their parents to sign and turn in before the lesson. They were then taught about COVID-19 and CRISPR Cas9 using a PowerPoint and took a pre- and mid- assessment. We separated the class into two groups by splitting them down the middle. The

the handout given. The participants for the oral debate method were separated at random into two groups in different locations by the researcher.

The researcher began instructing the students throughout the steps and started taking notes. Both groups were given five minutes to research the topic and make notes. They wrote their names, sources, ideas, etc. on scratch paper throughout, and it was turned in at the end. We began the debate by allowing the affirmative team to share their summary (one- and one-h

their stance and reasoning for their point. We then allowed a recess (three minutes) to research more and establish counterpoints. They then each gave a rebuttal (start with opposing; three minutes each) formed by using the outline given. In closing (starting with opposing; two minutes), the groups summarized the argument and explained why their points were better. Closing rebuttal from opposing then affirmative- brief response to the

Debate

Figure 4: *Word art from the debate with Preservice Teachers*

Figure 5: *Word art from the debate with Eighth-Grade students*

Data Analysis

Preservice Teachers

Only 22% of participants completed the pre, mid, and post-assessments. They decreased assessment scores but

Discussion

Our review of the current literature indicates that better programs and models need to be modified to implement the debate method in K-12 classrooms. The resulting model must keep students engaged, and open-minded, participating with unique dialectic questions, and actively restructuring their opinions and beliefs. This method also must be taught alongside content. This process starts with the training of teachers, which will take time as they must restructure their epistemological orientations. The research method indicated that teachers either are in opposition to including the debate method in their classes, or they are unsure of how to execute this plan. Regardlheiplg3(ve)4QW* vi139(()ufed)123ons -5(rgum)8(or( )10a9(a)4(c)4(ti)ufi5u000vq4[t)-4verai4(c)u2(ne)4(ufsu

data should have less quality information as they have limited exposure to the concept of CRIPSR Cas9 (Grooms *et al.*, 2018). For this group, they did a decent job of arguing the societal ramifications and consequences despite the limited understanding of this genetic technology complex. It was found that only 24% completed all three assessments. The most common words indicated that most participants were satisfied with the use, or absence, of this genetic technology if it meant a better outcome for the population.

Eighth-Grade students

Compared to the study by Telenius *et al.* (2020), this group would fall under a low-performing group since they did not engage in questions and dialogue and did not render deep discussions. Most eighth-grade students that turned in the consent forms were against the use of CRISPR Cas9 on COVID-19. This data may indicate a stronger link between participation and holding a perceivably argumentative viewpoint, for example, being against using CRISPR Cas9 on COVID-19.

volume to challenge this theory either. This population had at least a one-year gap since their last exposure to a lesson over cells, organelles, and DNA. According to Grooms *et al.* (the) results indicate that a positive relationship does exist between content familiarity and high- 64). Therefore, our data should have less quality information. Only 29% turned in their parental consent forms. Out of those that returned them, 80% were against the use of CRISPR on COVID-19. In this population, it seemed that the eighth-grade students had one of the same issues as Sampson *et al.* th graders: do

(p. 250).

incorporate epistemic characteristics of a debate as easily. They both seem to share the collective confirmation bias with Sampson *et al.*

Recommendations

It may be beneficial to this study and teachers to have students unaware that they are carrying out a debate. For

Crippen, K. J. (2012). The argument as professional development: Impacting teacher knowledge and beliefs about science. *Journal of Science Teacher Education*, *23*(8), 847 866. https://doi.org/10.1007/s10972-012-9282-3

Grooms, J., Sampson, V., & Enderle, P. (2018). How concept familiarity and experience with scientific argumentation are related to the way groups participate in an episode of argumentation. *Journal of Research in Science Teaching*, *55*(9), 1264 1286. https://doi.org/10.1002/tea.21451

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Osborne, J. (2014). *Teach science through argument*. Stanford Graduate School of Education. Retrieved July 17, 2022, from https://ed.stanford.edu/spotlight/teach-

Appendix 1

Pre-assessment

1. RNA is read in sections called
   - Codons*
   - trices
   - Triplets
   - Genes

2. Translation is a process that produces
   - mRNA
   - Polypeptide chains/ proteins*
   - tRNA

3. Amino acids are joined together to form
   - DNA
   - Ribosomes
   - Proteins*
   - RNA

4. What is a genome?
   - All the genetic material of an organism*
   - the nucleus
   - where the genetic material is stored
   - a type of cell

5. What is a virus?
   -

8. Do you have any other points to add into the discussion of the ethical part of using CRISPR on COVID?
_____*not for points

9. What does CRISPR stand for?
   - Clustered regularly interspaced palindromic repeats*
   - Colligated regular intercellular placement regimen
   - Cancer regulating innovative production reme

10. What is the benefit of having a lipid envelope on a spherical virus?
   - Helps keep the virus healthy
   - helps the virus enter a host cell*
   - Provides nutrients to the virus until it locates a host cell

11. What bacteria was CRISPR found in?
   - Salmonella
   - Pneumonia
   - E. Coli*

12. Is CRISPR the first genome editing tool?
   - Yes
   - No*

Eighth-Grade students

Pre-assessment

1. Where is DNA located?
   - Attached to the rough ER
   - Inside the nucleus*
   - Free floating in the cell
   - Surrounding the mitochondria

2. What does a ribosome produce?
   - Lipids*
   - Carbohydrates
   - Proteins
   - Nucleic Acids

3. What is a virus?
   - An infectious agent of small size and simple composition that can multiply only in living cells of animals, plants, or bacteria.*
   - A relatively large protein that destroys cells of living organisms
   - An infectious agent that has its own DNA and travels through the blood stream to prey on other cells
   - An infectious agent that robs cells of their DNA

4. What is a trait?
   - All of the parts of a human cell
   - The differences between the generations of a species
   - A graph of all chromosomes in a given species
   - A characteristic that an organism can pass on to it's offspring through DNA*

5. Where are ribosomes found within a cell? Check all that apply
   - Floating freely in the cytoplasm*
   - Attached to the rough ER*
   - Attached to the smooth ER
   - Inside the nucleus

Mid-assessment

1. What is the function of CRISPR Cas9 in a bacteria cell?
   - change the genome
   - fight off invading viruses*
   - kill the cell before a virus can
   - change the bacteria genome before the virus gets to the nucleus

2. What have scientists tweaked CRISPR to do to humans?
   - change the genome*
   - keep track of all viruses that have invaded
   - fight off invading viruses
   - kill the bacteria after infection

3. Which is larger?
   - Bacteria*
   - Virus

4. Which is living?
   - virus
   - bacteria*

5. The term "virus" comes from a Latin word meaning
   - To infect
   - Disease/ sickness
   - Slimy liquid/ poison*
   - vile/ foul

Post-assessment

1. What is the function of CRISPR Cas9 in a bacteria cell?
   - change the genome
   - fight off invading viruses*
   - kill the cell before a virus can
   - change the bacteria genome before the virus gets to the nucleus

2. What have scientists tweaked CRISPR to do to humans?
   - change the genome*
   - keep track of all viruses that have invaded
   - fight off invading viruses
   - kill the bacteria after infection

3. In your opinion, should CRISPR Cas9 be used on Covid-19? *correct if answered
   - Yes
   - No

4. Type 2 points supporting your yes/no answer? * if you wrote the paragraph type n/a
   - _____*not for points

5. Which is living?
   - virus
   -

wellness, among other benefits (CASEL, 2022). SEL provides students with the tools to not only succeed in school but in life as well (Keene, 2020). However, EPP does not include enough substantial training on SEL, leaving preservice teachers confused about what SEL looks like in practice (Waajid et al., 2013). A lack of prior knowledge regarding the SEL framework, combined with a lack of SEL-focused professional development opportunities, creates a staff unable to properly support the emotional well-being of their students (Ferreira et al., 2021). The same confusion and overall lack of preparation are not just directed toward SEL but CRT as well. CRT is the use of cultural characteristics and perspectives of diverse students as conduits for teaching (Gay, 2002). This framework is built on the idea that instruction is more personally relevant, has higher interest appeal, and is learned more quickly and completely when students are more able to relate. The framework has been shown to improve the academic achievement of culturally diverse students. CRT implores teachers to complete an

2019). Although CRT is a significant approach for in-service and preservice teachers to consider, EPP offers little to no content that

The lack of substantial knowledge regarding both SEL and CRT was the primary motivation for this study.

knowledge of SEL and CRT. Both frameworks are vital to student success as they encourage the adaptation of instruction to incorporate the well-being and background of each student. As both topics are so important, I was curious about the explicit knowledge and understanding preservice teachers had of the subjects. Before our SEL/CRT lesson and activity, our groups admitted no extensive knowledge of the subjects. However, following just one lesson and activity where preptation c

attendance and fewer disciplinary problems are also associated with students with strong social-emotional abilities. The CASEL Model is a prominent framework in SEL studies (Ross & Tolan, 2017).

The model

for the classroom and sets a precedent for how students interact with one another and the teacher throughout the

responsive teacher is not an easy task; it requires educators to foster open, raw conversations that allow students

programs must prepare preservice teachers to enter increasingly diverse classrooms. Providing more diverse resources, encouraging teacher candidates to reflect on their background (racial identity, socioeconomic class, etc.), and helping preservice teachers distinguish between adequate teaching and culturally responsive teaching (Mburu, 2022). More explicitly

regarding diversity-related subjects, combat myths and stereotypes about diverse families by using read-and-respond techniques and hold open, honest conversations, and connect diverse literature to real-world issues (Howard et al., 2018). The ultimate goal of education is not for students to be able to regurgitate information and recite facts but to learn how to become functioning members of society, interact with others, and make logical decisions. By creating a classroom where all members are listening to one another and sharing their opinions,

These topics are extremely important in discussions of educating the whole child, yet there seems to be a

Additionally, they completed the post-survey, consisting of the same 10 questions, to measure whatever

Question 3: How valuable are social-emotional learning (SEL) professional development opportunities?

60% of preservice teachers said such opportunities were not at all valuable, while 40% said they were somewhat valuable. After one lesson, 40% of preservice teachers found SEL development opportunities somewhat valuable, 20% found opportunities quite supportive, and 40% found these opportunities extremely supportive. Overall, there is a positive shift in the data, as preservice teachers better understood the value of SEL development opportunities.

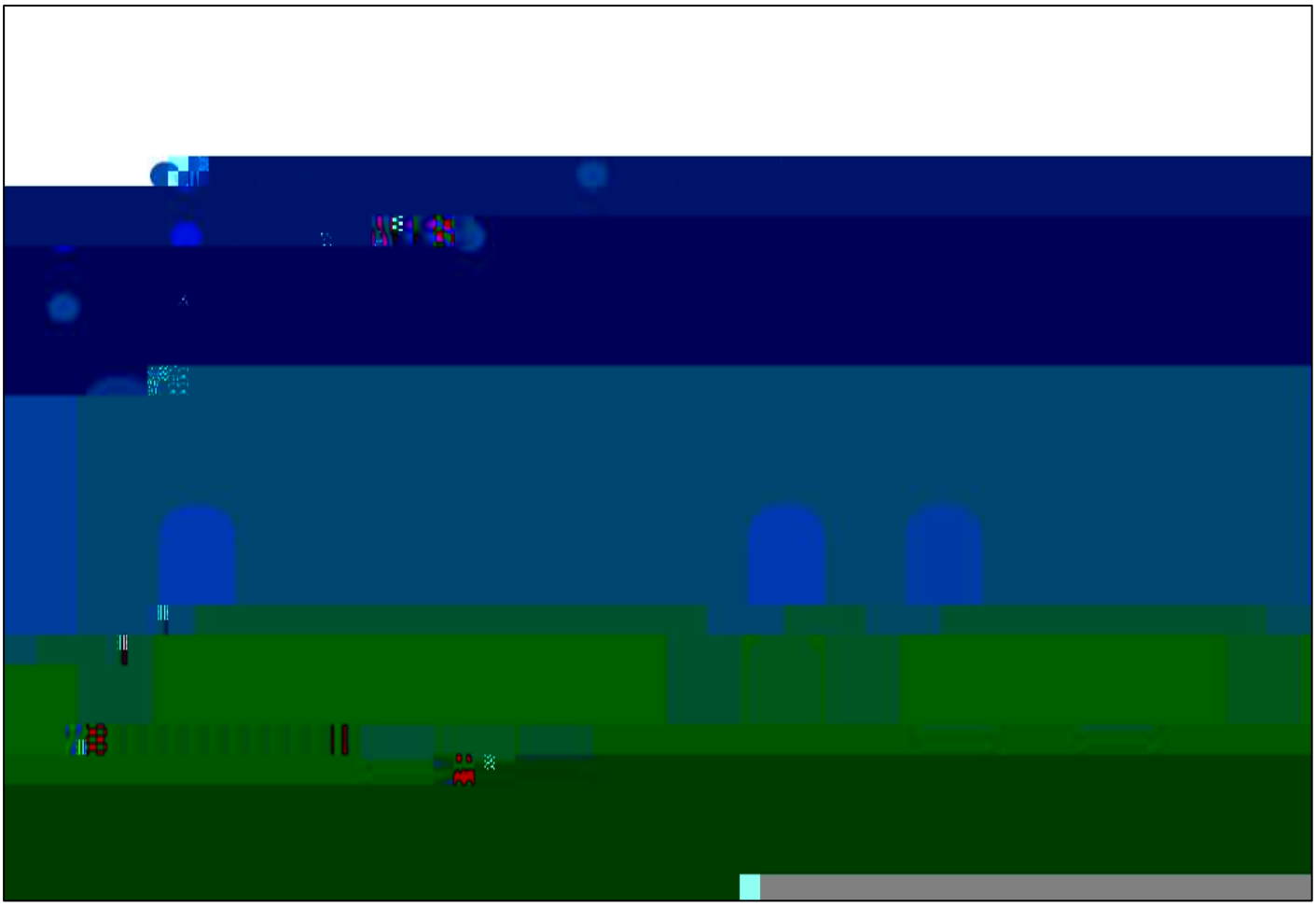

Figure 3: -emotional learning (SEL)

Question 4: -emotional learning (SEL) from school?

60% of preservice teachers said the content was not at all of the value and 40% said the content was somewhat valuable. In the post-survey, however, 20% of preservice teachers said such content was somewhat valuable, 40% said quite supportive, and 40% said extremely supportive. There is a positive shift in the data from pre- to post-

Question 7:

Question 9: How sure are you that you can figure out a good way to get your schoolwork done well?

40% of preservice teachers said they were somewhat sure, 40% said they were quite sure, and 20% said they were extremely sure. In the post-survey, 20% of preservice teachers moved to somewhat sure, 40% answered quite sure, and 40% answered extremely sure. There is a positive shift in the data as preservice teachers grew more confident of themselves in academic contexts.

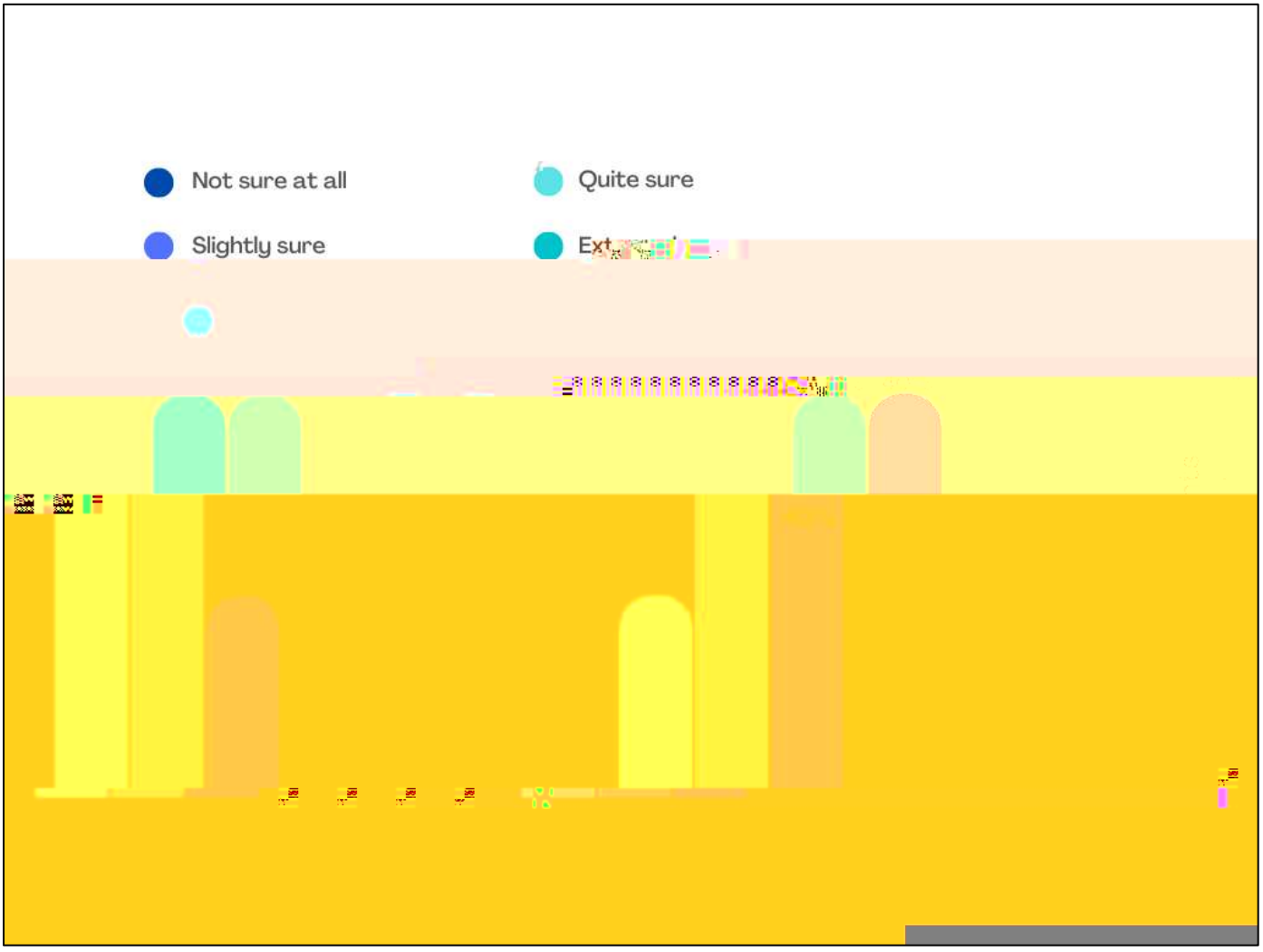

Figure 9*:* Showing preserv
get your schoolwork done.

Question 10: Overall, how well can you figure out how to learn things?

20% of preservice teachers answered somewhat well, 60% said quite well, and 20% said extremely well. Following the lesson, 60% of preservice teachers found they could figure out a new way to learn something quite

fidence in

their understanding of new academic material.

Figure 10:

Activity and Reflections:

Following the pre-survey, the focus group participated in a lesson and activity to learn about social-emotional learning and culturally responsive teaching. After, participants were instructed to give a brief reflection.

Preservice Teacher	Reflections
Student A	She learned topics that, before, she was unfamiliar with. She admitted that the SEL activity helped her understand negative and positive emotions and the necessity to
Student B	

Discussion

Unlike data collection found in existing literature, we collected data from a focus group (based on responses from the pilot group/survey) that solely informed our findings. With a smaller group, we could better assess prior knowledge of both frameworks and content understanding and retention, another aspect we did not see in the existing literature. Like in the existing literature, we agree that both frameworks are increasingly important to student achievement. However, in our literature review and our study, we find that EPP seemingly does not address either topic with much, if any, depth. It is important that teacher candidates can enter the classroom equipped with the knowledge and skill to educate the whole child.

With that, we had two objectives for the study. Our primary objective was to assess if preservice teachers had

and content for preservice teachers to completely understand and implement the SEL framework in the classroom (Waajid et al., 2013). Due to this lack of SEL instruction, preservice teachers have little to no knowledge of the framework and struggle to find its initial value. Texas requires preservice teachers to complete 150 clock hours

-emotional development, and

wledge of or ability

to do any of those aspects (Education Commission of the States, 2020).

Our second objective was to assess if preservice teachers were even aware of CRT. Generally, undergraduate programs do not provide content that will improve preser

to use CRT and follow its principles (Evans et al., 2020). Like SEL, preservice teachers are not comfortable with CRT; they are not comfortable diversifying their instruction, nor are they prepared to enter and communicate with the increasingly diverse classrooms the field of education is seeing.

In both these circumstances, preservice teachers are not to blame. Our findings highlight an eagerness to learn and implement these frameworks on behalf of the preservice teachers, an attitude undescribed in the existing literature. It is the responsibility of EPP to do more than simply teach these topics, though that requirement is not quite met. EPP must embody these principles so preservice teachers can witness their successful implementation in classroom settings. EPP has an important task to ready teacher candidates for the realities of the classroom. In doing so, must evolve curriculum and instruction in a way that prepares teacher candidates and allows students to succeed further.

Implications

SEL is necessary for teaching. It gives students the tools to properly identify, manage, and cope with

Ford, D. (2020, February 6). Social-

Ally Tywater

Major in Exercise Science

Mentor: Dr. Shannon Jordan

Department of Health & Kinesiology

Rodeo Athletes: A Survey of Injuries and Accessibility to Strength & Conditioning Specialists and Athletic Trainers

The literature on injury prevention and injuries sustained by rodeo athletes is lacking. Depending on what level

Introduction

Traditional rodeo events are usually comprised of rough stock riding, steer wrestling/roping, and barrel racing (1). These events are learned at a young age, usually in 4H or FFA, and continue into high school, collegiate, semi-pro, and professional level competitions. Rough stock riding is considered to be bull riding or bronco riding (1). In steer wrestling, a competitor rides a horse while tracking down a steer, swiftly dismounts the horse, flips the steer over, and gets the steer flat on its back (1,2). The current world record for such a feat is 2.4 seconds. According to the Professional Rodeo Cowboys Association (PRCA), both the horse and steer are traveling close to 30 miles per hour when the cowboy is supposed to jump off the horse and wrestle the steer (2). Rodeo events carry a high risk of injury from contact and also from the jolting and twisting from riding the animal (1). Furthermore, there are few studies to date regarding movement analysis of these rodeo sports, which would help allied health professionals such as strength & conditioning coaches and athletic trainers improve prevention and treatment of injuries in rodeo athletes.

Methods

This survey collected anonymous data and was sent out via Qualtrics. As it did not require identifying information, it qualified for exempt status with the IRB. Basic information such as age, sex/gender, college/professional competitor, years of rodeo experience, rodeo event(s) was collected, however, no specific identifying information was collected. My mentor Dr. Shannon Jordan and I formulated a set of survey questions for each group: rodeo athletes, athletic trainers, and strength & conditioning specialists. We created the list of questions and reached out to experts in the area for help. These experts then reviewed the questions and gave their feedback on changes such as wording and readability. Some of the experts even sent ideas for further questions within the categories. Once the final set of questions was gathered, we then created our survey using Qualtrics that was

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Figure 1 is a depiction of what the survey looks like on a mobile device. Once the participant selects the category that applies to them, Skip Logic will direct them to the next question for their category (Figure 2). Once the survey data was collected, we analyzed the data and presented the findings.

Figure 1

Tables 1, 2, and 3 provide questions for rodeo athletes.

Table 1. Rodeo Athletes: Questions For Injury Prevention and Injuries Sustained

Table 2. General Questions For Rodeo Athletes

Table 3. Rodeo Athletes: Questions For Exercise Training

Results

As the responses to the survey started coming in, we started putting each response into an excel spreadsheet separated by question to be able to analyze and review it easier. From here we were able to analyze the results of the survey thus far. Twenty rodeo athletes responded to our survey from professionals, to collegiate and amateur athletes. Out of the twenty athletes there were ten females and ten males. Two of these athletes had been competing for 1-2 years, three for 3-4 years and fiftee700009120Qq0.00000912 0 612 792 reW* nBT/F1 12 Tf1 0

athletes stated that the question was not applicable which made us curious as to why they thought this and why they did not respond to the question further. Of the athletes that wore protective gear, four of them wore the same gear in practice as they did in competition.

Next, we moved on to the access to athletic trainers and strength & conditioning specialists during practice and competition. Among the athletes with access to strength and conditioning specialists three of those were amateur, six were collegiate, while four were professional. There were two professional, four collegiate and zero amateur athletes with no access to a strength and conditioning specialists. Among the athletes with access to athletic trainers during practice, there were only two amateur, one collegiate and one professional. In competition, there was only one amateur, three collegiate and five professional athletes with access to an athletic trainer.

Figure 3. *Years an Athlete Competed in Rodeo*

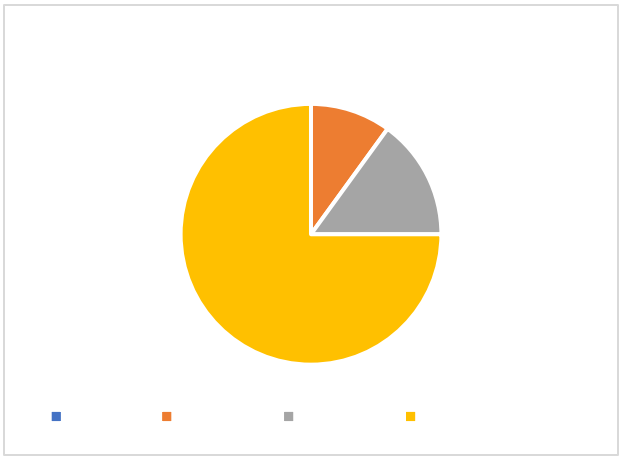

Figure 4*. Rodeo Events Surveyed*

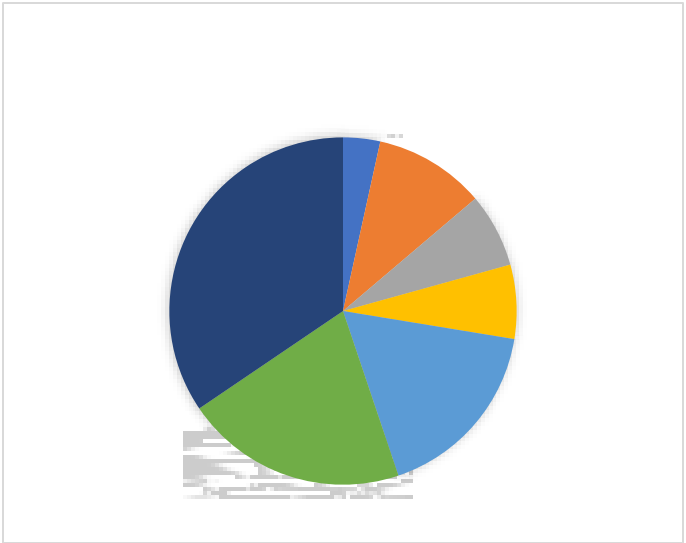

Table 4. Strengthening Exercises Statistics

Table 5. Injury Statistics

Table 6. Athletic Trainer and Strength & Conditioning Specialist Statistics

Discussion

Throughout this project, we ran into the issue of people not responding to emails. After sending many emails to not only rodeo athletes but to athletic trainers and strength & conditioning specialists, we received very few responses to our survey. Because of the lack of responses, we focused solely on the rodeo athletes portion as we have the most information available. With very few athletic trainer and strength & conditioning specialists responses, we are still working on collecting data for those groups as more data is received through the survey. Above you can see the results based on the rodeo athlete questions in tables 1, 2, and 3. Tables 4, 5, and 6 show three of the areas we focused on such as access to specialists, injuries and exercise statistics straight from the Qualtrics survey we distributed. Tables 3 and 4 gave us background information regarding the event and how long the athletes have competed in their events. Through these results, we were able to see what these athletes are doing not only diet wise but exercise wise to stay in tip-top shape. These results also shared with us the lack of knowledge among athletes in being able to correctly identify why they might be doing certain exercises. We were able to see the correlation to protective equipment, when its worn and some injuries the athletes have susta 0912 0 612 anv.o

Undergraduate / In-progress / Poster

Presenter: Zainab Almohsin

Major: Deaf Education

Mentor: Dr. Millicent Musyoka

Department of Deaf Studies and Deaf Education

College of Fine Arts and Communications

Research in Deaf Studies

Understanding Deaf Saudi Mothers Experiences: A Three-Dimensional Narrative Inquiry Structure

Motherhood is a unique experience that is critical in the family, particularly in a healthy child's development. Previous research identifies many similarities between hearing mothers raising hearing children and Deaf children. Contrarily, the experiences of Deaf mothers raising hearing and Deaf children is an unexplored area of

Undergraduate / In progress / Talk

Presenter: Jacob Bennett

Major: Communications

Mentor: Dr. Margot Gage Witvliet

Department of Sociology

College of Arts and Sciences

Research in Climate Change

Attitudes and Perceptions of Climate Change in Southeast Texas

Background: Prior research highlights that increased flooding and harsher storms experienced in Southeast, Texas are in part occurring more frequently because of climate change.

Undergraduate / Early Stage / Talk

Presenter: Jasmine Boone

Major: Corporate Communication

Mentor: Mr. Andre Favors

Department of Communication and Media

College of Fine Arts and Communication

Research in Symbolism in Commercials

An Analysis of Pepsi's "Live for Now" Commercial via Burkeian Dramatistic Lens

Undergraduate / In progress / Talk

Presenter: Liliana Flores

Major: Criminal Justice

Mentor: Dr. Margot Gage Witvliet

Department of Sociology

College of Arts and Sciences

Research in Mental Health

The Overlook of Mental Health

Background: It is estimated that 34% of inmate population in Texas have mental health issues. Once incarcerated, individuals with poor mental health tend to be incarcerated longer, and they are at higher risk at returning into the system as to compared to those with better mental health.

Methods: Male and female law enforcements, correctional officers, and former and current inmates, in Jefferson County, aged 21 to 50 were interviewed Fall 2022. A self-reported survey was also conducted. Questions ranged from age to years of professional experience.

Results: After comparing law enforcement and correctional officers, it seems that both professionals agree that mental health is overlooked in the criminal justice field. It was identified that after experiencing a traumatic event while on duty, law enforcement officers tend to decline mental health services to assist them with recovery. For inmates, 80% were not offered any mental health services to assist them while incarcerated

Conclusion: It seems that law enforcement professionals and correctional professionals tend to suppress their emotions after experiencing a traumatic experience during their duty period, declining services to assist them. For inmate and former incarcerated individuals, the correctional system does not rehabilitate inmates, and mental health services are not provided.

Undergraduate / Early Stage / Talk

Presenter: Sergio Mendez

Major: Biology

Mentor: Dr. Bianca Easterly

Department of Political Science

College of Arts and Sciences

Research in Food Insecurity

The Inspiration to Fight Food Insecurity

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