

The University of Texas  
Rio Grande Valley™



INAUGURAL  
CEP STUDENT  
**CONFERENCE**

2024 April 20

**EMPOWERING** EDUCATORS  
AND TRANSFORMING LIVES

# “Collaborating towards educational excellence for a brighter tomorrow.”

## GRADUATE DEGREE AND CERTIFICATE PROGRAMS

### Master’s Programs

Curriculum and Instruction MEd with content specialization

- Elementary Math and Science Education
- English
- Mathematics Education

Educational Leadership MEd

Educational Technology MEd

Higher Education Administration MA

Teacher Leadership MEd

### Doctoral Programs

Curriculum and Instruction EdD with specialization areas

- Bilingual Studies
- Educational Technology
- Curriculum & Pedagogical Generalist
- Literacy
- Mathematics Education
- Science Education
- Special Education

Educational Leadership EdD with concentration areas

- Higher Education Administration
- Needs-Based
- Special Education

### Certificate Programs

E-Learning Certificate

Online Instructional Designer Certificate

Superintendent Certification

Technology Leadership in Education Certificate



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# ORGANIZING COMMITTEE



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Department of  
Teaching and Learning



**Seokmin Kang, Ph.D.**  
Department of  
Teaching and Learning



**Jesus Abrego, Ed.D.**  
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Organization and  
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**Michelle Abrego, Ed.D.**  
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**Berta Guerra, M.A.I.S.**  
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**Hilda Silva, Ed.D.**  
Department of  
Organization and  
School Leadership

# SCHEDULE AT-A-GLANCE



**7:30 AM – 12:00 PM**

On-site registration and check-in



**9:00 AM – 10:00 AM**

Opening Session



**10:15 AM – 11:15 AM**

Concurrent Sessions



**11:30 AM – 12:30 PM**

Concurrent Sessions



**12:30 PM – 1:00 PM**

Lunch



**1:15 PM – 2:15 PM**

Concurrent Sessions



**2:15 PM – 2:25 PM**

Closing Remarks (Individual Rooms)

# WELCOME MESSAGE

Dear Attendees,

The College of Education and P-16 Integration (CEP) welcomes you to the Inaugural CEP Student Conference. We are honored to have you join us for this exciting event that aims to bring together students, educators, and professionals from various educational backgrounds. The CEP Student Conference promises to be a transformative experience with a diverse range of speakers, interactive workshops, poster presentations, and networking opportunities. This conference is designed to inspire, educate, and empower attendees to make a positive impact in the field of education.

During the conference, you will have the opportunity to engage in thought-provoking discussions, gain valuable insights from students or experts, and collaborate with fellow attendees who share a passion for education. The conference agenda covers a wide range of topics, including innovative teaching practices, educational techniques, student empowerment, and inclusive and equitable education.

At UTRGV, College of Education and P-16 Integration, we believe that education is a powerful tool for change. This conference serves as a platform to explore new ideas and foster a collaborative environment among students and educators alike. We are dedicated to creating a welcoming environment where everyone's voice is valued. We encourage you to actively participate in the conference sessions, ask questions, and share your thoughts, experiences, and expertise. This conference is an opportunity to learn from others and a chance for you to contribute to the collective knowledge and help drive meaningful and productive conversations.

Please take some time to peruse the conference agenda and familiarize yourself with the various sessions and speakers. We encourage you to bring your enthusiasm, curiosity, and willingness to actively engage in discussions throughout this event. We would like to express our gratitude to you for choosing to be a part of the Inaugural CEP Student Conference. Your presence and active participation will contribute to the success of this event and help create a vibrant learning community.

Once again, welcome to the CEP Student Conference! We look forward to meeting you and embarking on this educational journey together.

Warm regards,  
Organizing Committee

# A LETTER FROM OUR DEAN



Dear Participants and Attendees,

On behalf of the College of Education and P-16 Integration (CEP), it is my pleasure to extend a warm welcome to you as we host the Inaugural CEP Student Conference. We are thrilled to have you join us for this exciting event, which will bring together educators, researchers, and students from across the College of Education.

The CEP Student Conference is a testament of our commitment to fostering collaboration and innovation in the field of education. It serves as a platform for sharing ideas, experiences, and best practices that will shape the future of teaching, learning, and leadership. We believe that the conference will provide a unique opportunity for participants to engage in meaningful discussions, gain new insights, and build valuable connections with fellow educators through networking.

Throughout the conference, you will have the chance to attend a varied range of sessions led by students and experts in the field. These sessions

will cover a wide array of topics. We hope that you will find these sessions both informative and inspiring and that they will enrich your professional journey.

We are confident that the CEP Student Conference will provide a memorable experience for all attendees. We are grateful for your participation and look forward to welcoming you to our beautiful Education Complex building. Together, let us strive to create a brighter future for education and the students we serve.

Once again, welcome to the CEP Student Conference! We are excited to embark on this journey of shared learning and growth.

Sincerely,

A handwritten signature in black ink, reading "Alma D. Rodríguez". The signature is fluid and cursive.

Dr. Alma D. Rodríguez  
Dean

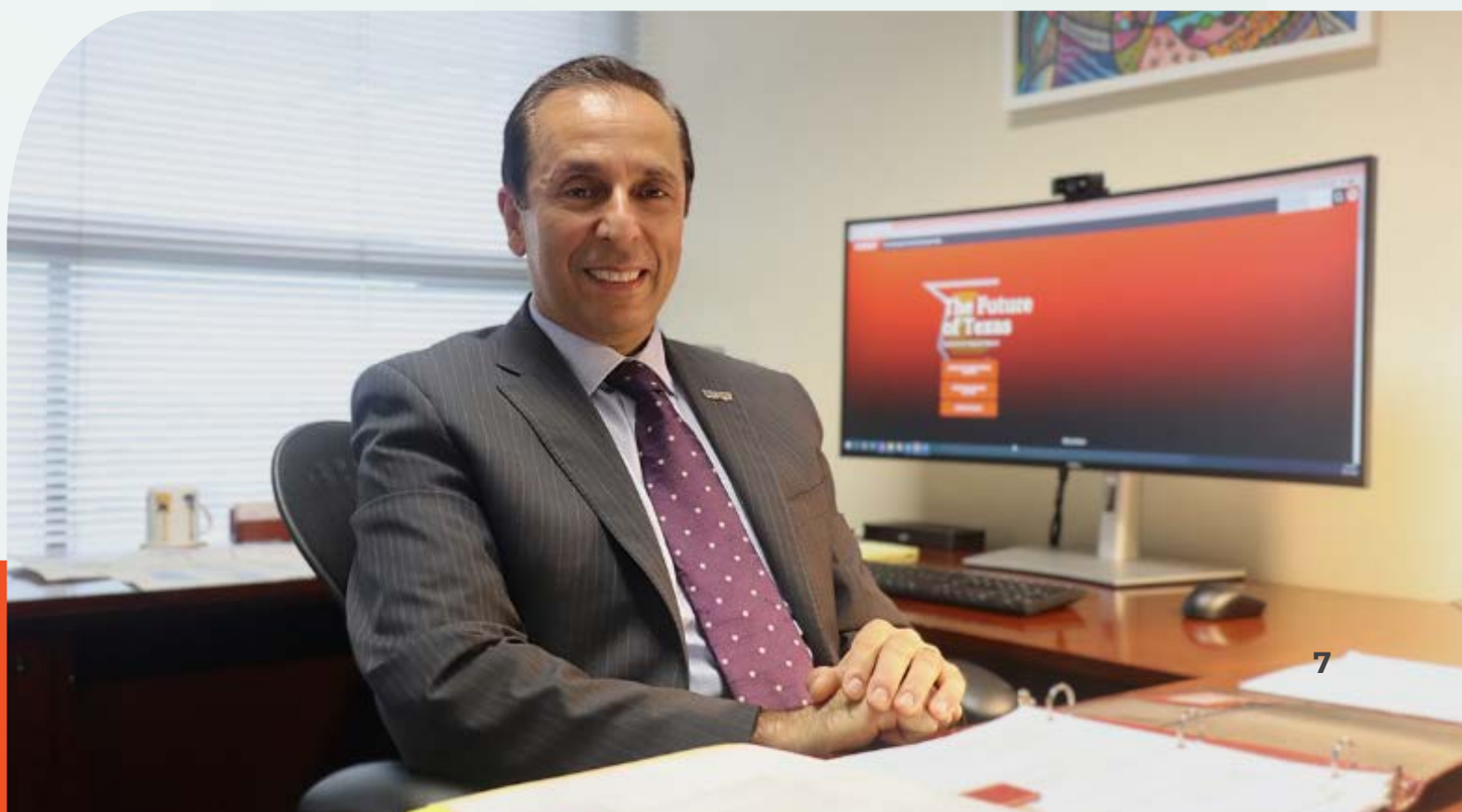
## KEYNOTE SPEAKER

**Can (John) Saygin, PhD.** is the Senior Vice President for Research and Dean of the Graduate College. He is also a Professor of Manufacturing and Industrial Engineering at the College of Engineering and Computer Sciences. Prior to his current administrative position, he served as a Senior Associate Vice President for Research (4/1/2020-7/30/2022), Senior Vice Provost for University Planning (6/1/2019-4/1/2020), Senior Vice Provost for Institutional Intelligence and Strategic Initiatives (3/1/2018-7/1/2019); Interim Dean of the Graduate School (06/2018-03/2019); Advisor to President on Strategic Initiatives (11/15/2017-3/1/2018); Associate Vice President for Sponsored Project Administration in the Office of Research (2013-2018) at The University of Texas at San Antonio (UTSA).

He received his BS ('89), MS ('92), and PhD ('97) degrees in Mechanical Engineering with emphasis on advanced manufacturing and automation from the Middle East Technical University, Ankara in Turkey. In his academic career, he worked at the University of Toledo (1997-1999), the Missouri University of Science and Technology (formerly University of Missouri-Rolla) (1999-2006), and The University of Texas at San Antonio (2006-2022) before joining UTRGV in August 2022.

He is the recipient of the UTSA College of Engineering 2009 Excellence in Teaching Award, the UTSA President's 2011 Distinguished Achievement Award for Teaching Excellence, and The University of Texas System Regents' Outstanding Teaching Award in 2012.

As a faculty member, he has directed several projects funded by the Air Force Research Lab, National Science Foundation, U.S. Department of State, U.S. Department of Defense, the Boeing Company, the Ford Motor Company, UT Health San Antonio, Texas Higher Education Coordinating Board, and various manufacturing industries. He has also led regional advanced manufacturing efforts under the designation of Alamo Manufacturing Partnership.



# CONCURRENT SESSIONS

Time   Location   Format	Session Information
9:00 AM – 10:00 AM Location: EEDUC 1.102	<p><i>Opening Session</i> <b>Welcome message and introduction</b> Dr. Alma Rodriguez, <i>Dean of College of Education &amp; P-16 Integration</i></p> <p><b>Presenting Award for Best Conference Proposal</b> Dr. Jonnika Charlton, <i>Senior Vice Provost for Student Success &amp; Academic Affairs and Dean of University College</i></p> <p><b>Keynote speaker</b> Dr. Can (John) Saygin, <i>UTRGV Senior Vice President for Research and Dean of Graduate College</i></p>
10:15 AM - 10:45 AM Location: EEDUC 2.102  Format: Oral Presentation  Theme: Diversity (Bilingual, ESL, Special populations, Translanguaging, ASL, LGBTQ+)	<p><i>Effectiveness of a transition program model in the Rio Grande Valley of Texas which offers learning and skill acquisition in authentic environments for young adults with disabilities in the age ranges of 18-21 years.</i></p> <p>Studies show that transition programs that embody learning and transferring skills in real-world environments within their program model have been found to transition students with disabilities more effectively to independent living, post-secondary options, employment, or access to community agencies. This mini-ethnographic case study uncovers data collected on the lived experiences, thoughts, and perceptions of low socioeconomic Hispanic adult students with intellectual disabilities while enrolled in School District A's transition program, utilizing a postpositivist approach. The study also gathered data on the lived experiences of adult students after completing the transition program related to living, working, and navigating their community.</p> <p><b>Presenter: Ashley Wheeler, Dr. Noe Ramos</b></p>
10:45 AM - 11:15 AM Location: EEDUC 2.102  Format: Oral Presentation  Theme: Diversity	<p><i>Translanguaging as Pedagogy and Culturally Relevant Science Instruction: Teaching in a bilingual science classroom</i></p> <p>The underrepresentation of Latinx students in science education has already been established as an ongoing issue and modifying the curriculum to meet their cultural and linguistic needs has been suggested as a possible solution. This proposal presents strategies employed by an eighth-grade science teacher to deliver science utilizing culturally relevant and translanguaging pedagogies and reports the results on students' perception of the targeted science lesson and their attitude toward learning it.</p> <p><b>Presenter: Angelita Salinas</b></p>



# CONCURRENT SESSIONS

## Time | Location | Format

## Session Information

**10:15 AM - 10:45 AM**  
**Location: EEDUC 2.222**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

*The perspectives of using the Desmos calculator for students' conceptual understanding and procedural fluency to solve linear equations.*

This research was drawn upon the STAAR Algebra 1 Redesign assessment to develop a new approach for teaching and learning in solving linear equations with DESMOS as an instructional tool to improve students' algebraic thinking. The study addresses the difficulty of solving linear equations in STAAR Algebra 1 Redesign. The goal is to provide instructional tools to support and improve the students' procedural fluency and conceptual understanding in solving linear equations. Conceptual and procedural fluency are two of the most critical mathematical proficiency strands. These two strands are vital in algebra for students to understand the content and apply the learning in assessments (e.g., Algebra STAAR examination) and real-world applications. For mathematics educators, this is evidence that mastery of procedures in no way guarantees conceptual understanding. The data will be gathered through causal-comparative and clinical interview research of emergent bilingual (EB) students.

**Presenter: Larmel Madrilejos**

*Interweaving Emotional Intelligence with Content in K-12*

**10:45 AM - 11:15 AM**  
**Location: EEDUC 2.222**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

Teaching emotional intelligence skills alongside content engages students to think critically. Students connect content to their lives which increases comprehension. Students remember lessons that touch their hearts. Teaching emotional intelligence serves a lifelong purpose for our students.

**Presenter: Karen Teverovsky**

*Research on Improving Student Confidence in Math Abilities*

**10:15 AM - 10:45 AM**  
**Location: EDUC 2.234**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

This study examines targeted interventions to improve student confidence in math abilities prior to high-stakes testing. Four high school students who struggled with the Algebra exam were interviewed after receiving personalized math support. Though some anxiety persisted, a qualitative analysis revealed slightly improved confidence. While more research is required, the findings suggest one-on-one encouragement can help struggling students gain self-assurance and view math as achievable. This highlights the broader need for educators to address math anxiety and low confidence hindering engagement and performance at all grade levels. Tailored interventions may be key to building student belief in their skills.

**Presenters: Catherine Tollett**

# CONCURRENT SESSIONS

## Time | Location | Format

## Session Information

**10:45 AM - 11:15 AM**  
**Location: EDUC 2.234**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

### *The Five Recommendations to Enhance Mathematical learning.*

This session is about navigating one's construction of their mathematical world. It explores how students in all school grades construct their mathematical learning. After having a gap in mathematics, I decided to write a reflective project of the personal experiences I encountered and of how I acquired mathematical skills. I scrutinized the lack of mathematical understanding that I had which created huge gaps that affected my mathematics learning. Therefore, I will analyze mathematical gaps and discuss mathematical barriers that affect those gaps. This session reviews how students can enhance their mathematical learning with five mathematical recommendations.

**Presenter: Elíasar Saucedo**

**11:30 AM – 12:00 PM**  
**Location: EEDUC 2.102C**

**Format: Oral Presentation**

**Theme: Teacher Learning/  
Student Learning**

### *The Why and How for Teacher Professional Development*

Professional development for teachers refers to a systematic and continuous process of learning and growth that aims to enhance educators' knowledge, skills, and competencies. It is designed to keep teachers updated on the latest educational research, teaching methodologies, and technologies, allowing them to improve their instructional practices and, ultimately, positively impact student learning outcomes. Every year there is significant attrition in the number of teachers, as a result there is a constant flow of new teachers, also some campuses shuffle their teachers to a different grade level, those teachers who are new to the grade level need support in relation with curriculum and instructional approaches that pertains to the new grade level. Statistical methods will be used to show the need for professional development.

**Presenter: Cesar Castro, Dr. Jair Aguilar**

**12:00 PM - 12:30 PM**  
**Location: EDUC 2.102C**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

### *Exploring Chicana Preservice Teachers' Conscientizing processes: Introducing an Array of Criticalities in an Elementary Social Studies Methods Course.*

The research aims to explore Chicana pre-service teachers' lived experiences in a social studies methods course that centers on an array of criticalities in a typically standards-based curriculum. Itinerant Curriculum Theory (ICT) is integrated as the organizing framework to conceptualize the work and analyze data. Critical Action Research and Plática methodologies situate the Chicana pre-service teachers as knowledge-holders and meaning-makers in our communities. Data analysis yields five intersecting findings on Chicana pre-service teachers' critical consciousness. Developing critical teacher consciousness may assist pre-service Chicana teachers in developing critical, culturally relevant, and culturally sustaining practices.

**Presenter: Dr. Raul Garza**

# CONCURRENT SESSIONS

Time   Location   Format	Session Information
<b>11:30 AM – 12:00 PM</b> <b>Location: EEDUC 2.224</b>  <b>Format: Oral Presentation</b>  <b>Theme: Pedagogy / Curriculum</b>	<p><i>Decoding STEM Curriculum: A Model of Objectives, Content, Methods, and Evaluation from a Metasynthesis of Two Decades of Research</i></p> <p>By scrutinizing curriculum elements like objectives, content, and methods under a microscope, this meta-synthesis develops a model of STEM education priorities. Spanning peer-reviewed and standards-based publications from 2000-2023, coded data reveals the progression of knowledge around sequencing components for skill-building. These temporal trends inform evidence-based foundations necessary for meaningful STEM experiences.</p> <p><b>Presenters: Grace Carriaga-Benavides, Priscilla Ramirez, Celina Terrones, Jennifer Becerra</b></p>
<b>12:00 PM – 12:30 PM</b> <b>Location: EEDUC 2.224</b>  <b>Format: Oral Presentation</b>  <b>Theme: Pedagogy / Curriculum</b>	<p><i>The Lipan Apache (Nde) Tribe of Texas PowWow as a Curriculum of Culture(s) and a Pedagogy of Place.</i></p> <p>This paper examines the role of the Lipan Apache Tribe of Texas powwow as a curriculum of culture(s) and pedagogy of place. The powwow serves as a platform for cultural connections and education, allowing Native Americans to express their cultural identity while resisting colonialism and genocide. Through participant observation, informal interviews, and formal interviews, this research provides a comprehensive understanding of how the powwow functions as a pedagogical learning space. The study views the powwow as a Culturally Sustaining Pedagogy (CSP) and a Place-Based Education (PBE), highlighting its role in preserving cultural traditions, knowledge, and practices while fostering connections with the local community and environment.</p> <p><b>Presenter: Ashley Leal</b></p>
<b>11:30 AM – 12:00 PM</b> <b>Location: EDUC 2.502</b>  <b>Format: Oral Presentation</b>  <b>Theme: Pedagogy / Curriculum</b>	<p><i>The effect of the Blended Learning Teaching Model on Algebra I Student's Achievement.</i></p> <p>The presentation will review the effect of implementing the Blended Learning teaching model (BLTM) (Bonk &amp; Graham, 2012) in Algebra I instruction and to analyze students' perceptions towards the use of elements of the BLTM in Algebra I instruction.</p> <p><b>Presenter: Hugo Leal</b></p>

# CONCURRENT SESSIONS

## Time | Location | Format

## Session Information

**12:00 PM - 12:30 PM**  
**Location: EDUC 2.502**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

### *The Mystery of a University Library. A Collaboration to Educate Early Scholars*

The University of Texas Rio Grande Valley Library, in collaboration with faculty and the Research Department created a pilot project to educate students on the library. From research to administration, open education, sustainability, future of libraries after the pandemic, students worked with liaison librarians in the development of a discourse community. This project resulted in students feeling their work with the library as significant and highly motivational. Their knowledge of college-level research increased, as no students dropped out and completion rate on major assignments reached 100%. Highlighted will be lessons learned, the librarian's role, the final project, and the overall experience.

**Presenter: Liliana Galindo**

**12:30 PM - 1:00 PM**

## Lunch

**1:15 PM - 1:45 PM**  
**Location: EDUC 2.102**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

### *Piecing Together the STEM Curriculum Puzzle: Mapping Characteristics and Evolution of Key Components from 2000-2024*

STEM education curriculum development relies on evidence from the research literature to create effective student learning experiences. This meta-synthesis integrates objectives, content, methods, activities, and assessments across studies from 2000-2023 to map the integral components of STEM curricula that promote student learning. Tracing the progression of recommendations over time provides insights to help developers navigate decisions regarding the structured sequence of experiences comprising a curriculum. Developers must continually integrate new evidence as the research base grows to design curricula that deliver successful STEM education.

**Presenters: Lydia Ratel, Alex Hofferek, Stephanie Mendoza, Krystal Narro - Virtual Presenters**

# CONCURRENT SESSIONS

## Time | Location | Format

## Session Information

**1:45 PM - 2:15 PM**  
**Location: EEDUC 2.102**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

***Deconstructing STEM Curricula: A Meta-synthesis of Objectives, Content, and Instructional Strategies from 2000-2023.***

Understanding the core components of STEM curricula is vital for effective implementation. This meta-synthesis deconstructs curriculum elements across peer-reviewed articles and standards from 2000-2023, coding for objectives, content, instructional methods, and more using Klein's framework. By mapping the evolution of these key characteristics, we construct a comprehensive model to guide curriculum developers on foundational decisions impacting student outcomes. This analysis will examine 11 qualitative articles as curriculum artifacts, aiming to identify collective patterns and crucial nuances that differentiate between various initiatives. We hope that in examining these patterns across different periods we can unveil the trajectory of fundamental priorities, highlighting both the opportunities and constraints of dominant approaches from which to inspire a new transformative STEM curriculum. The synthesis of meta-findings will inform a curricular blueprint grounded in evidence, empowering educators to enhance coherence and facilitate transformation in STEM education.

**Presenters: Thalia Juarez, Brian Gabrysch, Misty Heredia, Norma Hernandez**

**1:15 PM - 1:45 PM**  
**Location: EEDUC 2.222**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

***Supporting Latinx Preservice Teachers for Implementing Phenomenon-Based Science to Promote their Understanding of the Three Dimensions of Science Learning with an Emphasis on the Nature of Science (NOS)***

This study examined how teaching science using the instructional approach of Phenomenon Based Learning influenced the understanding of the three dimensions of the Next Generation Science Standards and the nature of science of Latinx preservice teachers. Furthermore, the participants were provided with training on how to develop PhBL lesson plans for science instruction.

**Presenter: Leslie Garrido**

**1:45 PM - 2:15 PM**  
**Location: EDUC 2.222**

**Format: Oral Presentation**

**Theme: Diversity**

***Developing First-Semester Hispanic Pre-Service Teachers' Identity through Mixed Reality Simulation***

This qualitative case study examines the utilization of Mixed Reality Simulation (MRS) to enhance the formation of identity among Hispanic pre-service teachers in their first semester. The study employed data from MRS observations, reflection journals, and interviews to enhance comprehension of how this technology can facilitate teacher identity development in this group. This research aims to explain the possible advantages of integrating MRS into teacher preparation programs and its influence on the self-perception and cultural identities of Hispanic pre-service teachers. This study holds significant implications for teacher education and can provide valuable insights for future practices in the field.

**Presenter: Yajaira Flores - Virtual Presenter**

# CONCURRENT SESSIONS

## Time | Location | Format

## Session Information

**1:15 PM - 1:45 PM**

**Location: EDUC 2.234**

**Format: Oral Presentation**

**Theme: Pedagogy / Curriculum**

### *Unity Through Diversity: Leveraging Culture and Our Homes to Diversify Learning and Promote Inclusivity in Schools*

The 20th-century classrooms in the United States have evolved to become more diverse with time. Our public schools boast the diversity of culture, language, race, and ethnicity (Howard, 2018). However, it has ironically remained stained with covert segregation, white-biased curricula, and ignorance of differences. The educational aim proposed in this study is to promote unity through diversity in American urban public schools by leveraging the various cultures and homes to promote inclusivity starting in the classroom. Creating connections between the classroom, the home, and the child yields great advantages for the achievement of curricular goals (Moll et al., 1992). A theoretical framework influenced by Place-Based Education and the Funds of Knowledge, we develop concrete suggestions on how to transform the curriculum for our educators and scholars.

**Presenter: Shanna Cui Miranda**

**1:45 PM - 2:15 PM**

**Location: EEDUC 2.234**

**Format: Oral Presentation**

**Theme: Higher Education**

### *Graduate Research: A study of statistical mathematics teaching and learning using project-based lessons and technology*

Projects involving investigations are ideal vehicles for student engagement, for learning problem-solving in context and for synthesizing components of learning” (MacGillivray & Pereira-Mendoza, 2007, p.109). Project based learning can have positive impacts on student learning in the classroom by developing lessons that can be geared to reflect student environment, culture, or pedagogy. Implementing lessons that incorporate technology to support student learning of statistical reasoning, understanding and mathematical concepts can be important in society as data driven information becomes more prevalent for student understanding.

**Presenter: Victor Gutierrez**

# NOTES

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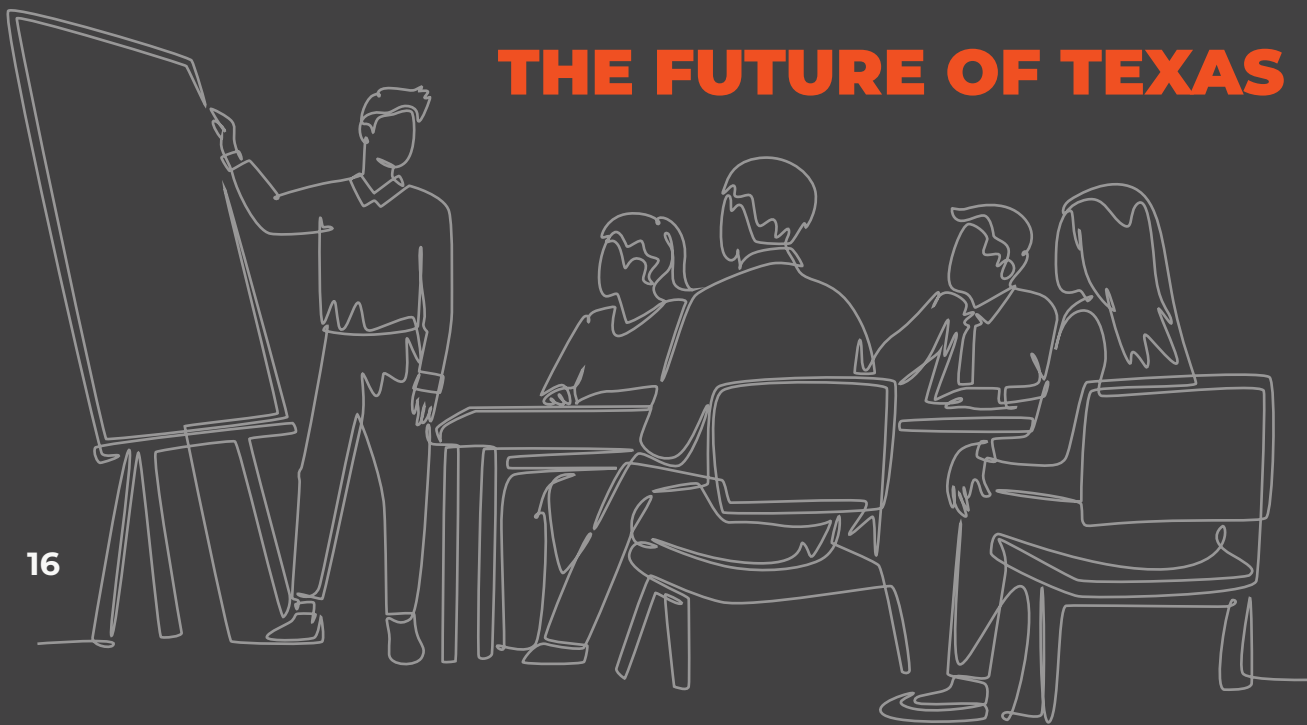
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## PRESENTERS

Dr. Jair Aguilar  
Jennifer Becerra  
Grace Carriaga-Benavides  
Cesar Castro  
Yajaira Flores  
Brian Gabrysch  
Liliana Galindo  
Leslie Garrido  
Dr. Raul Garza  
Victor Gutierrez  
Misty Heredia  
Norma Hernandez  
Alex Hoffereck  
Thalia Juarez  
Ashley Leal

Hugo Leal  
Larmel Madrilejos  
Stephanie Mendoza  
Shanna Cui Miranda  
Krystal Narro  
Priscilla Ramirez  
Dr. Noe Ramos  
Lydia Ratel  
Angelita Salinas  
Eliasar Saucedo  
Celina Terrones  
Karen Teverovsky  
Catherine Tollett  
Ashley Wheeler

## THE FUTURE OF TEXAS





# SCHEDULE AT-A-GLANCE BY SESSION TITLE

## CEP Student Conference

See below for conference session times, and locations (subject to change).

4/20/2024

Date	EDUC 2.102	EDUC 2.222	EDUC 2.234	EDUC 2.102C	EDUC 2.224	EDUC 2.502
	<b>Opening Session</b>					
9:00 - 10:15						
10:15 - 10:45	Effectiveness of a transition program model in the Rio Grande Valley of Texas which offers learning and skill acquisition in authentic environments for young adults with disabilities in the age ranges of 18-21 years.	The perspectives of using the Desmos calculator for students' conceptual understanding and procedural fluency to solve linear equations.	Research on Improving Student Confidence in Math Abilities			
10:45 - 11:15	Translanguaging as Pedagogy and Culturally Relevant Science Instruction: Teaching in a bilingual science classroom.	Interweaving Emotional Intelligence with Content in k-12	The Five Recommendations To Enhance Mathematical learning.			
11:30 - 12:00				The Why and How for Teacher Professional Development	STEM Curriculum Under the Microscope: A Model of Objectives, Content, Methods, and Evaluation from a Systematic Analysis of Two Decades of Research	The effect of the Blended Learning Teaching Model on Algebra I Student's Achievement.
12:00 - 12:30				Exploring Chicana Preservice Teachers' Conscientizing processes: Introducing an Array of Criticalities in an Elementary Social Studies Methods Course.	The Lipan Apache (Nide) Tribe of Texas PowWow as a Curriculum of Culture(s) and a Pedagogy of Place.	The Mystery of a University Library: A Collaboration to Educate Early Scholars
	<b>Lunch</b>					
1:15 - 1:45	Piecing Together the STEM Curriculum Puzzle: Mapping Characteristics and Evolution of Key Components from 2000-2024	Supporting Latinx Preservice Teachers for Implementing Phenomenon-Based Science to Promote their Understanding of the Three Dimensions of Science Learning with an Emphasis on the Nature of Science (NOS)	Unity Through Diversity: Leveraging Culture and Our Homes to Diversify Learning and Promote Inclusivity in Schools			
1:45 - 2:15	Deconstructing STEM Curricula: A Meta-synthesis of Objectives, Content, and Instructional Strategies from 2000-2023.	Developing First-Semester Hispanic Pre-Service Teachers' Identity through Mixed Reality Simulation	Graduate Research: A study of statistical mathematics teaching and learning using project-based lessons and technology			



## UTRGV Campus Parking

Parking for attendees to the inaugural Student conference will be provided at a discounted rate. The types of permits are described below.

<b>Zone 1 - UTRGV Student</b>	<b>\$1.00</b>
<b>Zone 2 - UTRGV Student/Employee</b>	<b>\$3.00</b>
<b>Zone 3 - UTRGV Employee</b>	<b>\$5.00</b>



Price is for daily  
Temporary  
Parking Permit

Permits can be purchased ahead of time as well as in person at either the Edinburg / Brownsville Campus or through the Parking Portal at [www.utrgv.edu/myparking](http://www.utrgv.edu/myparking). If you have any questions, please feel free to reach back or contact Parking at (956) 665-2738 (Edinburg) or (956) 882-7051 (Brownsville).

## Conference Transportation

Transportation is provided FREE of charge for all presenters and participants on the day of the conference, Saturday, April 20, 2024.

DEPARTURE	<b>Brownsville to Edinburg</b>	<b>Edinburg to Brownsville</b>
<b>Time</b>	7:30 AM	2:45 PM - 3:00 PM
<b>Location</b>	Brownsville MAIN	Edinburg Student Visitor Center



Interactive Map  
UTRGV Edinburg Campus



PDF Map  
2<sup>nd</sup> Floor Education Complex

# “Nurturing growth and empowering minds for a thriving future”

## GRADUATE DEGREE AND CERTIFICATE PROGRAMS

### Master’s Programs

Bilingual Education MEd with specialization areas

- Biliteracy
- Dual Language
- Educational Leadership
- ESL
- Mexican American Studies

Counseling MEd with specialization areas

- Clinical Mental Health
- School Counseling

Early Childhood MEd

School Psychology MA

Special Education MEd

Reading and Literacy MEd with concentration areas

- Biliteracy
- Digital Literacy
- English/Adolescent Literacy
- Reading Specialist

### Certificate Programs

Primary Care Behavioral Health Certificate

Reading Specialist Certification

Secondary Bilingual Education Certificate

TxVSN Digital Literacies Certificate



## Contact Us:

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