



北美華人教育研究及策劃協會

Chinese American Educational Research and Development Association

2015 CAERDA International Conference in Chicago, USA
April 15-16, 2015

Panel Sessions

Panel One: International Collaboration on Teacher Education

Abstract: Experts on teacher education will share their experience and perspectives on personnel preparation in early childhood education, early childhood special education, special education, and general education within the global context. Approaches and strategies for international collaboration will be discussed.

Presenters:



Dr. Elizabeth Drame

Chair and Associate Professor, Department of Exceptional Education, University of Wisconsin-Milwaukee

Dr. Drame teaches in the early adolescence through adolescence special education teacher preparation program. She teaches graduate courses in the assessment of students with disabilities, curriculum accommodations and collaborative strategies. Her research interests include educational outcomes for students with disabilities in charter schools, social justice and equity issues in special education, and teacher quality. She currently serves as a member-at-large on the Council for Exceptional Children.



Dr. Tung-Hsing Hsiung

Professor, Department of Early Childhood Education, National Taitung University

Dr. Hsiung's research interests include multicultural education, indigenous student's learning characters, mentor teacher training, teacher professional development, science teaching and teacher education, action research, science curriculum and materials, and aged education. He served as Director of Center for Indigenous Education & Research, Dean of Teachers College, and Chairperson of Graduate Institute of Education at National Taitung University.



Dr. Evelyn Reed

Associate Professor, Faculty in Early Childhood Special Education,
Virginia Commonwealth University

Dr. Reed's interests include community-based personnel preparation and development in early intervention. With colleague Belinda Hooper, their Preparing for Change project (funded by the Office of Special Education Programs) prepares early intervention and early childhood special educators to work effectively in natural environments to promote inclusive options. This project links research and practice through community scholars, community-based courses, service learning, system change seminars, and online communities of practice. She is also interested in the role of early literacy coaching in early education settings, and have worked with Early Reading First colleagues in the development and study of this personnel development method in three grant projects based in Richmond Head Start and other preschool classrooms.



Dr. Guofang Wan

Professor and Director, Graduate Studies Office of School of Education,
Virginia Commonwealth University

Dr. Wan joined VCU from the Ohio University Patton College of Education Department of Teacher Education, where she served as a professor, coordinator for Adolescent and Young Adult and Multiage Programs, and the associate director for the Stevens Literacy Center. While at Ohio University, Dr. Wan taught and advised both undergraduate and graduate students. She was named the 2009 recipient of the Media Literacy Award by the National Council of Teachers of English, and received the 2010 Margaret Lindsey Distinguished Research in Teacher Education Award from the American Association of Colleges for Teacher Education.

Panel Two: Educational Research Methods and Approaches

Abstract: Educational researchers on this panel will share their diverse perspectives on the purposes and strengths of different research methods and approaches to educational research within the global context. Challenges and strategies for conducting meaningful educational research will be discussed.

Presenters:



Dr. Xitao Fan

Chair Professor, Dean of Faculty of Education, Interim Vice Rector (Academic Affairs), University of Macau, China.

Dr. Fan was associate professor, full professor, and endowed chair professor (Curry Memorial Professor) in the University of Virginia, USA, and was assistant/associate professor in the Utah State University, USA. His research and teaching interests include educational research methods, applied quantitative methods, education measurement, and inter-disciplinary education research. He served as the associate editor (2000-2004) and editor (2004-2010) of the journal of Educational and Psychological Measurement. He was elected to be an AERA Fellow in 2012. Dr. Fan has been involved in numerous large-scale research grants funded by US federal agencies (e.g., NSF, IES, NIH) and other funding sources. He has published over 100 journal research articles and book chapters in internationally competitive outlets in the fields of education and psychology on a range of education research topics.



Dr. Kurt Stemhagen

Associate Professor in Foundations Education, School of Education, Virginia Commonwealth University

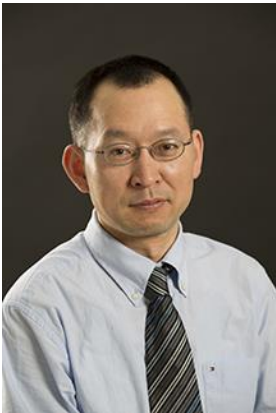
Dr. Stemhagen's research interests include: philosophy of mathematics education—particularly the possibilities for democratic, socially just mathematics education; teacher beliefs about the purposes of public schooling; the role of theory in educational research; John Dewey and American Pragmatism; and Lewis Mumford studies. He currently serves as national Executive Director for the Philosophy of Education Society. He is past president and yearbook editor of the South Atlantic Philosophy of Education and he also served on the executive board of the John Dewey Society. Locally, Dr. Stemhagen is a founding member and currently serves on the coordinating committee of Richmond Teachers for Social Justice, a group dedicated to creating a just, democratic, sustainable and caring society through education, solidarity and social action.



Dr. Colleen Thoma

Professor and Chair, Department of Special Education and Disability Policy, Virginia Commonwealth University

Dr. Thoma was awarded a Switzer Distinguished Research Fellowship (National Institute on Disability and Rehabilitation Research) in 2012 which allowed her to conduct a qualitative study of transition postsecondary education programs for students with Intellectual Disabilities. She disseminated her work through articles, presentations, and books including: *Universal Design for Transition*; *Getting the Most Out of IEPs* and *Demystifying Transition Assessment*. She served on the CEC Board of Directors, is a past President of the Division for Career Development and Transition, and serves on the editorial board of a number of professional journals including *Career Development and Transition for Exceptional Individuals*, *Journal of Vocational Rehabilitation*, and *Journal of Postsecondary Education and Disability*.



Dr. Bo Zhang

Associate Professor, Educational Psychology, University of Wisconsin-Milwaukee

Dr. Zhang teaches basic and advanced educational measurement and statistics courses. The main objective of his research is to ensure the appropriate measurement and interpretation of student performance in various testing situations. To achieve that, he has been working on the appropriateness of measurement models, the procedures in estimating item parameters and student ability levels, and the techniques in handling complex test data. Other research areas include performance assessment and large-scale assessment. He is also interested in ways of analyzing and interpreting test results when the student population is highly diversified in cultural, linguistic, and educational backgrounds.