

# JUSTEC 2023 Program

## Theme: Creative Teaching and Learning

### Day 1 (Nov 2nd): Keynote Address & Reception

15:30-17:00 **JUSTEC 2023 Opening (Emerald Coast Room, 2nd Floor)**  
Fred Hamel, Executive Director, JUSTEC U.S. Office  
Professor, School of Education, Director of School-Based Experience,  
University of Puget Sound  
Chie Ohtani, Executive Director, JUSTEC Japan Office  
Professor, College of Education, Tamagawa University

#### Greetings

William Crawley, JUSTEC Governing Board Member  
Dean, College of Education and Professional Studies, University of West Florida

#### Keynote Address:

**Lessons from the Turtle and the Hare: Slow is Smooth and Smooth is Fast**

#### Dr. William Evans

- Professor in the School of Education, University of West Florida
- Executive Editor of Preventing School Failure and Associate Editor of Education and Treatment of Children, Behavioral Disorders, Diagnostique, and Journal of Alternative Schooling
- Fulbright Senior Specialist Fellowship in 2009
- Consultant for UNESCO policy development on the Southern Pacific Rim

18:00-20:00 **Reception**

### Day 2 (Nov 3rd): Optional School Visit and Paper & Poster Presentation

9:00-10:30 **Paper Presentation 1: Teacher Education, Poverty, & Trauma**

**Moderator: Dr. Christopher Wirth, University of West Florida  
(Emerald Coast Room)**

Note: To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles for the presenters.

Time	Presenters	Title
9:00-9:30	Presentation 1: Karen Evans, Julie Gray, & Yoonjung Park University of West Florida	Culturally Relevant Curriculum to Address Poverty and Learning Loss
9:30-10:00	Presentation 2: Cailyn Hamstra & Mark Malisa University of West Florida	I'm pretty unconfident in my abilities: Preservice Elementary Teachers' Perceptions of Their Preparedness to Support Students with Histories of Trauma

10:00-10:30	Presentation 3: Susan James & Aneta Walker University of West Florida	Creating a Trauma Informed Workforce through Poverty Simulations
10:30-11:00	Presentation 4: Aneta Walker & Julie Gray University of West Florida	Engaging Educational Leadership Candidates in HIPs and Virtual Simulations

11:20 **Meet at the lobby**

11:40-12:45 **Optional School Visit**

### **Pensacola Beach Elementary School**

Pensacola Beach Elementary School (PBES), awarded the National Blue Ribbon School of Excellence Award in 2007 and 2018. PBES has consistently been a top-performing school in the state. In 2010, the state of Florida officially recognized PBES as a “High Performing School”, and in 2017 the state of Florida designated PBES a “School of Excellence”. (Reference: <https://pbes.org/>)

11:40	Observe Dismissal
12:00-12:45	Visit with Principal Rachel Watts & Teachers

13:00-14:30 **Lunch on your own**

14:30-16:00 **Paper Presentation 2: Developing Cultural Competence**

**Moderator: Dr. Diane Scott, University of West Florida (Emerald Coast Room)**

Note: To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles for the presenters.

Time	Presenters	Title
14:30-15:00	Presentation 5: Minako McCarthy & Xu Di University of Hawai‘i at Mānoa	In search of effective pedagogies of multicultural bias reduction for pre-service teachers in the Hawai‘i Context
15:00-15:30	Presentation 6: Fred L. Hamel University of Puget Sound	Patterns in Pre-service Teachers’ Reflections on their own Culturally Responsive Teaching

15:30-16:00 **Break**

16:00-16:45 **Poster Presentation (Emerald Coast Room)**

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	Presenters	Title
A	Christopher Wirth, Daniel Drost, & Lauren Jonsson University of West Florida	Physical Education Teacher Education Preparation: Re-socializing Future Educators
B	Mercedes Athena Musto University of West Florida	The Impact of Academic Podcasting on Pre-Service Teacher Motivation
C	Kohji Yamaguchi, Hitoshi Takami, & Kiyoharu Hara Bukkyo University	A Practical Study on Teaching Strategies of Teachers Toward the Mid-career Phase:

		Targeting Elementary School Physical Education Classes
D	Kiyoharu Hara <sup>1</sup> , Hitomi Asada <sup>2</sup> , Kohji Yamaguchi <sup>1</sup> , & Hitoshi Takami <sup>1</sup> <sup>1</sup> Bukkyo University <sup>2</sup> Kyoto Bunkyo University	Practical Educational Approach to School Absenteeism Considering What Support Teachers Should Provide to Short-Term Absentee Students

16:45-17:00 **Photo Session for a good memory of JUSTEC 2023**

18:00 **Dinner on your own**

### Day 3 (Nov 4th): Paper Presentation & Poster Presentation

9:00-10:30 **Paper Presentation 3: Topics in STEM Teaching**

**Moderator: Dr. Melani DiLoreto, University of West Florida (Emerald Coast Room)**

Note: To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles for the presenters.

Time	Presenters	Title
16:00-16:30	Presentation 7: Rachel Orgel Montgomery County Public Schools, Maryland	Math is NOT an Island Social Emotional Learning in Elementary Mathematics
16:30-17:00	Presentation 8: Deleesa Butler, Hongwei Yang, and Mark Malisa University of West Florida	Examining Existing Factors Influencing Science Proficiency: How Can Existing Data Influence Pedagogy to Achieve Science Proficiency for the Minority Student Population?
17:00-17:30	Presentation 9: Uyen Nguyen <sup>1</sup> , Thanh Buib <sup>2</sup> , & Giang-Nguyen T. Nguyen <sup>2</sup>  <sup>1</sup> University of Tennessee at Chattanooga <sup>2</sup> University of West Florida	Students' Difficulty in Learning the Chain Rule

10:30-10:45 **Break**

10:45-12:15 **Paper Presentation 4:  
Support Teacher Growth through Mixed Reality Simulations**

**Moderator: Dr. Nancy Hastings, University of West Florida (Emerald Coast Room)**

Note: To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles for the presenters.

Time	Presenters	Title
10:45-11:15	Presentation 10: Shim Lew, John Pecore, and William Crawley University of West Florida	In-service Teachers' Culturally and Linguistically Responsive Teaching Practices in Mixed-reality Simulation

11:15-11:45	<p>Presentation 11:          JiHye Shin <sup>1</sup>, Shim Lew<sup>1</sup>,          Minkyong Kim<sup>1</sup>, Melissa          Demetrikopoulos<sup>2</sup>, and          John Pecore <sup>1</sup></p> <p><sup>1</sup>University of West Florida  <sup>2</sup>Institute for Biomedical          Philosophy</p>	Pre-service Teachers' Experience of Mixed-reality Professional Development: Teaching Science in a Multilingual Classroom
11:45-12:15	<p>Presentation 12:          Sachiko Tosa          Niigata University</p>	Providing Deliberate Practices for Teachers Through Avatar Role Play: Using Action-Reaction Law of Physics as a Topic

12:15-13:15 **Lunch on your own**

13:30-15:00 **Paper Presentation 5:  
 Teachers' Work Conditions and Creating Active Learning**

**Moderator: Dr. Tim Morse, University of West Florida  
 (Emerald Coast Room)**

Note: To avoid confusion and to maintain consistency, the JUSTEC board has decided not to include academic titles for the presenters.

Time	Presenters	Title
13:30-14:00	<p>Presentation 13:          William Crawley, Bill Evans,          Amany Habib, &amp; Amy Crawley          University of West Florida</p>	An examination of teacher shortage and retention across international settings: A mixed methods
14:30-15:00	<p>Presentation 14:          Eric Kollar, William Crawley,          Hongwei Yang, Charlie Penrod          University of West Florida</p>	Mentoring Future Teachers
15:00-15:30	<p>Presentation 15:          Joe P. Gaston, University of          South Alabama; Byron Havard,          University of West Florida</p>	The Influence of Collaborative Video Production on Interest, Engagement, and Collaboration of Students Grades 6, 7, and 8

15:30-16:00 **Closing**

**Remark**

Di Xu, JUSTEC Governing Board Member  
 Professor, Educational Foundations, College of Education, University of Hawai'i at Mānoa

## **Lessons from the Turtle and the Hare: Slow is Smooth and Smooth is Fast**

William Evans  
University of West Florida

Many issues are involved with student learning and a functional use of skills. Some students find it difficult to progress through a standard curriculum and find themselves in a confusing amalgam of skills that they don't understand and may not be able to use. Likewise, teachers become frustrated that learning is not occurring for these students in a consistent and manageable manner. The answers to this are varied but a good deal of the issue can be focused on the measurement of accuracy and rate of response.

The best learning occurs when students are accurate with social and academic skills and can use these skills in a meaningful manner. This successful use of skills is dependent certainly on accurate knowledge of the skill but at least as important is the rate that students use the skill. Reading for example is a skill in which students comprehend and can apply the skill when they are accurate and perform at a high rate of proficiency. Students, however, who are accurate but slow in their reading responses may find that they may have difficulty with comprehension questions because all their reading efforts are focused on pronouncing words rather than gathering the main idea.

If teachers only focus on accuracy and the associated measure of percentage correct, they will find it difficult to distinguish between a student who has merely acquired a skill and one who is highly accurate and functioning at a high rate of response. In such a case, the slow but accurate student may have acquired a skill by reading 100% of the words correctly, but the other student also correctly read 100% of the words correctly, reads quickly. By only using percentage measures, both students appear to be the same, but the student who reads at a quick rate is said to be proficient in the skill. Therefore, percentage measures by themselves will never allow for an understanding of which students are merely accurate and acquiring a skill and which students are proficient. Research shows us that students who are proficient stand a much greater chance of applying and functionally using a skill than those who have merely acquired a skill. Moreover, this differentiation between levels of learning affects teacher behavior in that teaching methods used with those who are proficient may vary greatly from those students who have only acquired a skill.

The story of the hare and tortoise teaches us many lessons about hard and consistent work. The admonition that "slow is smooth and smooth is fast" suggests that teachers focus on helping students with accuracy and lay a solid foundation for increasing rate so that students can apply the skill in a "smooth" and functional manner.

### **Biographical Notes**

William Evans is a professor at the University of West Florida. He has written numerous books, book chapters and articles about assessment, student learning and behavior management. He has worked as a teacher at the elementary, middle, and high school levels and consults with teachers and schools throughout the United States. He was the Director of the Diagnostic Classroom at Shands Teaching Hospital at the University of Florida and is the Executive Editor of Preventing School Failure and an Associate Editor for a number of other journals.

He has served a consultant with schools and governmental agencies in many countries. He is the recipient of Fulbright and Erskine/Cambridge Fellowships and is a recognized leader in education. He also is a sought-after speaker who focuses on teacher motivation, assessment, and classroom management.