

The 3rd Untested Ideas International Research Conference
Identifying Untested Practices

Online Conference
June 26-28, 2015

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PROGRAM

Opening Speeches and Award Recognition

Speakers: Jinyan Huang (Conference President and Publication Chair)
Soonhyang Kim (Conference General Chair)

Keynote Speeches

Keynote Speaker: Chris Sinha (Ph.D.), Professor of Cognitive Science,
College of Foreign Languages, Hunan University, China

Keynote Speaker: Qingli Meng (Ph.D.), Assistant Professor, Department of
Sociology, Anthropology, and Criminology, University of Northern Iowa, USA

Featured Speeches

Featured Speaker: Yingliang Liu (Ph.D.), Associate Professor, School of
Foreign Languages, Wuhan University of Technology, China

Featured Speaker: Soonhyang Kim (Ph.D.), Assistant Professor, TESOL
Program Coordinator, University of North Florida, USA

Featured Speaker: Jiguang Zhao (M.A.), Senior English Teacher, Baita High
School, Jiangsu Province, China

Online Conference Presentation Session I

Presentation Room #1: Language, Linguistics and Assessment

Online Conference Presentation Session II

Presentation Room #2: Education, Culture and Cognition

Online Conference Presentation Session III

Presentation Room #3: Management, Leadership and Policy

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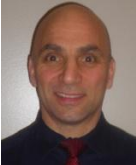
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KEYNOTE SPEAKER



Chris Sinha, Ph.D.

Professor of Cognitive Science
College of Foreign Languages
Hunan University
China

Chris Sinha is Distinguished Professor of Cognitive Science in the College of Foreign Languages, Hunan University. He gained his BA in Developmental Psychology at the University of Sussex and his doctorate at the University of Utrecht. Chris has taught in departments of Education, Psychology, and Language and Communication, in Britain, the Netherlands, Denmark, India and Sweden, including two previous positions at full professor rank. He is Past President of the International Cognitive Linguistics Association and of the UK Cognitive Linguistics Association; General Editor of the journal *Language and Cognition*; and a member of four international journal editorial boards and three book series editorial boards.

TOPIC

Situated Learning, Language and Culture

To view learning and cognition as *situated* involves rethinking cognitive and learning processes in terms of their *framing* by context, communication and social practice — in contrast to traditional views which focus upon the individual learner confronting a cognitive task. Re-thinking the learner from a situated perspective requires, first and foremost, the abandonment of the universalistic presupposition that learners, in all essentials, are the same in all times and places, and that their transactions with the human and natural environment are (at some suitable level of abstraction) equally universal. This challenge to universalism is not new, but as I will explain, current research in cognitive and language sciences adds new force to it. I suggest that learning language is to learn to communicate symbolically in an intersubjective field or universe of discourse.

KEYNOTE SPEAKER



Qingli Meng, Ph.D.

Assistant Professor
Department of Sociology,
Anthropology, and Criminology
University of Northern Iowa
USA

Dr. Qingli Meng received her Ph.D. in Public Policy (with the focus on Criminal Justice and Criminology) from the University of North Carolina at Charlotte (UNCC) and MPA from the University of North Carolina at Pembroke. She had been served as an assistant to the Treasurer, World Society of Victimology (In Consultative Status with the United Nations ECOSOC and Council of Europe) during 2009 to 2011. She is an active member of the World Society of Victimology and the American Society of Criminology. Dr. Meng is currently an assistant professor of criminology in the Department of Sociology, Anthropology and Criminology at the University of Northern Iowa (UNI). Dr. Meng's research areas are Chinese corruption, comparative white-collar crime, victimology.

TOPIC

Chinese Higher Education Corruption

Corruption in the Chinese higher educational sector is an increasing concern but it has not been systematically studied. This study distinguishes three major intermingled structural typologies of corruption in the Chinese higher education sector: academic specific, non-academic specific and a combination of the two. Data supporting this conceptualization come from a case statistical analysis of a non-randomized sample of 215 court decisions on corruption cases detected in Chinese universities during 1994-2009 and the cases disclosed during 2012 and 2015 in different Chinese universities. The result postulates taxonomy of the distribution of corruption among the three typologies. This study finds non-academic specific corruption cases take up a disproportionately high portion of corruption compared to that of academic specific corruption in the Chinese higher education sector. None of the scholarly academic corruption cases was detected from the case statistical analysis though there is obvious reflection of scholarly academic corruption in the perception-based data. It also reveals that there are tremendous changes in corruption patterns before and after 2012. What has been neglected is the lack of sector-specific Chinese central government anti-corruption initiatives, especially those that are scholarly academic related even though the consequences could be more detrimental than corruption in the non-academic field.

FEATURED SPEAKER



Soonhyang Kim, Ph.D.

Assistant Professor
TESOL Program Coordinator
University of North Florida
USA

Soonhyang Kim, Ph.D., is Assistant Professor of TESOL at University of North Florida, Jacksonville, Florida, U.S.A. Her recent research interests are pre-/in-service teacher preparation, second and bilingual language/literacy development, academic oral classroom discourse, non-native, English-speaking teacher issue; and online teacher education. Her research-based articles in peer-reviewed journals appear in *The Modern Language Journal*, *English for Specific Purposes*, *Journal of Praxis in Multicultural Education*, *International Journal of TESOL and Learning*, *International Journal of Education and Culture*, *Journal of Excellence in College Teaching*, *Asian EFL Journal*, etc. She is chair of the Non-Native, English-Speaking Teacher Interest Section (NNEST IS) and former chair of Higher Education Interest Section at International TESOL.

TOPIC

Promoting Active Oral Participation by International Students

Oral classroom participation is significant to academic enculturation in many disciplines in U.S. higher education. This presentation, based on several relevant studies of her own, report non-native, English-speaking (NNES) international students' challenges in U.S. university content classrooms regarding oral participation and then demonstrate some strategies instructors and students themselves can use to promote international students succeed in appropriate oral participation. This presentation is beneficial for all NNES students who take classes in English or plan to study abroad in English-speaking countries. This also serves for ESL and content-area university instructors who are teaching international students who appear to be passive in class.

FEATURED SPEAKER



Yingliang Liu, Ph.D.

Associate Professor
School of Foreign Languages
Wuhan University of Technology
China

Dr. Yingliang Liu is currently an associate professor of English in the School of Foreign Languages at Wuhan University of Technology (Wuhan, Hubei Province, China). She teaches academic reading and writing to undergraduate and graduate students in the English Department. After earning her Ph.D in Second Language Acquisition and Teaching from the University of Arizona (Tucson, Arizona) in 2009, she worked as an assistant professor of English for Academic Purposes at Georgia Gwinnett College (Lawrenceville, Georgia) until 2012, teaching ESL students. Dr. Liu's research interests include second language writing and reading, nonnative speaking teachers, and interlanguage pragmatics. She is the associate editor of *International Journal of TESOL and Learning* and has published books and articles in peer-reviewed journals.

TOPIC

Empirical Research on College English Writing in China: A Meta-analysis

The speaker will present a typical college English curriculum for non-majors in China, with a focus on the writing component. It is guided by a nationally unified syllabus (released by the Ministry of Education in 2007) and a standardized examination system (College English Test, Band 4 and Band 6). A meta-analysis of the empirical research on college English writing in China from 2005 to 2015 will be provided, comparing subjects, methodologies, and major findings. The review has found that existing empirical studies are mostly descriptive in nature. Chinese teacher-researchers have focused primarily on the error analysis, vocabulary use, corrective feedback, test-driven pedagogies, and negative transfer from L1 to L2 writing. Although many publications have introduced recent Western writing pedagogies, such as multiple-drafting activities and computer-assisted writing activities, the empirical research on such practices is inadequate, suggesting the limited extent to which such practices are actually applied in classroom teaching. Alternative methodologies are proposed to address this research-practice divide. More action research, case studies, and longitudinal research should be encouraged to examine the applicability of new pedagogies and to study individual teachers, students and contexts.

FEATURED SPEAKER**Jiguang Zhao, M.A.**

English Teacher
Baita High School
Jiangsu Province
China

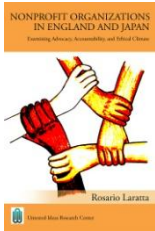
Jiguang Zhao (M.A.) is an English teacher at Baita High School in Jiangsu Province and a research fellow of National Basic Foreign Language Teaching Research Center in China. He was selected as the “Outstanding Individual of Basic Education Curriculum Reform” by Jiangsu Provincial Department of Education in 2009 and then sent to Queensland University of Technology in Australia for further education on TESOL. He was the recipient of the first prize of High School English Teacher Teaching Competition in Jiangsu Province in 2011. He was awarded the “Model Teacher in Yangtze River Delta Region” in 2013. He was selected as the “National Outstanding Teacher” by the Ministry of Education in China in 2012 and then sent to Canada for further training. He has published over 50 research articles in such key journals as Curriculum, Teaching Materials and Method published by People’s Education Press; Foreign Language Teaching in Schools published by Beijing Normal University; and English Teaching & Research Notes published by East-China University. He is also leading several research projects funded by Jiangsu Provincial Education Department.

TOPIC

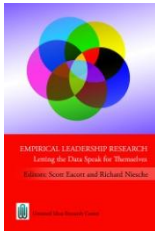
ESOL Teaching for Mental Development: A Requisite Value to ESOL Learning and Teaching

The new round of the ESOL curriculum reform in the 21st century in China has stepped into the period of connotative development, with its core ideas promoting teachers’ teaching beliefs from the center of “language teaching” to the “language education” oriented, which is specifically proposed in the *New Standard English Curriculum* (The Ministry of Education in China, 2003). The *New Standard* regards the students’ progress as the key aim of language teaching, which advocates understanding cultural differences and strengthening their character based on language learning. In the view of Mental English Teaching, language learning is not only learning a communication tool but also reflections of one’s ideal, logic and cultural attainments. Mental English Teaching undergoes four stages: symbol recognition, rule application, culture dissemination and mentality convergence, under which the teacher arrange to renovate teaching models, develop curriculum materials and explore micro-teaching skills around the learners’ mental development.

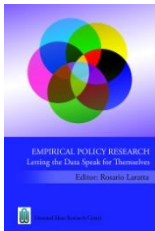
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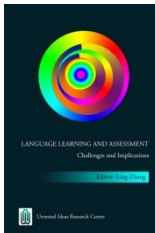
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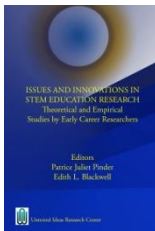
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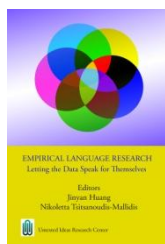
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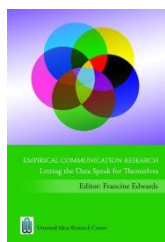
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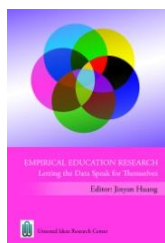
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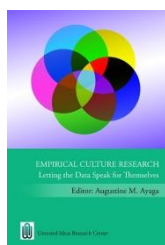
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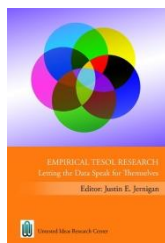
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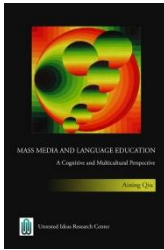
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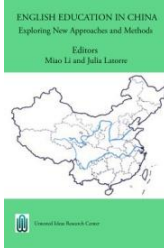
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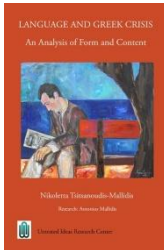
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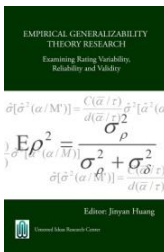
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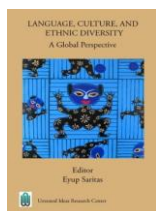
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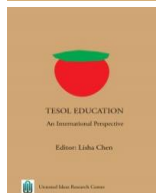
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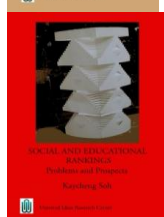
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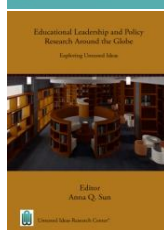
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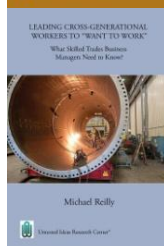
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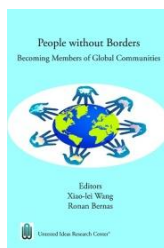
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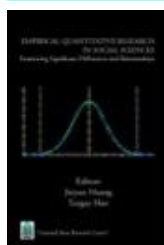




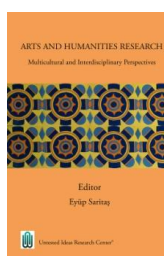
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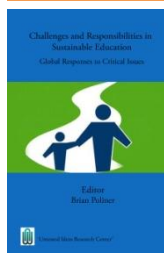
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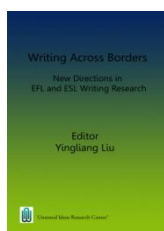
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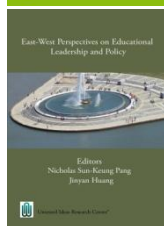
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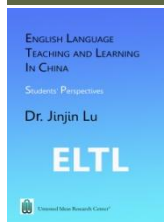
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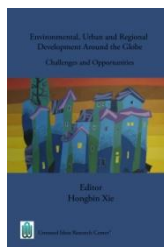
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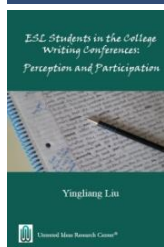
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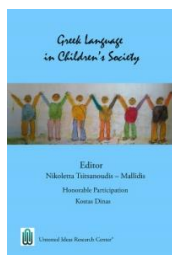
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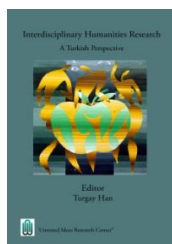
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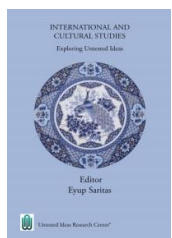
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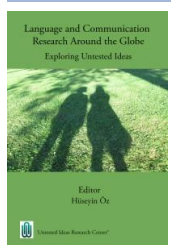
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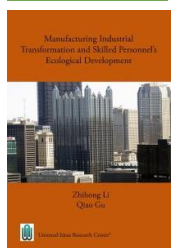
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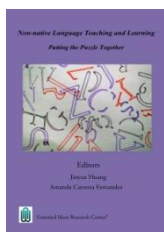
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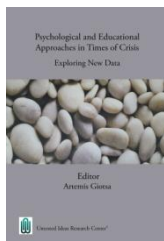
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UI JOURNALS

 <p>Volume 1, Issue 1, December 2011</p> <p>Language and Communication Quarterly</p> <p>ISSN: 2168-7633</p>	<p>LCQ is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas, and disseminating research findings that make original and significant contributions to different areas of language and communication.</p> <p>ISSN: 2168-7633 (Print); 2168-7641 (Online)</p> <p>http://www.untestedideas.com/journals.php?journal=LCQ</p>
 <p>Volume 1, Issue 1, December 2011</p> <p>Leadership and Policy Quarterly</p> <p>ISSN: 2168-7692</p>	<p>LPQ is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas, and disseminating research findings that make original and significant contributions to different areas of leadership and policy.</p> <p>ISSN: 2168-7692 (Print); 2168-7706 (Online)</p> <p>http://www.untestedideas.com/journals.php?journal=LPQ</p>
 <p>Volume 1, Issue 1, December 2011</p> <p>International Journal of Education and Culture</p> <p>ISSN: 2168-9407</p>	<p>IJEC is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas, and disseminating research findings that make original and significant contributions to different areas of education and culture.</p> <p>ISSN: 2168-9407 (Print); 2168-9415 (Online)</p> <p>http://www.untestedideas.com/journals.php?journal=IJEC</p>
 <p>Volume 1, Issue 1, December 2011</p> <p>International Journal of TESOL and Learning</p> <p>ISSN: 2168-9474</p>	<p>IJTL is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas, and disseminating research findings that make original and significant contributions to different areas of TESOL and learning.</p> <p>ISSN: 2168-9474 (Print); 2168-9482 (Online)</p> <p>http://www.untestedideas.com/journals.php?journal=IJTL</p>
 <p>Volume 1, Issue 1, December 2011</p> <p>International Journal of Social and Educational Rankings</p> <p>ISSN: 2332-1334</p>	<p>IJSER is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas about social and educational rankings, and disseminating research findings that make original and significant contributions.</p> <p>ISSN: 2332-1334 (Print); 2332-1342 (Online)</p> <p>http://www.untestedideas.com/journals.php?journal=IJSER</p>
 <p>Volume 1, Issue 1, December 2011</p> <p>China-US Education 中美教育</p> <p>ISSN: 2332-1393</p>	<p>CUED is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas about education, and disseminating research findings that make original and significant contributions.</p> <p>ISSN: 2332-1393 (Print); 2332-1407 (Online)</p> <p>http://www.untestedideas.com/journals.php?journal=CUED</p>

UI AWARDS (2015)

UI Outstanding Research Scholar Awards

Qingli Meng

University of Northern Iowa, USA

Yingliang Liu

Wuhan University of Technology, China

Artemis Giotsa

University of Ioannina, Greece

Serpil Kılıç

Fatih University, Turkey

Jiguang Zhao

Baita High School, China

UI Outstanding Student Researcher Award

John Dang

Niagara University, USA

Jue Hu

Hunan University, China

UI Outstanding Journal Reviewer Award

Nicholas Sun-Keung Pang

The Chinese University of Hong Kong, China

UI Outstanding Journal Editor Award

Soonhyang Kim

University of North Florida, USA

UI Outstanding Book Editor Award

Chaolian Tu

Wuhan Institute of Technology, China

Xiangqing Liu

Hunan First Normal University, China

Xiangying Kang

Hunan First Normal University, China

Opening Speeches

Speaker(s)	
Jinyan Huang`	Conference President and Publication Chair
Soonhyang Kim	General Chair



Jinyan Huang, Ph.D.

Professor and Ph.D. Supervisor

Editor-in-Chief

Quantitative Research, Measurement, TESOL

Untested Ideas Research Center

USA

Jinyan Huang (Ph.D.) is a full Professor of quantitative research methods and measurement in the Leadership and Policy Ph.D. program at Niagara University. Dr. Huang earned his Ph.D. (2007) in cognitive studies (measurement and quantitative research methods) from Queen's University at Kingston in Canada. As part of his Ph.D. program, he studied at the Centre for Research in Applied Measurement and Evaluation (CRAME) (2004) at the University of Alberta in Canada. Dr. Huang's areas of research center on large-scale assessment, leadership, and policy issues. Specifically, he is interested in the following three issues: a) factors or level of factors that affect students' large-scale standardized test scores; b) assessment issues (reliability, validity, and fairness) in schools and universities; and c) the use of assessment data for supporting leadership and policies. Such a focus enables Dr. Huang to concentrate on the use of his research expertise in multivariate statistical methods, factor analysis and structural equation modeling (*SEM*), hierarchical linear modeling (*HLM*), generalizability (*G-*) theory, and item response theory (*IRT*).

Keynote Speeches

Speaker(s)	Title(s)
Chris Sinha <i>Hunan University, China</i>	Situated Learning, Language and Culture
Qingli Meng <i>University of Northern Iowa, USA</i>	Chinese Higher Education Corruption

Featured Speeches

Presenter(s)	Title(s)
Yingliang Liu <i>Wuhan University of Technology, China</i>	Empirical Research on College English Writing in China
Soonhyang Kim <i>University of North Florida, USA</i>	Promoting Active Oral Participation by International Students
Jiguang Zhao <i>Baitai High School, China</i>	ESL Teaching for Mental Development: A Requisite Value to ESL Learning and Teaching

Online Conference Presentation Session I

Presentation Room #1: Language, Linguistics and Assessment

Presenter(s)	Title(s)
Jinyan Huang <i>UI Research Center, USA</i>	Fairness in ESL Writing Assessment: A North American Perspective
Manzu He <i>Hunan First Normal University, China</i>	Assessment Practices in Chinese EFL Classrooms
Jiaqi Mu <i>North University of China, China</i>	Significance of Integrated-Assessment on Chinese Students' Second Language Writing Competence in a Flipped Classroom
Jingqiu Bie, Chaolian Tu & Shiya Wang <i>Wuhan Institute of Technology, China</i>	A Study on Negative Syntactic Transfer in College English Writing
Cantao Zeng <i>Hunan First Normal University, China</i>	A Brief Introduction to Teaching Primary English in China
Xiaoyan Zeng <i>Hunan University, China</i>	An Empirical Study of English Idiom Acquisition by Chinese EFL Learners
Jiadi Wang <i>Hunan First Normal University, China</i>	Application of Picture Books in Primary English Teaching
Jing Xin, Chaolian Tu & Lemeng Zhang <i>Wuhan Institute of Technology, China</i>	A Comparative Study on Personal Reference in Written and Spoken English
Jin-Suk Byun <i>Alliant International University, USA</i>	The Power of a Documentary in an ESOL Endorsement Program
Wenjie Tang <i>Hunan First Normal University, China</i>	Primary English Testing in China
Chunxiang Fan <i>Hunan University, China</i>	Learning English in China: University Students' Untested Practices
Xiangying Kang <i>Hunan First Normal University, China</i>	A Study of Task-based Learning in Primary English Teaching

Yanping Sheng <i>Ningbo Foreign Language School, China</i>	On the Implementation of Teaching Children's Literature in Reading Section under Mental ESL Learning Ideas in Junior Middle School
Bin Chen & Yingying Chen <i>Wuhan Institute of Technology, China</i>	On the Situation of College Non-English Majors' Extracurricular English Reading
Jiangchun Li <i>Hunan University of Finance and Economics, China</i>	Is It Really Hard to Teach Chinese Students English Well — An ESP Approach
Yina Zhang <i>Nanjing Normal University, China</i>	The Problems and Countermeasures of Primary ESL Teaching for Promoting Students' Mental Development
Caihong Wang <i>Hunan First Normal University, China</i>	English Songs, Rhymes and Chants in Primary English Teaching of China
Ronghua Li & Liyang Huang <i>Wuhan Institute of Technology, China</i>	Foreign Language Anxiety in the English Intensive Reading Classroom
Qihai Hu <i>Hunan First Normal University, China</i>	Teacher Talk in Primary English Education
Ziwen Lu <i>Huazhong Normal University, China</i>	ESL Teaching for Promoting Students' Mental Development

Online Conference Presentation Session II

Presentation Room #2: Education, Culture and Cognition

Presenter(s)	Title(s)
Yonghong Tong <i>Niagara University, USA</i>	Students' Perceptions of Online and Hybrid Courses: Challenges and Implications
Jinyan Huang <i>UI Research Center, USA</i>	Non-native Language Teaching and Learning: Putting the Puzzle Together
Zhi Yang, Chaolian Tu & Qimiao Mao <i>Wuhan Institute of Technology, China</i>	A Study on Anxiety in English Learning of Higher Vocational Students
Xiangqing Liu <i>Hunan First Normal University, China</i>	Culture and Cultural Awareness in Teaching Primary English in China
Yurimi Grigsby <i>Concordia University Chicago, USA</i>	Race and Teaching: The Racially Informed and Culturally Engaged Educator
Serpil Kılıç ¹ & Necmettin Kamil SEVİL ² ¹ Fatih University, Turkey ² Istanbul University, Turkey	Investigating the Correlation between English Lecturers' Beliefs and Reported Practices Regarding Intercultural Competence
Guifen Wang & Xing Wen <i>Wuhan Institute of Technology, China</i>	An Empirical Study of Students' Strategies in English Chinese Translation Process – A Report of TAPs Experiment

Artemis Giotsa & Christos Theodoropoulos <i>University of Ioannina, Greece</i>	Parental Acceptance Rejection Towards Children: A study in Preschool and Primary School
Jianshan Cheng <i>Wuhan Institute of Technology, China</i>	Chinese College English Teaching Reform and Innovation – EAP/ESP Curriculum System Construction and Research on Its Teaching Effect
Shiqin Li <i>Xiangnan University, China</i>	A Cognitive Interpretation of Chinese Two-part Allegorical Sayings
Yingping Guo <i>Hunan University of Finance and Economics, China</i>	Chinese English Major Interns in Foreign Enterprises: Importance, Challenges and Implications
Bengbeng Su <i>Hunan University, China</i>	The Knowledge Structure and Development Paths of Business English Teachers
Chaolian Tu & Chunchun Han <i>Wuhan Institute of Technology, China</i>	On Attribution in English Learning of Non-English Majors – A Case Study of a University in Central China
Masataka Kasai <i>Kansai Gaidai College, Japan</i>	An Instructional Framework of Global Education
Lei Yang ¹ , Chaolian Tu & Ling Chen <i>Wuhan Institute of Technology, China</i>	A Survey Study of the Present English Learning State of Male Students in Rural Areas
Yuejun Long <i>Hunan University, China</i>	Modern Response to Ancient Academy in China with the Perspective of Multi-Modernity
Meihong Zhu, Chaolian Tu & Hongqiu Ku <i>Wuhan Institute of Technology, China</i>	A Comparative Study of English Learning Motivation and Self-identity Change
Yang Gong <i>Wuhan Institute of Technology, China</i>	Studies on English Translation of Chinese Dish Names
Fangxin Yin <i>Jiangsu Normal University, China</i>	Failure of Sisterhood in Toni Morrison's <i>Love</i>
Baiyu Zhu <i>Yali High School, China</i>	Developing Students' Creativity and Innovation through STEM Education: A Sino-US Comparison
Shuijiao Dai <i>Hunan First Normal University, China</i>	Primary English Teachers' Professional Development
Wenge Zhou <i>Hunan University of Science and Technology, China</i>	A Contrastive Study of Sino-US Bilingual Education
Teruyuki Kubo <i>Wuhan Institute of Technology, China</i>	The Problem of Identifying Mudan and the Tree Peony in Early China

Online Conference Presentation Session III
Presentation Room #3: Management, Leadership and Policy

Presenter(s)	Title(s)
Phua Chao Rong <i>National University of Singapore, Singapore</i>	Value of Public Administration Management to International Relations: Scaffolding an Interdisciplinary Research Agenda
Jue Hu <i>¹Hunan University, China</i>	A Study on Topological Property and Risk Diffusion of Stock Market's Network Based on RMT
Jinyan Huang ¹ & Nicholas Sun-keung Pang ² <i>¹UI Research Center, USA</i> <i>²The Chinese University of Hong Kong, China</i>	East-West Perspectives on Educational Leadership and Policy
Brian Poliner <i>Niagara University, USA</i>	An Examination of Employee Satisfaction in Multicultural Nonprofit Organizations: Implications for Leaders
Sushma Marwaha <i>Niagara University, USA</i>	Examining the Skill Set of Culturally Proficient School Leadership from an International Perspective: A Mixed Methods Approach Using Critical Race Theory and Multidimensional Analysis
John Dang <i>Niagara University, USA</i>	Leadership Preparation in Higher Education between Catholics and the Communist Party in Vietnam: A Study of Perceptions of Leadership Preparedness, Policy Implications, and Mutual Dialogues
Ruth Anne buzzard <i>Niagara University, USA</i>	The Impact of School Building Closings on the Rural Communities
Dong Liang ¹ & Yu Zhang ² <i>¹Jiangnan University, China</i> <i>²Wuhan Polytechnic University, China</i>	The Ecological Environment of the Manufacturing Industry Development in the Wuhan City Circle
Latise Hairston <i>SUNY Buffalo State, USA</i>	Examining Effectiveness and Policy Implications of University Campus Suicide Prevention Programs: A Multi-dimensional Perspective
Kathryn Cameron-Karcz <i>Sheridan College, Canada</i>	The Effects of Country of Origin, Campus Location, and Adaptation on Perceived Stress of International Students: Policy and Leadership Implications

The 4th Untested Ideas International Research Conference June 24-26, 2016 in Jacksonville, Florida, USA



Conference Dates: June 24-26, 2016
Submission Deadline: April 30, 2016
Registration Deadline: May 31, 2016

You are invited to submit your manuscripts, work in progress, and abstracts for presentation at the 4th Untested Ideas (UI) International Research Conference to be held in Jacksonville, Florida, USA on June 26-28, 2015. “**Building Global Connections in Research**” is the theme of this conference. It provides the social sciences researchers worldwide with opportunities for presenting research studies/proposals, interacting with professionals, and publishing research studies/articles in UI journals and books. All completed manuscripts submitted to this conference will be peer-reviewed for publications in UI journals and books.

Currently UI Research Center publishes the following six international blind peer-reviewed refereed journals: *Language and Communication Quarterly* (LCQ), *Leadership and Policy Quarterly* (LPQ), *International Journal of Education and Culture* (IJE), *International Journal of TESOL and Learning* (IJTL), *International Journal of Social and Educational Rankings* (IJSER), and *China-US Education* (CUED).

UI Research Center® has proposed to publish books for this conference in the areas of language, TESOL, linguistics, literature, translation, communication, media, journalism, classroom learning, classroom management, cross-cultural learning, learning strategies, history, geography, criminal justice, law, culture, cultural studies, ethnic studies, women’s studies, visual arts, elementary education, secondary education, higher education, special education, STEM education, school counseling, mental health counseling, leadership, policy, international relations, business administration, economics, marketing, accounting, psychology, sociology, social work, philosophy, and religion.

Please submit your completed manuscripts, proposals, and abstracts via email at mainoffice@untestedideas.com. The submission deadline is April 30, 2016. The registration deadline is May 31, 2016. There are a limited number of seats at this conference. Register for the conference and reserve your spot early to guarantee your participation. If you have any questions about the conference and our journal and book publications, please contact UI Research Center® at mainoffice@untestedideas.com or visit our www.untestedideas.com Web site.