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What’s in Your Gifted Education Online Teacher Professional Development? Incorporating Theory- and Practice-Based Elements of Instructional Learning Design

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Abstract
This article examined six theory- and practice-based elements of instructional learning design in online teacher professional development (oTPD), how these elements were implemented into Edinger’s PACKaGE model of gifted education oTPD, and how teachers evaluated each element. Elements were based on Berge’s (1995) instructor roles model theory and gifted education research. Each element was evaluated by teachers (N = 184) who completed oTPD designed from the PACKaGE model. Self-report survey findings suggest that teachers considered most elements, such as asynchronous discussion board and article review assignments, to be useful to a great extent to their gifted education learning and pedagogy. However, teachers reported less usefulness for the online group project element. This finding directly contrasts with researchers’ suggestions for oTPD. These findings may encourage teachers to choose theory- and research-based oTPD. PD designers can investigate and implement oTPD elements that satisfy instructional design model needs for optimal teacher learning and gifted education pedagogy.

Keywords
distance education, gifted, mixed methods, professional development, survey research, teacher education

The National Education Association (NEA), a U.S. interest group that advocates for education professionals, suggests that online courses provide “a powerful way to enhance teachers’ opportunities for quality professional development (PD). Some teachers will take online courses or modules to fill in the gaps in their certification requirements; others to address key topics for their continuing growth” (NEA, n.d., p. 6). Online teacher professional development (oTPD) for gifted and talented education is growing at a substantial rate. A spring 2020 search on a popular search engine, using the key words “online gifted education course,” revealed over 100 courses for the online study of gifted and talented education. Beyond “filling in gaps” and “addressing key concepts,” teachers participating in oTPD may find opportunities to increase their knowledge of theory, research, and best practices for the education of students identified as gifted and talented. However, with the abundance of online courses found on the Internet, teachers need to know which oTPD elements found within courses are most conducive for optimal learning. Certainly, completing oTPD in gifted education can prepare educators to work effectively with academically advanced, twice exceptional, and colleagues within teaching, administrative, and instructional design roles, but how can teachers in need of gifted education oTPD decide which courses are worth their time, energy, and money?

Before teachers chose, they should be aware that appropriate oTPD for gifted education includes suitable practice-based (Ball & Cohen, 1999) and theory-based elements (Cercone, 2008; Khalil & Elkhider, 2016; Tempelman-Kluit, 2006) of instructional learning design. Additionally, oTPD should follow standards (Little & Housand, 2011), such as those offered by the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC). The NAGC and CEC (2013) standards suggest that teachers should “participate in professional development that is sustained over time . . . that seeks evidence of impact on teacher practice and . . . use[s] . . . modes of professional development delivery including online courses” (p. 8). Furthermore, after conducting a review of online learning and pedagogical research, Tallent-Runnels et al. (2006) challenged designers of oTPD to create PD in accordance with sound educational theories and further investigate the features of online learning that can most benefit learners. It makes sense that teachers, Gifted Education Coordinators, and

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USA-Latin American Experiential Learning Project: The Instructor Balancing Act

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**ABSTRACT**

Experiential learning (EL) projects require planning, patience, and commitment on the part of the organizing and facilitating instructors. Language, culture, time zone, and institutional diversity exacerbates the inherent difficulties in conducting virtual, international EL projects. This manuscript discusses an ongoing multi-country project between a prestigious private university in the United States and several Latin American university contributors to execute a joint student experiential learning consulting project. The authors develop an intuitive instructor-focused jobs demands-resources model of involvement in international, virtual, experiential learning projects and triangulate the propositions with extant literature, interview responses in the ongoing case project, and survey data from participants in a similar project.

**KEYWORDS**

International business; experiential learning; project-based learning; Latin America; jobs demands-resources model

1. Introduction

Educators now recognize experiential learning (EL) through international, virtual, collaborative projects as an effective strategy for teaching international business. This type of teaching-learning methodology provides students with valuable hands-on, culturally-relevant learning opportunities (Shea et al. 2011), especially for students who may not have access to a large body of foreign classmates, study abroad, and international internship opportunities (Barak, Lipson, and Lerman 2006; Gavidia, Mogollón, and Baena 2005; Langlois, Barrett Litoff, and Ilacqua 2003; Tonks 2002). Employers consistently state a preference for college graduates with enhanced problem-solving skills, an understanding of other cultures and languages, and the ability to work in international teams (Caligiuri and Tarique 2012; Johnson and Jordan 2019; McCall and Hollenbeck 2002; Norwood and Rastegari Henneberry 2006).

Collaborative, international, intercultural EL projects are an “in-house” internationalization approach (Gacel-Ávila et al. 2005; Knight and de Wit 2018), which provides students with a preview of the real-world, globally interconnected workplace (Zwerg-Villegas and Martínez-Díaz 2016).
Designing and Implementing an Undergraduate Data Analytics Program for Non-Traditional Students

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Abstract

This paper discusses Implementation of a new educational approach to develop competencies for the future STEM workforce, and to build knowledge on success factors for educating a non-traditional target population in data competencies. It is widely accepted that a data capable workforce is critical to science and industry. The literature suggests that the need for data science and data analytics competencies in industry and academia is accelerating at a rapid pace. At the same time, census and demographic data predict that the pool of traditional college age students will continue to decrease. To meet the increasing demand for a data capable workforce, it is essential to leverage the non-traditional student pool, reskilling and upskilling the current workforce, simply because the traditional student output is nowhere near sufficient to meet the need. The current work is to implement a new program designed to provide adult learners with bachelor’s degrees and post baccalaureate certificates in Data Analytics. This results in upskilling or reskilling the existing workforce to add value to industry and academia. The program is differentiated from traditional programs by catering to non-traditional students through specific pedagogies such as incorporating required mathematics competencies into Data Analytics courses, using specific pedagogies proven to work with the non-traditional population, as well as removing constraints by offering evening courses, easing registration obstacles, etc. The paper suggests a proposed curriculum, discusses the rationale behind each differentiated option, and explains how the program is being implemented.

Keywords: Data Analytics, Data Science, Workforce, Education, Non-Traditional, Student

1. INTRODUCTION

The Need
Data Analytics is emerging as a significant workforce need in the 21st century. One of the NSF’s 10 Big Ideas is harnessing the Data Revolution (2018). This idea includes developing a 21st century data capable workforce (NSF, 2018; HDR@NSF, 2018). The literature suggests that the need for Data Science and Analytics (DSA) competencies in industry and academia is accelerating at a rapid pace. Many academic institutions have or are developing programs to meet this need. At the same time, however, census and demographic data predict that the pool of traditional college age students will continue to decrease. To meet the increasing demand for a data capable workforce, it is essential to leverage the non-traditional student pool, reskilling and upskilling the current workforce. The decreasing pool of traditional students is insufficient to meet current and future workforce needs in both data science and data analytics.

There are some troubling signs regarding the pool of traditional undergraduate students. The number of college age students grew from 1870, peaking in 2012 (Sklar, 2018). The number of 19-20 year olds in the US has plateaued, and the number of those under the age of 18 is diminishing. This is also the case locally. For example, enrollments in the state community college system have decreased by some 25%.
Knowledge Management System Development: Handling Evolution from Explicit to Tacit and Social

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Abstract
This paper investigates evolution of Knowledge Management (KM) systems development approaches. KM has been an important topic for over forty years. Period KM systems development has been based on definitions of knowledge that have evolved, with systems developed using tools and approaches characteristic of the time. The first KMS were gateways to static information supporting integrative business processes. As KM evolved, knowledge became seen as dynamic, moving within the enterprise due to organizational processes. Current thought focuses on tacit knowledge, which is hard to explicitly transfer, making KM a social process. Analytics will increasingly play a factor in new KM systems. The question is whether development approaches have kept up with evolving definitions of knowledge. This paper identifies approaches implementing new KM systems, draws on the literature to examine how they are used, and discusses whether they reflect knowledge’s changing nature. The methodologies used to develop KM systems are examined with the goal of providing insight into approaches that work.

Keywords: Knowledge Management, System Development, Paradigm Shift

1. INTRODUCTION
This paper discusses how KMS development methodologies have changed, but not necessarily kept up with changing (expanding) definitions of knowledge. As our concept of knowledge has broadened from a static content model to a more dynamic model followed by social content paradigms (Tzortzaki & Miliotis, 2014), a review of the research suggests that there has been some change in the way KMS are constructed. However, a question is whether KM system development methodologies have evolved purposefully as our understanding of knowledge has expanded, or by responding simply to development advances and not in response to knowledge paradigm shifts.

We do not delve deeply into the conceptualization of knowledge and its history in this paper. It is well recognized, since the 17th century philosophers (led by Descartes’ work) have approached knowledge as involving human acceptance of facts and an understanding that something is not in doubt, or has some large degree of certainty. If the certainty is extremely high, it is then knowledge, accredited as certain, and not doubted (Newman, 2008).
Using video vignettes in research and program evaluation for people with intellectual and developmental disabilities: A case study of the Leadership for Empowerment and Abuse Prevention (LEAP) project

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ABSTRACT

People with intellectual and developmental disabilities (IDD) are often excluded from meaningful participation in research and program evaluation for various reasons, including protocols and measures that are inaccessible for people with varying cognitive and communication abilities. Emancipatory research models emphasize the importance of inclusive research practices. Video vignettes are a promising tool for research and program evaluation with people with IDD because they are standardized, they use visual imagery rather than relying on written or verbal communication, and they allow for distance from sensitive topics. The Leadership for Empowerment and Abuse Prevention (LEAP) project used video vignettes to evaluate a healthy relationship program for people with IDD. The authors discuss the process of piloting various protocols and measures, which then ultimately led to the use of video vignettes in the evaluation.

1. Introduction and background

The right of people with disabilities to be full participants in their communities includes the informed choice to be involved in research and program evaluation both as members of methodological design teams and as study participants (Johnson, 2009; Watson, Feiler, & Tarleton, 2014). However, people with disabilities, particularly people with intellectual and developmental disabilities (IDD), have often been excluded from meaningful participation in research studies (Feldman, Bosett, Collet, & Burnham-Rios, 2014), due to inclusion criteria and consent processes required by institutional review boards (IRB), lack of accommodations to enable participation, and screenings to assess for capacity to consent that exclude potential participants (Cameron & Murphy, 2006; McDonald et al., 2009; McDonald & Patka, 2012). From an ethics standpoint, researchers and program evaluators have grappled with balancing the right to self-determination for people with IDD to participate with issues including recruitment strategies that may be perceived as coercive, concerns about whether some potential participants are able to comprehend information, and capacity to consent (McDonald & Kidney, 2012; McDonald & Patka, 2012). While respectful deliberation of potential ethical considerations for including people with IDD in studies is likely warranted, paternalistic views that influence researchers to exclude people with IDD are being challenged, and researchers in the field are calling for “methodologies that equate respect for autonomy with the right to take risks” (McDonald, Kidney, & Patka, 2013, p. 217). Furthermore, studies of people with IDD have demonstrated that they have a desire to participate, to share their opinions, and to be assured that the results of their participation in the study will improve their lives and others with IDD (Kidney & McDonald, 2014; McDonald et al., 2013).

A key component for full participation of people with IDD in research and program evaluation is the provision of supports or accommodations that help them to understand the study, to make a decision about participation, and to fully participate in the study itself. While there is quite a bit of literature on adapting consent processes to enable participation of people with IDD (for example, Inclusive Research Network, 2010; Kidney & McDonald, 2014), there isn’t as much literature on the adaptation of research measures and their administration...
Encompass Southeast Asia
A Unique Experiential Learning Opportunity through the University of Richmond

By Bob Spires and Monti Narayan Datta

The Office of International Education (OIE) at the University of Richmond (UR) developed Encompass Southeast Asia (Encompass SEA) as part of a pilot program to engage students who have not historically participated in study abroad opportunities at UR and its partner institutions. Participants included students from challenging socioeconomic backgrounds, nontraditional students, students of color, athletes, males, and students with limited travel experience. Historically, such cohorts have not participated in semester-long study abroad programs due to the prohibitive costs, time commitments required, and social stigmas. The Encompass program, fully funded by a donor, included all travel expenses for student and faculty participants.

Encompass SEA developed from discussions between the two faculty member authors and the dean of OIE, Dr. Martha Merritt, with several goals: (1) build more connections between UR and partner organizations in Asia; (2) focus these connections based on the prior research expertise of both authors in the realm of anti-human trafficking studies; (3) provide students an immersive cultural experience that went beyond touristic experiences in Southeast Asia and instead illuminated the operational dynamics of nongovernmental organizations (NGOs) in their counter-trafficking work; and (4) bolster research collaboration opportunities and outreach between UR and nonprofits, other organizations, and educational institutions in Thailand and Cambodia. The faculty leaders for Encompass SEA also envisioned growing a cohort of faculty across UR with diverse interests in Asia and a collective desire to deepen connections between the university and Asian institutions. The faculty leaders of the trip created an itinerary that combined visits with nonprofits in Thailand and Cambodia, engaging with the children and youth served by these nonprofits, shopping in local markets and cooking Thai dishes at the home of local Thai colleagues, and visiting key historical and cultural sites in both countries.

Trip Preparation
In preparation for Encompass SEA, the faculty members, along with staff and leaders in the international education office, had multiple preparatory meetings with the participants to introduce the group to each other, share preliminary travel tips, and build group cohesion. Faculty members created a course page using Blackboard where informational articles, videos, and other posts were shared. Next, a trip blog was developed to allow participants to share their experiences in real time. Although the trip did not involve course credit, faculty leaders recommended that each participant select one of the following topics to frame their trip experience: Buddhism and Hinduism, NGOs and anti-trafficking, migration and the Khmer Rouge, education, women's rights, or public health. Student participants conducted varying amounts of preparatory research prior to the trip, and some of the students conducted follow-up research as topics and issues of interest arose during their travels. Faculty leaders encouraged the students after the trip to write follow-up blog posts reflecting back on the trip and the topics they learned about. The students who were the most invested in the topics encountered while abroad were those who had both personal and intellectual connections to these topics and were able to integrate the personal experiences from the trip with the discourse and academic debate surrounding the issues. Further, our institution's School of Business has a long-standing partnership with Thammasat University in Bangkok, and we invited the two Thai students doing a semester abroad in the US to an early trip meeting to discuss Thailand with our trip participants. We also planned to meet while in Thailand, because these students would return to Thammasat just before we arrived in Bangkok.

Travel Schedule
Encompass SEA had an eighteen-day travel itinerary with approximately one-third of the trip spent in Bangkok, one-third of the trip spent in Chiang Rai, Thailand, and the final one-third of the trip in Siem Reap, Cambodia (with a one-day drive to the border city of Poipet). Faculty leaders facilitated meetings with colleagues at various organizations in each location and mixed these meetings with visits to cultural sites.

During the Trip: Nonprofits, Historical Sites, and Human Connections
In Bangkok, the first NGO participants collaborated with was Wat Arun Rajavararam Community Learning Centre (CLC), founded by Hartanto Gunawan. Originally a businessman from Indonesia who spent six years as a monk in Thailand, Hartanto started the NGO to support and provide education to disadvantaged girls from rural areas who are referred to him through the Thai police and governmental social services agencies. Girls in his program matriculate through a one-year nursing assistant program and are guaranteed jobs upon graduation with partner medical organizations in and around Bangkok. The youth at the CLC have a rigorous and disciplined schedule that begins early in the morning and ends in the evening with meditation. In between, the girls focus on school and learn a variety of life skills at the center, including the English language, computer literacy, and community service. While the Encompass SEA group was at the center, participants engaged with these youth to learn more about their lives and their experiences in the CLC program. The students from the University of Richmond discussed and critically assessed the merits of the Buddhist approach to daily meditation and discipline, and debated how cultural gender norms within the CLC diverged from American practices back home. Throughout the remainder of the trip, this experience sparked group discussions around the comparison with, and contrast between, Southeast Asian and American perspectives on social issues and effective approaches to addressing these issues.

The group spent a day with Sebastian Boll, researcher with the United Nations Action for Cooperation Against Trafficking in Persons...
Abstract

Purpose
The purpose of this paper is to gain insight into the generalized self-efficacy (GSE) of youth in the New Territories of Hong Kong. Youth issues have been at the forefront of political discourse in the region and often youth are presented in the media as having fundamental deficits, which are tied to growing inequality and lack of social mobility. This study offers more perspective of the characteristics of Hong Kong youth to contribute to the literature as well as influence the discourse on youth and youth issues.

Design/methodology/approach
The study is based on a community survey of youth in the New Territories of Hong Kong with over 2000 respondents. The survey was based on a valid and reliable instrument on GSE to measure the GSE of youth in the region. GSE characteristics are analyzed using descriptive statistics, Cronbach's $\alpha$ for internal consistency, factor analysis to verify the dimensional nature of the scale. The relationships between GSE and age and gender were analyzed using multiple linear regression model.

Findings
Findings indicated that despite a slightly higher, yet statistically significant GSE scores for females, and little impact of age on GSE, Hong Kong youth have normal levels of GSE. This finding offers a counter to the pathologizing of youth's
Cambodian youth perspectives on social and educational barriers: An exploratory case study in a rural border region

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ABSTRACT

Life in Cambodia can be challenging and education is often seen as a key development intervention to address social and economic issues. However, rural Cambodian youth face a variety of barriers to education. The current case study examines these barriers using a questionnaire assessing youth’s attitudes toward education (N = 50). Results indicate that poverty and the pressure to migrate for work are a significant barrier to educational attainment, despite the perceived benefits of education by youth and encouragement by families. Results also reveal that inter-educational issues persist. These findings can be used to better tailor development aid targeting educational measures, particularly encouraging a shift from convincing rural Cambodians to value education to targeting the contextual barriers that exist.

Keywords: Cambodia, development, education, poverty, youth