



北美華人教育研究及策劃協會

Chinese American Educational Research and Development Association

**International Conference in Taichung, Taiwan
June 24-26, 2015 (Workshops on June 23 & 26-27)**

Keynote Presentations



Presenter: Dr. Gary L. Canivez

Dr. Gary L. Canivez is Professor of Psychology at Eastern Illinois University (EIU) and principally involved in the Specialist in School Psychology program. Before coming to EIU, Dr. Canivez was a school psychologist for 8 years in the Phoenix, AZ metropolitan area (Deer Valley Unified School District and Tempe Elementary School District), was on the adjunct faculty of Arizona State University and Northern Arizona University, and was president of the Arizona Association of School Psychologists. He presently teaches an undergraduate course in psychological measurement and graduate courses in advanced psychological measurement; individual intellectual assessment; child psychopathology; and social, emotional, and behavioral assessment. Dr. Canivez currently serves as Associate Editor of *Psychological Assessment*, is a consulting editor for *School Psychology Quarterly* and the *Journal of Psychoeducational Assessment*, and has been an editorial board member or reviewer for numerous other professional journals such as *School Psychology Review*, *Psychology in the Schools*, *Applied Neuropsychology*, *Developmental Psychology*, and *Behavior Research Methods*. He has also served as a grant reviewer for the *Israel Science Foundation*, the *Swiss National Science Foundation*, and the *Kuwait Foundation for the Advancement of Sciences*. The author of over 50 research and professional publications and over 200 professional presentations and continuing professional development workshops, Dr. Canivez specializes in psychological assessment and measurement pertaining to intelligence, achievement, personality, and psychopathology; and his research has been supported by the National Institutes of Health/National Institute of Mental Health. He is a Charter Fellow of the Midwestern Psychological Association and a Fellow of the American Psychological Association. Complete information including downloadable article and book chapter reprints may be obtained at the web site of Dr. Canivez (www.ux1.eiu.edu/~glcanivez).

Keynote presentation title:

The Importance of Science in Educational Practices

Keynote abstract:

Educational practices ranging from curriculum development and instructional practices to use of tests to measure student progress, intervention efficacy, and diagnosis of child disabilities require empirical evidence to guide use. This keynote addresses such issues as well as issues of generalizability of study results.



Presenter: Dr. Shu-Chen “Jenny” Yen

Dr. Shu-Chen “Jenny” Yen is an Associate Professor in the Department of Child and Adolescent Studies, California State University, Fullerton (CSUF). She received her MS in Early Childhood Education and Ph.D. in Early Childhood Development from the University of Missouri-Columbia. Her teaching responsibilities include child development, practicum in early childhood settings, and technology and young children. Her research interests include young children’s temperament and behavioral adjustment in early childhood settings, undergraduate students’ personality and technology use, teaching modality and student academic achievement, and the impact of service learning on undergraduate students’ learning effectiveness. She is the author of numerous articles. She serves as a reviewer for high-quality peer-reviewed journals. Dr. Yen was an infant/toddler and preschool teacher in both constructivist and Montessori classrooms. She was recognized by CSUF as the Outstanding Faculty for Community Engagement, Service Award, Outstanding Senior Honors Project Mentor, and Exceptional Teaching Effectiveness Award. Dr. Yen was the former Secretary and Vice President of California Association for the Education of Young Children (CAEYC, 2005-2007; 2012-2014). She started the Mandarin workshops for Chinese early care providers and teachers with CAEYC since 2003, and has successfully assisted Chinese ECE teachers attended professional training at the state level. She established the Asian Interest Forum for the National Association for the Education of Young Children (NAEYC) in 2006 with the goal of improving Asian children's mental health.

Keynote presentation title:

Teaching and Learning Semi-Naked and Student Learning Outcomes in Three Modalities: Face-to-Face, Online, and Hybrid

Keynote abstract:

Bowen (2009) proposed the idea of the “teaching naked approach” in which he advised instructors in higher education to remove technology from their classrooms. He emphasized human interaction as a means to promote students’ intellectual vitality and improve learning outcomes. Although the evidence has revealed positive student outcomes associated with Bowen’s approach, few researchers have examined the Teaching Naked approach in online or hybrid teaching modalities. It is imperative to examine the Teaching Naked approach, and its impact on student outcomes as 6.7 million college students were enrolled in online classes in the United States. In this presentation, the modification and implementation of the Teaching Naked approach will be discussed. Research results in student learning outcomes will be provided. Challenges associated with the online and hybrid modalities, and recommendations for future research on students' academic outcomes in different teaching modalities will be provided.