CEHHS RESEARCH SHOWCASE

FRIDAY, MARCH 22, 2024
# SCHEDULE OF EVENTS

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<th>TIME</th>
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<tr>
<td>8:00 AM</td>
<td>Registration &amp; Coffee</td>
<td>Atrium</td>
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<tr>
<td>8:30 AM</td>
<td>Concurrent Session 1</td>
<td>G151 (spotlight), G158, 3301, 3209</td>
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<tr>
<td>9:30 AM</td>
<td>Coffee Break</td>
<td>Atrium</td>
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<tr>
<td>9:45 AM</td>
<td>Concurrent Session 2</td>
<td>G151 (spotlight), G158, 3301, 3209, 1203</td>
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<td>10:45 AM</td>
<td>Coffee Break</td>
<td>Atrium</td>
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<tr>
<td>11:00 AM</td>
<td>Concurrent Session 3</td>
<td>G151 (spotlight), G158, 3301, 3209, 1203</td>
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<tr>
<td>12:00 PM</td>
<td>Remarks &amp; Awards</td>
<td>Atrium</td>
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<tr>
<td>12:15 PM</td>
<td>Lunch</td>
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<tr>
<td>1:00 PM</td>
<td>Poster Session: Even Numbers</td>
<td>Ground Floor &amp; First Floor</td>
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<tr>
<td>1:45 PM</td>
<td>Poster Session: Odd Numbers</td>
<td>Ground Floor &amp; First Floor</td>
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<tr>
<td>2:30 PM</td>
<td>Conference Concludes</td>
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PROGRAM

Note: Names in bold indicate who is presenting the project. Multiple names in bold indicate faculty and students are co-presenting the project.

Concurrent Session 1
8:30 - 9:30 AM

Room G151
Gagné Research Award Finalists

Nuodi Zhang (EPLS), Fengfeng Ke, Yanzhe Yang, Alex Barrett, & Zlatko Sokolikj
Detecting Neurodiverse Learners’ Frustration During Educational Gameplay Using Sequential Pattern Mining

Anand Sunny Narayanan (HNFS), Caleb Towne, Gabriella Mazzorana, & Michael Delp
Simulated Deep Space Radiation Exposure Causes Long-term Effects With Cervical Lymphatic Biology

Susmit S. Gulavani (SM)
Re-examining the Psychological Continuum Model Using Machine Learning

Qiong Wu (HDFS) & Emma Hooper
White and Black Parents’ Emotion Coaching Beliefs: Differential Associations with Preschooler’s Behavioral Problems

Room G158

Shengli Dong (EPLS), Parish Gandhi, & Maya Antes
Cultural Sensitivity Review on Brief Mindfulness Meditations for Chinese American Adolescents

Tamara Bertrand Jones (ELPS), Gabrielle Haggins (ELPS), Jessica Griffin (ELPS), Tonisha Lane, Nijay Hayward, & Tatianna Dupiere
“I Am My Own Worst Critic:” Black Doctoral Women’s Experiences of the Imposter Phenomenon

Allan Jeong (EPLS) & Hyoung Seok Shin
Mining, Analyzing, and Modeling the Cognitive Strategies Students Use to Construct Higher Quality Causal Maps
Room 3301

**Eunhui Yoon (EPLS), Youn Jung Ho, & Lyds Sherman**  
*Career Group Counseling for TNG/E College Students by Using the Cognitive Information Processing Model*

**Mahshid Mahbodi (STE), Mostafa Papi (STE), & Dominik Wolff**  
*Examining the Relationship Between Feedback-Seeking Behaviors and Learner Preferences for Different Types of Corrective Feedback*

**James Du (SM), Amy Kim, & Damon Andrew**  
*Capacity of Local Adult Sport Leagues for the Longitudinal Development of Hedonic and Eudaimonic Well-being: A Bayesian Latent Growth Curve Approach*

Room 3209

**Seth Hayden & Chris LaFever (EPLS)**  
*Addressing Co-occurring Career and Mental Health Concerns: A Cognitive Information Processing Approach*

**Qinchun Rao (HNFS), Chunya Tang, Xingyi Jiang, Changqi Liu, Brian K. Washburn, & Shridhar K. Sathe**  
*Effect of Temperature on Structural Configuration and Immunoreactivity of pH-stressed Soybean (Glycine max) Agglutinin*

**Svenja A. Wolf (EPLS) & Aniek Roijackers**  
*Practice As You Preach? Coach Emotions Predict Team Emotions, Which Predict Collective Efficacy and Satisfaction During a Practice Session*
Concurrent Session 2
9:45 - 10:45 AM

Room G151
Gagné Research Award Finalists

**Anna Posbergh (SM)**
*Troubling Dualisms: Understanding the Creation and Implementation of Protective Policies in Elite Women's Sport*

**Jeungeun Kim (STE)**
*The Influence of Task Motivation and Task Anxiety in Repeated Tasks With Written Corrective Feedback*

**Beth Phillips (EPLS), Christopher J. Lonigan, Karli B. Willis, & Jeanine Clancy**
*One-Year Follow-up of Second-grade Language and Comprehension Intervention*

**Celia Tseyen Lee (HDFS), Chengfei Jiao, Qinglan Feng, Ming Cui, & Francis Fincham**
*Unplugged From Independence: The Association Between Overparenting, Parental Autonomy Control, and Social Media Addiction Among Emerging Adults*

Room G158

**Motoko Akiba (ELPS) & Kenta Nagasawa**
*Teachers' Workload and Distribution: A Comparison of Japan and the U.S.*

**Marshall Mainer (SM), Hanhan Xue (SM), & Damon Andrew**
*Beyond “Covering Up Bad Acts:” Western Media Framing of Sportswashing in Qatar and the Soft Power Play*

**Bradley S. Gordon (HNFS), Jake R. Boykin, Grant R. Laskin**
*Comparing Changes to the Skeletal Muscle Transcriptome of Young and Aged Mice to Young and Aged Humans in Response to Acute Eccentric Contractions*

**Jacourie Clark (EPLS) & Alysia Roehrig (EPLS)**
*Factors Reducing Low-income Black Undergraduates' Perceptions of Academic Stress at a Predominately White Institution*
Room 3301

Jacob Stamm (EPLS), Sabrina Quiroga (EPLS), Alex Feliciano, & Deb Osborn (EPLS)
What Is the Impact of a College Career Course on Career Development Outcomes?

Jennifer L. Steiner (HNFS), Jake Boykin, Abigail L. Tice, Joseph A. Laudato, & Robert Murphy
Continued Use of Alcohol Accelerates Cancer Cachexia and Impairs Ability to Induce 4E-BP1 but not p70S6K Phosphorylation Following Muscle Contraction

Annie M. Wofford (ELPS) & Johnnie L. Allen, Jr. (ELPS)
Mentor in the Mirror: How Possibility Models and Anti-Mentors Shape STEMM Graduate-Undergraduate Mentorship

Room 3209

Walter Leite, Huibin Zhang, Shibani G. Rana, Yide Hao, Amber Hatch, Lingchen Kong, & Hailey Kuang (EPLS)
Do Intelligent Tutoring Systems Benefit K-12 Students in the U.S.? A Meta-analysis

Amal Ibourk (STE), Lauren Wagner, & Khadija Zogheib (STE)
Developing Elementary Teachers’ Self-efficacy for Climate Change Teaching and Climate Change Knowledge Using Learning Technologies

Laura Reid Marks (EPLS) & Melanie Wilcox
A Mixed-Methods Descriptive Analysis of Addressing Anti-Black Racism and White Supremacy in Counseling Psychology Training Programs

Room 1203

Kadir Kozan (EPLS), Secil Caskurlu, & Kharon Grimmet
Graduate Students’ Satisfaction and Presence in Online Special Education

Sam Skrob-Martin & Sherry A. Southerland (STE)
Instructors’ Role in Positioning the Uncertainty Students Encounter: Examining the Outcomes of Instructional Moves

Lyndsay Jenkins (EPLS) & Kate Mirah (EPLS)
Bystander Intervention in Microaggressions in High School
Concurrent Session 3
11:00 AM - 12:00 PM

Room G151
Gagné Research Award Finalists

Holly Henning (ELPS), Morgan Danyi Burton, Toby Park-Gaghan, & Christine Mokher
What Does Organizational Culture Tell Us About Developmental Education Reform? Corequisite Implementation in Texas

Robert C. Schoen (STE)
Impact of an Inquiry-Oriented Intervention on Teaching and Learning of Seventh-grade Statistics

Gwoncheol Park (HNFS), Saurabh Kadyan, & Ravinder Nagpal
A Gut Pathobiont Triggers Neuroinflammation and Neurocognitive Impairment via Breaching the Gut-Brain Axis in a Preclinical Model of Alzheimer's Disease: From Microbial Pathogenesis to Neuropathogenesis

Christine Mokher (ELPS) & April Alcazar
Finding Common Ground: Boundary Practices As a Bridge Between K-12 and Postsecondary Vocational Training in the Philippines

Room G158

Seyoon Oh (SM), Hyosoon Yim, Yeeun Jeong (SM), Amy Chan Hyung Kim (SM), James Du, & Damon Andrew
Social Outcomes of Sport Participation Among Adults with Autism Spectrum Disorder (ASD): A Systematic Review

Sonya Kaminski (EPLS), Lyndsay Jenkins, & Madison Woodall
Relations Among Childhood Trauma and Academic Functioning

Lara Perez-Felkner (ELPS), Chantra Nhien, Yang Li, Shouping Hu, Jinjushang Chen, & Kristen Erichsen
Following Florida's Students From High School Through Community College: Sequencing Equitable Pathways

Dina Vyortkina (Dean’s Office)
AI Literacy Framework for Educators: Challenges and Opportunities
Valentina Iturriaga & Melinda Gonzales Backen (HDFS)
Latine Adolescent’s Academic Motivation: The Effects of Exposures to Neighborhood Risks, Rule-Breaking Behaviors, and Depressive Symptoms

Marty Swanbrow Becker (EPLS) & Danny Chiadriot
University Support for Diversity Initiatives and the Impact on Help-Seeking and Help-Giving Behaviors Among Diverse College Students

Azar Kamaldar, Domonique Caro-Rora, & Ian Whitacre (STE)
Supporting Progress in Pre-service Elementary Teachers’ Geometric Discourse

Devra Waldman (SM)
Inhabiting the Afterlives of Extended Urbanization in NOIDA, India: Making, Unmaking, and Remaking the City Through Housing

Vanessa Dennen (EPLS) & Yasin Yalcin
Social Media Use and Negative Emotions: A Survey of University Students

Joseph Watso (HNFS), Austin Robinson, Ross Arena, Matthew Harber, Leonard Kaminsky, & Jonathan Myers
Hypertension and Ventilatory Inefficiency During Exercise in the Fitness Registry and the Importance of Exercise National Database (FRIEND)

Allison Bradford, Sara Dozier, Emily Adah Miller, Jennifer Richards, Lama Jaber (STE), & Leema Berland
Engaging Cultural, Relational, and Sociopolitical Considerations in Responsive Science Teaching

Secil Caskurlu (EPLS), Ceren Ocak, & Chih-Pu Dai
Multimodal Learning Analytics in K-8 Research: A Systematic Review

Russell Almond (EPLS)
A Filter-Map-Reduce Framework for Extracting Features from Log Files

Cameron C. Beatty (ELPS), Kathleen Gillon, & Cristobal Salinas Jr.
Applying Critical Whiteness Studies to Disrupt and Prevent Hazing Practices

Timothy Kellison (SM), Brian P. McCullough, Jamee A. Pelcher, Beth A. Cianfrone
Intrametropolitan Fan Responses to a Multi-sport Sustainability Campaign
Research Poster Session
1:00 - 2:30 PM

Ground Floor & First Floor

1. **Karina Jalapa (HDFS)**, Qiong Joanna Wu, **Soojin Han (HDFS)**, Chorong Lee, Dania Tawfiq, & Kinsey Pocchio
   Multigenerational Homes and Father–Child Relationships Among White and Latinx Families

2. **Steven C. Williams II (EPLS)**
   Understanding Wealth Identity Among College-Educated Black Millennials

3. **Azar Kamaldar (STE)**, Domonique Caro-Rora, & Ian Whitacre
   Supporting Progress in Pre-service Elementary Teachers' Geometric Discourse

4. **Jinlin Wu (EPLS) & Rana Sedeeq (EPLS)**
   International Students' Resilience in Higher Education Institutions in the U.S.

5. **Youngmin Oh (EPLS) & Beth M. Phillips**
   Predicting Listening Comprehension of Prekindergarten and Kindergarten Children From Earlier Lower- and Higher-Level Language Skills

6. **Kun Wang (SM)**
   “Becoming/Being and Time/Space:” Social Connections, (Re)negotiation of Identity, and Volleyball

7. **Kayla Kuni (ELPS)**
   Faculty Motivations for Embedding Librarians in Undergraduate Courses at South-Sun State College

8. **Lexie Unhjem (HDFS)**
   Intensive Parenting Across Identities

9. **Chengfei Jiao (HDFS)**, Celia T Lee, Ming Cui, & Frank Fincham
   Overparenting and Decision-making in Romantic Relationships and Hookups in Emerging Adults

10. **Kinsey Pocchio (HDFS)**, Qiong Wu, Sung Min Pearl Park, Dania Tawfiq, Soojin Han, & Carson Outler
    Feasibility and Obstacles of an Adapted Body Project Study

11. **Jennifer Passalacqua (STE)**, Sonia Q. Cabell, Jenny Root, Clariebelle Gabas
    Spell With Me-K: A Spelling Scaffolding Intervention Using a System of Least Prompts on the Development of Kindergarten Spelling

12. **Cho Rong Lee (HDFS) & Qiong Wu**
    Understanding Korean Parents' Expectations and Parenting: A Gender Perspective

13. **Nakita M Carroll (HDFS)**
    Mental Health, Perceived Stress, and Relationship Satisfaction Among African American Couples

14. **Deziah Lyzell Bermudez (HDFS)**, Megan Garcia, Valentina Ithurriaga, Ruth Rodriguez, & Melinda Gonzales-Backen
    Moderating and Mediating Paths from Ethnic Socialization to Depressive Symptoms Among Latinx Youth.

15. **Chrystal McDowell (HDFS)**
    Bridging the Health Divide: Perspectives on Access and Attitudes in Rural and Urban Communities

16. **Leila Khalili (HNFS)**, Gwoncheol Park, Ravinder Nagpal, & Gloria Salazar
    The Impact of Akkermansia Muciniphila on Metabolic Health: Insights from Preclinical Mouse Model Meta-analysis
17. Kun Wang & Lingai Wang (SM)
The Impact of Social Media on College Students’ Physical Activity: A Systematic Review

18. Shengli Dong, Chieh Li, Huijun Li, Parishi Gandhi (EPLS), Maya Antes (EPLS), Elias Latimer, & Ana Gabriela Osorio
Examining Cultural Sensitivity of Brief Mindfulness Meditations for Chinese American Adolescents

19. Katherine L. Morris (HDFS)
Self-Compassion Through a Systemic Lens: An Analysis of How the Benefits Extend Beyond the Individual

20. Madison G. Kellenberger (STE), Jordan D. Dozier, Laura M. Steacy, & Donald L. Compton
Predictors of Set for Variability in Elementary Students With and Without Dyslexia

21. Garret Hall, Willa van Dijk, Jason Chow, & Sara Comella (EPLS)
Common Cognitive Processes Underlying Early Reading and Math

22. Alicia Saunders, Jenny Root, Deidre Gilley, & Danielle Morsching (STE)
The Math Detectives: Empowering Students With Intellectual Disabilities Through Problem Solving

23. Zhiying Li (STE)
Proficiency Pairing in Synchronous Online Collaborative Writing Task: A Study of Chinese EFL College Students’ Performance and Perceptions of Language Learning and Collective Scaffolding

24. Ithel Jones & Lori Walter-Carro (STE)
Block Play in Early Childhood: An Integrative Review

25. Jordan Dozier (STE), Madison Kellenberger, Laura M. Steacy, & Donald L. Compton
Predictors of Morphological Awareness in Elementary Students With and Without Dyslexia

26. Sungmin Pearl Park (HDFS)
The Impact of a Lack of Childhood Affirmation on Adult Romantic Relationships

27. Amogh Basavaraj (ELPS)
Where Is the Teacher in “Teaching at the Right Level”?

28. Gizem Solmaz-Ratzlaff (STE), Charity Buntin, & Robert C. Schoen
Open Science Working Group: Data Management and Sharing

29. Anairis de la Cruz Benito (STE) & Christine Andrews-Larson
Transformations in the Plane: Toward Interpretations and Proofs of Linearity

30. Laura Vaughn (ELPS)
Finding Your Footing on the Journey to International Education

31. Jessica M. Ritchie (EPLS), Elizabeth L. Blue, Karli B. Willis, & Beth M. Phillips
Professional Development Websites: They Can Support Your Professional Development!

32. Minah Kim (STE) & Shelby McCrackin
The Nature of an Online Work Group Reveals the Teaching Knowledge of Inquiry-oriented Linear Algebra Instructors Through Their Goals for Instruction

33. Joseph S. Yamazaki (STE)
Can Effort Feedback Improve Behavioral Engagement and Performance on Highly Difficult L2 Reading Tasks?

34. Kate Schell (ELPS), Ana H. Marty, Rachel Mincey, & Marion Fesmire
Empowering Stakeholders to Make Meaningful Change for Literacy: Participatory Research to Foster Collective Action Across Pre-service and In-service Teacher Development
35. **Wenxiao Li (STE)**
Elderly L2 Learners: Their L2 motivation and their L2 Learning in a Chinese EFL Class

36. **Shiyao Wei (EPLS)**, Ran Bi, & Bret Staudt Willet
AI Literacy in the Wild: Topics Discussed in an Online Forum of AI Painting

37. **Spirit Karcher (STE)** & Susana Brewer Castano
An Exploration of Precalculus Students’ Reasoning About Exponential Functions

38. **Darius Robinson (ELPS)**, Cameron C. Beatty, & Johnnie Allen Jr.
Engaging Black College Men’s Leadership Identity, Capacity, and Efficacy Through Liberatory Pedagogy

Empathy, Attitudes, and School Climate: Impact on Victimization and Intervention

40. **Ryan Coker (STE)**, Lama Jaber, & Sherry Southerland
Pre-service Teachers’ Orientations to the Role of Student Thinking in Instruction Across the Two-Worlds Divide

41. **Saurym Quezada (STE)** & Erika Fundelius
Eyes to Teach? Exploring Views on Blind Educators as Vision Teachers

42. **Paul A. Baker (HNFS)**, Mostafa M. Ali, Cesar A. Meza, Holly E. Clarke, Tim D. Griest, Cameron M. McCarthy, Michael J. Ormsbee, & Robert C. Hickner.
12 Weeks of Resistance Exercise Training or Endurance Exercise Training Has No Effect on Energy Expenditure Before, During, or After an Acute Bout of Walking Exercise in Sedentary Postmenopausal Women with Obesity and Prediabetes

43. **Wenting Song (EPLS)** & G. Curt Fulwider
Into the Unknown: Exploring Motivation and Identity Development in Transracial Adoptee Heritage Language learners

44. **Miseong Kim (STE)**
The Effect of Metacognitive Instruction with Written Corrective Feedback on Secondary Students’ Engagement and Functional Adequacy in L2 Writing

45. **Hui Shi (EPLS)**, Nuodi Zhang, Secil Caskurlu, & Hunhui Na
Applications and Evaluations of Classical Machine Learning and Deep Learning for At-risk Student Prediction in Online Education: A Systematic Review and Quality Analysis

46. **Anum Fatima (ELPS)**
Teachers’ Use of Social Media Platforms in Pakistan

47. **Holly Henning, Morgan Danyi (ELPS)**, Christine Mokher, Toby Park-Gaghan.
Same Policy, Different Needs: Corequisite Variation and Placement Following Statewide Developmental Education Reform

48. **Amber Noor Mustafa (ELPS)**
The Tale of Two Policies: Comparing Approaches to Education Policymaking of International Development Organizations and National Actors for the Same Outcomes

49. **Dan He (EPLS)**
International Ph.D. Students’ Use of Social Media in Navigating Academic and Cross-Cultural Adaptation

50. **Alex Barrett (EPLS)**, Fengfeng Ke, Chih-Pu Dai, Nuodi Zhang, Saptarshi Bhowmik, Luke West, Sherry Southerland, & Xin Yuan
Ambitious Talk Move Patterns in Pre-service Teacher Discourse With AI-integrated Student Agents
51. Jiaying Wang (SM), Jeffrey James, & James Du  
Logical Telling or Sentiment Evoking: Comparing Sport Consumers’ Reactions to Different Message Appeal Strategies

52. Alicia Batailles (STE) & Sherry Southerland  
Understanding Aspects of Mentored Undergraduate Research Experiences and Participant Career Clarity

53. Zahra Gholami (ELPS) & Lara Perez-Felkner  
A Nuanced Analysis of the Effects of Financial Aid on College Students’ Postsecondary Success

54. Kyeongwon Kim (ELPS)  
Staying or Leaving? Teacher Social Status and Turnover Intention

55. Dinara Ibrayeva (ELPS)  
State Scholarships and Student Success in Kazakhstan

56. Kevin Ganus (ELPS) & Walt Ecton  
An Examination of CTE Program Articulation Agreements Made Available by States

57. Xiaonan Jiang (ELPS) & Motoko Akiba  
A Comparative Study on Teacher Collaborative Learning Between the U.S. and Shanghai

58. Mostafa Sabouri (HNFS), Zhuoxin Li, Xiangyu Zheng, Jennifer Berg Sen, Joseph Bernardo, & Daniel R Machin  
Identifying the Time Course and Contributors for Western Diet-induced Increase in Glycocalyx Barrier Function

59. Xiangyu Zheng (HNFS), Jennifer Berg Sen, Zhuoxin Li, Kathryn Cofran, Mostafa Sabouri, Joseph Bernardo, & Daniel Machin  
Lactobacillus Plantarum 299v Administration Prevents High-sodium Diet-induced Glycocalyx Degradation and Arterial Dysfunction

60. Tooyib A. Azeez (HNFS), Paige R. Rhein, Clifford J. Pierre, Arthur L. Burnett, & Justin D. La Favor  
Hydrogen Sulfide Regulates Erectile Function Through Stimulation of Antioxidant Defense in the Corpus Cavernosum

61. Aida Rahimi Kahmini (HNFS), Michelle s Parvatiyar, & Christopher Solis  
Sarcosomal Protein Reorganization May Underlie Arrhythmia Susceptibility in Sarcospan-deficient Mice

Investigating the Novel Role of Sarcospan in Modulating Immune Function in Mice

63. Alexis LaChance (EPLS), Lyndsay Jenkins, & Maria Aliberti.  
Indirect Effect of School Climate on Stress and Social-emotional Well-being in Adolescents

64. Ruveyde Asli Kaya (STE) & Sherry Southerland  
“It felt like I was almost there...” Elementary Pre-service Teachers’ Vexations About Responsive Science Teaching

65. Bolade Olateju (HNFS), Luaye Samaroh, Isela C. Valera, Aida Rahimi Kahmini, Hyun Seok Hwang, Chinyere Oko, Jocelyn Millan, Nazanin Mohammadipoor, Gloria Salazar, & Michelle S. Parvatiyar  
Examining the Impact of Environmental and Genetic Factors that Influence Sarcospan Expression in the Heart
66. **Sungkyum Kim (ELPS)**  
*A Cross-country Analysis of the Relationships Between Aid Fragmentation, Government Quality, and Education Outcomes*

*Blood Pressure and Central Arterial Stiffness Before and After a 161-km Ultra-endurance Race*

68. Laura Reid Marks, Sabrina Dickey, Christine Ouma, Nicholas Reese, Witney Talabert, Monina Reyes, Edwin Tang, **Lyds Sherman (ELPS)**, Ahavah Davis, & Noel Magwood  
*Classism, Racial Microaggressions, and Sense of Belonging in Black, Indigenous, and People of Color (BIPOC) College Students*

69. **Christin Domeier (HNFS)**, Joseph D. Vondrasek, Thomas G. Bissen, Austin T. Robinson, Matthew C. Babcock, & Joseph C. Watso  
*Older Versus Younger Females Matched for Body Composition Have Lower Sympathetic Transduction at Rest*

70. Shengli Dong, Bryce Hickey, **Sarah Shelby (EPLS)**, **Gabriela Tovar (EPLS)**, & Nicholas White  
*Career Readiness and Well-being for College Students With Disabilities in the Era of Artificial Intelligence*

71. **Ta’lia Gordon (ELPS)**, Laura Reid Marks, Ahavah Davis, Nijay Hardaway, & Jacob Perez  
*Black Students, White Spaces: Experiences of Black Student Leaders at Predominantly White Institutions*

72. **Maria Aliberti (EPLS)**, Lyndsay Jenkins, & Alexis LaChance  
*Influence of Empathy, Personal Attitudes, and Peer Attitudes on Bystander Actions*

73. **Hyejin An (STE)** & Shaofeng Li  
*The Effects of Written Corrective Feedback and Working Memory on EFL Learners’ Second Language Development Under Three Different Planning Conditions*

74. **Tyliah Parrish (EPLS)**, Raines Baker, Danny Chiarodit, & Martin Swanbrow Becker  
*When College Students’ Concerns of Suicide Increase, Where Do They Turn for Help?*

75. **Shushan Dai (SM)**  
*Streaming the Gender Politics of an Attention Economy: An Analysis of Spectacle Precarity in Women’s Esports Labor*

76. **Hyosoon Yim (SM)**, Seyoon Oh, Amy Chan Hyung Kim, & James Du  
*Sense of Community in Sport and Happiness: A Mediating Role of Social Well-being*

77. **Raines Baker (ELPS)**, Tyliah Parrish, **Danny Chiardoit (EPLS)**, & Marty Swanbrow Becker  
*How Perceptions of University Support of Diverse Students Influence Help-seeking and Helping*

78. **Crystal Marroquin (HDFS)**, Katie Morris, & Zachary Trevino  
*The Initial Validation of the Power in Couple Relationships Scale*

79. **Hunhui Na (EPLS)**  
*Developing Computational Thinking Through Problem Design and Solving on Online Game Platforms*

80. **Sierra Morandi (STE)**  
*Humanizing Science Learning: Talk As a Vehicle for Love and Care*
81. Stacey A. Rutledge, Stephen Bunn, Kevin Ganus, Seungbae Kim (ELPS), & Vanessa Paz Dennen
Big Tech, Parents, Schools, or Leave the Kids Alone? Comparing State Policy Efforts With Evidence From Teens

82. Allison Metcalf (STE), Lama Jaber, & Shannon Davidson
“I Am Deeply Struggling:” Exploring a Preservice Science Teachers’ Grappling With Commitments and Constraints

83. Colin Ihrig (HNFS), Clifford Pierre, Tooyib Azeez, & Justin La Favor
Investigation of Hydrogen Sulfide Therapy as a Strategy to Preserve Erectile Health During Androgen Deprivation

84. Leah Register (ELPS)
#TeacherQuitTok: Collective Sensemaking on TikTok and Its Unintended Consequences for Teacher Labor Markets

85. Grant R. Laskin (HNFS), Liliana I. Rentería, & Bradley S. Gordon
Moderate Intensity Aerobic Exercise Prevents Myopathic Consequences of Glucocorticoid Administration in Aged Female Mice

86. Shengli Dong, Jinlin Wu, Alexis Kuykendall (EPLS), Zachary Syska, & Yvette Obediente
Intersectionality of Workplace Accommodations and Aging: A Scoping Review

87. Bung Woo Jun (EPLS)
How Can Data Storytelling Help Teachers Make Sense of Data Visualizations?

88. Domonique Caro Rora (STE), Rolanda Payne, Charles Flowers, Karon Stewart, & Blake Turner
Black Fugitive Pedagogies in Mathematics Education: Enunciating Subversive Practices of Mathematics Teacher Educators

89. Saurabh Kadyan (HNFS), Gwoncheol Park, Nathaniel Hochuli, & Ravinder Nagpal
Prenatal Omega-3 Fatty Acid Exposure Shapes the Neonatal Microbiome and Attenuates Western Diet-induced Metabolic and Neurocognitive Deficits

90. Qinglan Feng (HDFS), Chengfei Echo Jiao, Celia T. Lee, Ming Cui, & Carol A. Darling
Marital Difficulties, Coparenting Conflict, Parenting Stress, and Life Satisfaction Among Parents of Adolescents

91. Joshua Burns (ELPS), Barbora Melichova, & Bryanna Velez
Caring More for Our First-Year, First-Generation, and Low-Income Students: Perceptions of Barriers and Transitional Success

92. Veronica Fleury, Dr. Lindsay Dennis, & Alice Williams (STE)
Level Up: Supporting Professionals to Provide Dialogic Reading Through Online Module Professional Development

93. Chaewon Kim (EPLS), Sam Sprenkle, & Curt Fulwider
Unveiling the Measurement of Self-efficacy in Game-based Learning

94. Lauren Wagner (STE), Amal Ibourk, & Khadija Zogheib
Developing Elementary Teachers’ Self-efficacy for Climate Change Teaching and Climate Change Literacy Using Learning Technologies

95. Erica Harbatkin & Seunghee Park (ELPS)
Do Teacher Working Conditions Matter in Teacher Turnover? Evidence From Kentucky

96. Carson Outler (HDFS) & Crystal Marroquin
Starting New Dialogue: The Enduring Concepts of Virginia Satir’s Human Validation Process Model
97. Hajeen Choi, **Jaesung Hur (EPLS)**, & Dan He
   *Exploring Otherness, Microaggression, and Discrimination in Online Learning*

98. **Rebecca M. Vasile (STE)**
   *The Effect of Shared Book Reading on Incidental Word Learning in Early Childhood: A Meta-analysis*

99. **Ravi Bhatt (ELPS)**
   *Coordinated and Collected: Using the NASPA Compass Report to Steer Higher Education Academic Programs*

100. **Derrick Pacheco (ELPS)**
    *De la Playa a las Palmas: Caribbean American Student Leadership in American Higher Education*

101. **Chunya Tang (HNFS)**, Yaqi Zhao, Xingyi Jiang, Sarajeen Saima Hoque, Youneng Tang, Juzhong Tan, & Qinchun Rao
   *Evaluation of Ultrasonication and Plasma-activated Water (PAW) on White Shrimp (Litopenaeus setiferus) and Atlantic Cod (Gadus morhua) Protein*

102. **Yaqi Zhao (HNFS)**, William Mumby, & Qinchun Rao
    *Immunodetection of Egg Yolk Residues*

103. **Juan Gao (HNFS)**, Jing Yang, Chunya Tang, Aravind Kumar Bingi, Yaqi Zhao, Juzhong Tan, & Qinchun Rao
    *Investigation of Antioxidant and Anticancer Properties of Muscadine Grape Pomace-Enriched Chocolate Through In-Vitro Static Digestion*

104. **C.J. Partington (STE)** & Sonia Q. Cabell
    *Effect of Content Instruction on Preschool and Kindergarten Children's Vocabulary Outcomes*

105. **Hyuk Choi (HNFS)** & Leqi Cui
    *Effects of Substituting Sodium Chloride With Potassium Chloride on Lipid Oxidation of O/W Emulsions Stabilized by Cetyltrimethylammonium Bromide (CTAB)*

106. Veronica Fleury, Denise Dennis, **Peter Marti (STE)**, & Debora Nunes.
    *Assessing the Social Validity of an Adaptive Shared Reading Intervention*

107. **Ruth Rodriguez (HDFS)** & Melinda Gonzales-Backen
    *The Influence of Discrimination and Ethnic-Racial Affirmation on Acculturative Stress*

108. Garret Hall & **Emma Doyle (EPLS)**
    *Math Screening Accuracy Across English Language Proficiency*

109. **Taylor Soloway (HDFS)** & Michael Langlais
    *Beware of Zombies: Examining the Return of Close Others in Romantic Relationships*

110. **Lu Liu (EPLS)** & Yanyun Yang
    *Investigating Impacts of Measurement Non-Invariance on Classification Based on Scale Scores*

111. **April Lovett (ELPS)**
    *“Second-class Citizens:” Exploring the Perceptions of Racially Marginalized Staff at a PWI*

112. **Robert D. Murphy (HNFS)**
    *Metabolic Consequences of Chronic High-fat Diet and Alcohol Consumption in Male and Female Mice*

113. **Aravind Kumar Bingi (HNFS)**, Yaqi Zhao, Juan Gao, Chunya Tang, & Qinchun Rao
    *Valorization of Pelagic Sargassum spp. to Study the Effect of Non-thermal Processing on Extraction and Characteristics of Alginate*
114. Laura Reid Marks, Nicholas Reese, Witney Talabert, & Jacob Perez (EPLS)
   Engaging Black College Students Who Practice Risky Drinking Behaviors in Mindfulness Mobile Health

115. Scott White (SM)
   Closing Time: Open Records Law and College Athletics

116. Jingjing Cheng (HNFS)
   Fabrication, Characterization, and Application of Protein-based Edible Film Enhanced by Essential Oil Emulsions

117. Alex J Moran (ELPS)
   Strengthening the Teacher Pipeline: Targeted Teacher Loan Forgiveness Policies

118. Mariana Talpau Joos (EPLS) & Alysia Roehrig
   What Else Goes Into a Child’s Writing? Dynamic Experiences of a Young Heritage Language Writer
# OTHER CONFERENCES

2024 presenters are sharing their research at the following conferences:

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<th>CONFERENCE</th>
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<td>American Physiological Society</td>
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<td>American Association for Applied Linguistics</td>
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<td>American Association for Marriage and Family Therapy</td>
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<td>American Association of Suicidology</td>
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<td>Association for Educational Communications and Technology</td>
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<td>Association for Specialists in Group Work</td>
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<td>Athens Institute for Education and Research</td>
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<tr>
<td>Biophysical Society Meeting</td>
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<td>Center for Sociocultural Sport and Olympic Research</td>
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<td>Cognition and Exploratory Learning in the Digital Age</td>
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<td>Comparative and International Education Society</td>
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<td>Conference on Research Innovations in Early Intervention</td>
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<td>Council for Exceptional Children</td>
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<td>Council for Learning Disabilities</td>
<td>Denver, CO</td>
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<td>Florida Educational Research Association</td>
<td>Hollywood, FL</td>
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<td>Florida Suicide Prevention Coalition</td>
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<td>Global English Education China Assembly</td>
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<td>Gulf Summit South</td>
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<tr>
<td>Gut Microbiota for Health</td>
<td>Washington, D.C.</td>
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<tr>
<td>Illinois Library Association</td>
<td>Springfield, IL</td>
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<tr>
<td>Infectious Disease Week</td>
<td>Boston, MA</td>
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International Association for the Psychology of Language Learning  
International Conference on Higher Education Advances  
International Conference on the e-Society  
International Critical Geographies  
International Dyslexia Association  
International Family Therapy Association  
International Society of the Learning Sciences  
Mathematical Association of America  
National Aeronautics and Space Administration  
National Association for Research in Science Teaching  
National Association of School Psychologists  
National Association for the Education of Young Children  
National Association of Student Personnel Administrators  
National Career Development Association  
National Council of Teachers of Mathematics  
National Council on Family Relations  
National Multicultural Conference and Summit  
North American Chapter of the International Group for Psychology of Mathematics Education  
North American Society for Sport Management  
North American Society for the Psychology of Sport and Physical Activity  
North American Society for the Sociology of Sport  
American Society for Nutrition  
Pacific Coast Research Conference  
Research Society on Alcohol  
Society for Information Technology and Teacher Education  
Society for Personality and Social Psychology  
Society for Research in Child Development, Anti-Racist Developmental Science Summit  
Society for Research on Adolescence  
Society for the Scientific Study of Reading  
Southeast American College of Sports Science Medicine  
Sport and Recreation Law Association  
TASH  
The Montessori Event

Madrid, Spain  
Valencia, Spain  
Porto, Portugal  
Mexico City, Mexico  
Columbus, OH  
Toyoma, Japan  
Buffalo, NY  
Omaha, NE  
Galveston, TX  
Denver, CO  
New Orleans, LA  
Nashville, TN  
Seattle, WA  
San Diego, CA  
Washington, D.C.  
Orlando, FL  
Santa Fe, NM  
Reno, NV  
Minneapolis, MN  
New Orleans, LA  
Chicago, IL  
San Diego, CA  
Minneapolis, MN  
Las Vegas, NV  
San Diego, CA  
Panama City, Panama  
Chicago, IL  
Port Douglas, Australia  
Greenville, SC  
Baltimore, MD  
Baltimore, MD  
Orlando, FL

Total Conferences: 65
Robert Mills Gagné earned his Ph.D. from Brown University in 1940. In 1969, following an already distinguished career working with U.S. Air Force research laboratories, acting as director of research for the American Institutes of Research, and serving as a distinguished professor at the University of California at Berkeley, Gagné was recruited to FSU. He is the only faculty member in the College of Education to have served as president of the American Educational Research Association. He is only the second faculty member from the college to have been named a Robert O. Lawton Distinguished Professor, the highest honor that the faculty can bestow on a colleague. His scholarly contributions elevated the reputation of his program, Instructional Systems, as well as the college and university. Gagné retired in 1985 but continued working and writing for almost 10 more years. This award honors his research legacy and the spirit of mentoring with which he worked with students and faculty colleagues.

Robert M. Gagné Finalists

**Faculty**

Christine Mokher  
*Educational Leadership & Policy Studies*

Beth Phillips  
*Educational Psychology & Learning Systems*

Robert C. Schoen  
*School of Teacher Education*

Anna Posbergh  
*Sport Management*

Anand Sunny Narayanan  
*Health, Nutrition, and Food Sciences*

Qiong Wu  
*Human Development & Family Science*

**Students**

Holly Henning  
*Educational Leadership & Policy Studies*

Nuodi Zhang  
*Educational Psychology & Learning Systems*

Jeungeun Kim  
*School of Teacher Education*

Susmit S. Gulavani  
*Sport Management*

Gwoncheol Park  
*Health, Nutrition, and Food Sciences*

Celia Tseyen Lee  
*Human Development & Family Science*
The purpose of the Council on Research Excellence (CORE) is to raise and address issues related to research and grant possibilities within the College of Education, Health, and Human Sciences (CEHHS) and to facilitate collaboration within and across departments and schools in order to promote research initiatives. To support and enhance the community of inquiry and facilitate research dissemination in our college, travel expense funding, provided by the Dean’s Office, is awarded to faculty and graduate students. In addition, one faculty member and one graduate student receive a Robert M. Gagné Research Prize.

**CORE Committee Members**

Stacey Rutledge  
*Educational Leadership & Policy Studies*

Garret Hall  
*Educational Psychology & Learning Systems*

Shaofeng Li  
*School of Teacher Education*

Ryan Rodenberg  
*Sport Management*

Ravinder Nagpal  
*Health, Nutrition, and Food Sciences*

Heidi Gazelle  
*Human Development & Family Science*
A special thanks to this year’s CORE committee who made this event possible with the assistance of student volunteers and staff from the Office of Research and Office of Strategic Outreach & Recruitment. Additionally, the CORE committee would like to gratefully acknowledge the assistance of colleagues who contributed time to review papers for their departments.