

Thursday, November 5, 1998

7:30 a.m. - 8:45 a.m. NEW MEMBER AND GRADUATE STUDENT BREAKFAST
A Conversation with Jim Popham..... Queen Ann Parlor

9:00 a.m. - 9:50 a.m. COLLEGE OF EDUCATION DEANS' SPECIAL SESSION
..... Ursulines Salon

PRESIDER : Carl Martray, University of Southern Mississippi

The general membership is invited to attend this special session with the deans of the colleges of education of mid-south universities

9:00 a.m. - 10:50 a.m. RESEARCH METHODOLOGY (Training Session) Bienville Room

PRESIDER : Kathy K. Franklin, University of Arkansas at Little Rock

THE SEARCH FOR A NEEDLE-IN-A-HAYSTACK: QUALITATIVE DATA ANALYSIS

Kathy K. Franklin, Carmen Rameriz, and Piyaporn Nawarat,
University of Arkansas at Little Rock

Winnowing the multifarious data embedded in the artifacts of qualitative research can be an onerous task. Without a rigorous analysis protocol, phenomenological inquiry can become needlessly laborious and produce data that are, at best, unwieldy and, at worst, unreliable.

The purpose of this two-hour training session was to share with participants a qualitative data analysis protocol used by the facilitators of this session in past qualitative research. In a collaborative-learning format, participants used focus group transcripts from extant research to build a theoretical framework related to the following research question: What criteria do college students use to determine student satisfaction? The learning objectives for participants in this training session included the ability to: (1) apply the discussed data analysis protocol to actual qualitative artifacts, (2) classify diverse data into topical attitude categories, categories into attitude themes, and themes into attitude patterns, and (3) construct a theoretical framework, as related to the research question, from the attitude patterns. Each participant received a workbook to guide future qualitative data analysis.

At the beginning of the session, facilitators briefed participants on the learning objectives for the session, the specifics of the qualitative data analysis protocol, and the parameters of the research that produced the focus group transcripts. The remainder of the training session was divided into four phases. First, participants coded data from the focus group transcripts into topical attitude categories as related to the research question. In phase two, participants combined the topical attitudes into singular attitude themes. For phases three and four, participants reduced the attitude themes into common attitude patterns and developed a theoretical framework from the attitude patterns, respectively. Between each phase, facilitators shared their experiences analyzing qualitative data.

9:00 a.m. - 9:50 a.m. INTERNATIONAL EDUCATION (Symposium) Cathedral Salon

ORGANIZER: Qaisar Sultana, Eastern Kentucky University

DISCUSSANT: Jeffrey Gorrell, Auburn University

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PRE-COLLEGE EDUCATION IN ASIAN COUNTRIES

Overview

Results of the Third International Mathematics and Science Study were greeted with headlines like, "Another 'F' in science and math," "Hey, we're No. 19!" and "Even best students lag in international results." "Among the 21 nations in the study, American high school seniors came in 16th in general science knowledge, 19th in general math skills, and last in physics. The U. S. performance was actually worse than it looked, because Asian nations, which do particularly well in these comparisons, were not involved in this study. Otherwise, America might have been fighting for 39th or 40th place in a 41-nation field" (U.S. News & World Report, March 9, 1998).

A Nation at Risk and subsequent massive education reforms in 35 states have not changed the performance of U.S. students on international measures. High school students in Asian countries continue to excel beyond their European and U.S. counterparts. The length of the school year, the nature of curriculum, cultural expectations, high school graduation standards, and rigorous assessment of high school graduates contribute to the high level of Asian students' achievement.

Education System in Iraq

Anisa Al-Khatib, Eastern Kentucky University

Comparisons of students' performance on international measures identify curriculum as an area of major significance. The education system in Iraq has a solid ground because of certain features, including the curriculum nature and its development. Content selection, scope, and depth are among the significant criteria. Iraq also has national curriculum standards that schools throughout the country adhere to. Furthermore, a related factor, length of school year and time spent on content contribute to in-depth treatment of topics leading to better and deeper understanding. Knowledge plays a most significant role in higher-level thinking and problem solving, for one cannot generate them from a vacuum.

The Value of Education in Pakistani Culture

Qaisar Sultana, Eastern Kentucky University

In Pakistan, the acquisition of knowledge is considered to be a religious obligation. Pakistani culture places a high value on education and reveres teachers. Education is an investment in the future. Parents often sacrifice their basic needs in favor of providing the best possible education to their offspring. Educational achievement of children is publicly recognized and celebrated.

Assessment of High School Graduates in Korea

Young Suk Hwang, Auburn University

The assessment of high school students in Korea is rigorous and norm referenced. High school students have to meet high standards and demonstrate their performance on a national test in order to graduate from high school. To be admitted to college they have to pass an additional test.

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9:00 a.m. - 9:50 a.m. TEACHER EDUCATION (Discussion Session)..... Gallier Salon

PRESIDER: Linda F. Cornelious, Mississippi State University

AN EVALUATION OF THE MIDDLE SCHOOL PROJECT

Theresa G. Siskind, The Citadel

The Middle School Project (MSP) was a collaborative effort between the university and three local middle schools. Conducted during the 1995-96 school year, MSP involved 10 inservice teachers and six preservice teachers.

During the summer of 1995, 10 in-service teachers enrolled in a course in which they incorporated a meta-cognitive approach to studying their teaching practices. During the fall, they served as co-professors in a methods and materials class for six preservice teachers interested in middle school instruction. In spring, five of the preservice teachers interned in the collaborating schools and were either directly supervised or supported by the inservice teachers.

The five preservice teachers completed their degrees and obtained teaching positions. During the fall of 1997, all of the "new" teachers were entering the second year of their teaching careers. An evaluation was conducted during this time to determine: (1) how the adjustment and development of the "new" teachers in MSP (experimental group) compared to the adjustment and development of a similar group of "new" teachers who had not participated in the project (control group), and (2) how students and teachers in the project assessed its overall effectiveness.

Experimental and control teachers were interviewed extensively using a 17-item protocol. They were also observed teaching class and completed a three-page self-evaluation and attitudinal questionnaire. Questions on this instrument were developed specifically for this study and were adapted from adult and teacher development scales. The 10 original inservice teachers were interviewed utilizing a 13-item protocol.

Interview data were analyzed qualitatively. Results from the three-page attitudinal questionnaire were inconclusive. Overall results indicated that teachers in MSP did not differ from controls in their preparedness and teaching self-concepts after one year of teaching experience; however, they did adjust more easily to their internships. Suggestions for program implementation and improvement from former students and collaborating teachers were given.

QUALITY CONTROL: PROCEDURES FOR TEACHER EDUCATION

Cynthia Harper and Lynetta Owens, Jacksonville State University

Colleges of education have an obligation to ensure that only well-prepared, mature individuals receive education degrees. The problem is that the desire to teach and the ability to teach are two different issues. Decades of experience with student teachers have indicated that failure in student teaching has been associated more routinely with the latter than the former set of abilities. Unfortunately, these weaknesses have been rarely addressed until the student has already expended considerable years and resources.

The Prime Candidate Program is designed to identify, remediate, and counsel those students who exhibit characteristics associated with problems in student teaching early in the education process to prevent the trauma associated with failure in student teaching. There are seven ways that a student can be identified as a Prime Candidate. The primary method of identification is through instructor referral. Once a student has been referred and the concerns reviewed, the student is called to a meeting with the coordinator of clinical experience, at which time concerns are shared. The student is

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invited to meet with her/his support team at a designated time. A plan for success (remediation) is devised by the team. The student is monitored periodically to ensure that conditions of the plan are met. The support team meets and schedules a final meeting to determine if the items of the plan are successfully achieved.

Results of the program have been varied. While many students have been successfully remediated, others have dropped out of teacher education, some have transferred to other schools, and some have changed their majors. The faculty members of the College of Education and Professional Studies support the Prime Candidate Program and view it as a means of ensuring quality in education. This is one method devised by a college of education to provide for quality control in the preparation of teachers.

MIDDLE-LEVEL PREPARATION IN TEACHER EDUCATION

Candais L. Rowe, Mississippi State University

Young adolescence is a very critical time in human development. Most young adolescents face differentiated pressures in a society that does not always recognize the significance of this period in their lives. During the early sixties, middle-level schools were organized to meet the unique developmental needs for early adolescents. Many state licensing agencies provide either elementary or secondary certification, which historically was believed to be adequate for middle-level teaching. Special training, preparation and/or certification for preservice teachers who wish to work at this level is unavailable in the majority of these states.

It was the position of this paper to support the premise that middle school teachers must be prepared to meet the education needs of adolescent learners. Further, middle school teachers must participate in specific undergraduate experience related to instruction in the middle school. Finally, strong support is given for teacher preparation programs designed to specifically prepare teachers for middle school teaching. These programs should contain field experience at the middle level, training in the unique developmental needs of the adolescent, and special training in a variety of instructional strategies for middle-level students.

9:00 a.m. - 9:50 a.m. AT-RISK STUDENTS (Discussion Session)Pontalba Salon

PRESIDER: William A. Spencer, Auburn University

DEVELOPMENT OF A KNOWLEDGE BASE FOR THE DERIVATION OF POLICY FOR ALTERNATIVE EDUCATION: A PILOT STUDY

Susan B. Spofford and Jimmie C. Fortune, Virginia Tech

The rising costs of public school education and the increasing public pressure for accountability have resulted in public schools seeking new and different paradigms for operation and administration of programs. One solution has been the expansion of alternative education programs. This paper presented a systematic effort to review research and reports of practice of alternative education.

Because of the complexity of alternative education, the generalization of the use of the label "high risk," and the trend for educators to emphasize practice rather than research, the body of knowledge concerning alternative education has been diverse, dispersed, and in need of synthesis. We have needed to know what works with which types of "high risk" students, the range of available

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alternative education options and policies, and the criteria and costs applicable to measuring the success of alternative education. Even in conducting a simple literature review, there were questions for which we did not have answers.

The methodology pilot tested included adhering to a systematic application of a coordinated use of review techniques proposed by Light and Pillmer, Glass and Rosenthal, and Noblit and Guerdin to develop a synthesis of the field. This process involves an expansive data collection effort. This effort included a search for the pertinent journals, extensive E.R.I.C. system searches, and a review of popular journals in education over the past decade to build a database of related topics. The articles were divided into two groups: a group of research and evaluation results and a group of polemics. The group of research and evaluation results were synthesized using a process that includes both meta-analysis and meta-ethnography. The group of polemics along with synthesis was summarized using the thematic approach of Light and Pillmer. Policy implications and practices were derived from the results.

EDUCATIONAL OUTCOMES OF STUDENTS ENROLLED IN DEVELOPMENTAL EDUCATION COURSES

Glenda Holland and Valerie S. Fields,
Northeast Louisiana University

This study described the educational outcomes of students enrolled in developmental/remedial courses at one postsecondary institution. The following research questions were addressed: (1) What are the demographics of students enrolled in developmental/remedial courses? (2) What percentage of students pass developmental/remedial courses on the first attempt? and (3) How do pass/fail elements modify the educational outcomes of students who were enrolled in developmental/ remedial education courses?

The population consisted of students enrolled in developmental/remedial courses during the fall semesters 1990, 1991, and 1992. The average total enrollment for those semesters was 2,299 students. Data were collected unobtrusively by accessing the university databases. The data obtained from the Institutional Research Department were in roster form and provided the following information: (1) the developmental course(s) in which each student was enrolled, (2) the semester and year of enrollment, (3) the age, sex, and race of each student, and (4) the number of times each student attempted the developmental course(s). Further data were obtained to determine whether a student graduated, was currently enrolled, or was not enrolled. The students' names were not used at any time during this study, and results were presented in aggregated format.

Seventy-seven percent of the students who enrolled in developmental/remedial courses completed these courses. The educational outcomes of students enrolled in developmental/ remedial courses indicated that after a seven-year period of study at the institution 16% graduated; 9% were still enrolled, and 75% were no longer enrolled. More females enrolled in developmental/ remedial courses than males. Traditional students outnumbered non-traditional students.

THE PATH TO THE GED: BARRIERS, CHALLENGES, AND ENCOURAGEMENT

Rose D. Drill-Peterson, New Orleans (LA) Public Schools and The University
of New Orleans, and Richard J. Elliott, University of New Orleans

Policy makers are promoting adult education programs as a way to move individuals from welfare to work. Overall, the record of success of adult education programs has been dismal. In

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Louisiana, only one out of five adults who register for adult education persists and is recommended to take the GED.

This study focused on the barriers and challenges faced by African American women who returned to classes to complete their preparation for the GED. A sample of 21 adults participated in the study, which used focus groups to collect narratives that tell of informants' embattled tenure and premature departure from secondary school; their repeated experiences of quitting and re-entering adult education; and finally, the conditions and experiences that contributed to their successful completion of the GED program. These narratives were examined using learned helplessness, cultural resistance, and persistence theory as theoretical frameworks.

Overall, this study suggested that dropouts share a common perspective on schooling. This included a legacy of struggle and resistance to the structures and processes associated with school. As adults, they seek environments that are supportive; participants identified the presence of a good and caring teacher, the establishment of a "family-like" learning environment, the provision of supportive resources like child care and transportation, and the connection between the GED program and education in a trade as attributes of their current programs that allowed them to persist.

Results suggested that secondary schools should find ways to establish connective communities for at-risk students, and that adult programs should find ways to include the voices of participants in structuring and conducting classes. Further, analysis uncovered certain regulatory requirements of Louisiana's GED program that may create an unanticipated barrier to success for returning students. Further research needs to be conducted to identify the impact of these regulations.

**9:00 a.m. - 9:50 a.m. RESEARCH IN THE SCHOOL
(Discussion Session) Beauregard Salon**

PRESIDER: Burnette W. Hamil, Mississippi State University

**THE RELATIONSHIP BETWEEN TRANSFER AND ACADEMIC
ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

Hae-Seong Park, University of New Orleans

The purpose of this study was to examine the relationship between student transfer and academic achievement of high school students. A sample of high school seniors (n=10591) was drawn using the data of the NELS 88:2nd followup study. One-way ANOVA and post hoc tests using the Bonferroni Inequality were employed to determine the association of transfer with academic performance.

Academic achievement was measured through four standardized tests: reading, mathematics, science, and history/geography. A significant ($p < .001$) impact of student transfer was found on academic achievement of high school students. Specifically, students who transferred more than one time showed significantly lower academic achievement than students who did not transfer. Also, students who changed schools more than twice displayed significantly lower academic performance than students who experienced school transfer once or twice.

In addition, the relationships between the factors of student transfer and academic achievement were examined. Pearson correlations were employed to determine the relationships between two variables. Students who transferred because of a disciplinary problem demonstrated a significant ($p < .001$) negative relationship with academic achievement. Students who transferred because of family moving showed a positive relationship with academic achievement. Students who changed schools from public to private exhibited higher academic performance than other groups of transfer students. Suggestions for future research were offered.

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A SCHOOL-WIDE RESEARCH PROJECT: PRELIMINARY FINDINGS

Dianne Lawler-Prince, Arkansas State University, and
Melissa Gammill, Jonesboro (AR) Public Schools

Schools with a large number of at-risk students often have problems in many areas, including peer relations, student attitudes toward school, and learning and achievement. The purpose of this project was to develop "action plans" to enhance peer relations, under the assumption that peer relations will have an impact on other aspects of school, such as school attitudes and achievement. This project was funded through Goals 2000 grant monies.

This project was a school-wide action research study that addressed the following questions: (1) Are students who are identified as high achievers more popular with peers than those who are identified as low achievers? (2) Do cooperative group, collaborative planning, and activities that specifically address cooperation/peer relations affect peer status? and (3) How can teachers utilize action research in school improvement efforts?

Teachers in grades 1-5 of an elementary school in northeast Arkansas participated in the project. Teachers requested parent permission for their children to be interviewed. Sociograms were conducted by university field students working with the teachers and children in the participating classrooms. Children who chose not to participate were exempt from the study. Following sociogram analysis, students were placed into categories based upon the following information: (1) race/gender - African American males, African American females, Caucasian males, Caucasian females, other males, other females, (2) family status - birth parents, separated/single parents, remarried/step parents, and other family configurations, (3) achievement rank (based on standardized reading tests scores), and (4) peer status - very popular, somewhat popular, less popular, and isolates.

Following descriptive data analysis, teachers in each grade level developed "action plans" for addressing the summarized findings concerning racial, achievement, and peer relations within their grade level. Teachers implemented the action plans during a five-week period during the spring semester of 1998. Following implementation, the university field students conducted post-sociograms in each participating classroom.

The purpose of this presentation was to share the analyses of the pre-post findings. There were changes in peer status. Results indicated that there was a school-wide reduction in the number of total isolates. Teachers' action plans were shared as well as school improvement plans for the future based upon these findings. Teachers shared how this project gave the school a "focus" for the improvement of peer relations and motivated teachers to collaborate and plan cooperative learning/peer relations activities to enhance more positive peer relations.

**A DESCRIPTIVE ANALYSIS OF THE PERSPECTIVES OF NEVILLE HIGH SCHOOL'S
TEACHERS REGARDING THE SCHOOL'S RENOVATION**

Christella G. B. Dawson, Northeast Louisiana University,
and Randall D. Parker, Louisiana Tech University

The literature suggests that poor physical conditions of school facilities have an adverse affect on student achievement and teacher satisfaction. According to Frazier (1993), many of America's public schools are in disrepair, and this situation is negatively affecting the morale, health, and productivity of teachers as well as the learning of students. This raises the question: If dilapidated

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school environments negatively affect morale, what effects do renovation have on morale? This qualitative study examined the effects Neville High School's renovation had on its faculty.

To gather data for this study, 10 participants were selected through purposive as well as snowball sampling to represent the cultural diversity of the 67 teachers at Neville. Of the 10 subjects, three were black males, two were black females, and five were white females. Three of the white females were Neville graduates; the other two were from out-of-state. Four of the participants had taught at Neville for less than five years, two between six and nine years, and four for more than ten years.

A combination of the oral interview, direct observation, participant-observation, and document review was utilized in the collection process to produce triangulation. The findings of this study revealed that a significant portion of the participants harbored unspoken feelings of frustration and anxiety resulting from the renovation, although all of them had previously expressed total support for the renovation efforts. The findings suggested that, even though faculty members appreciate and understand the renovation process, the disruptions accompanying that renovation can severely affect their immediate temperament -- influencing their interactions with students.

**9:00 a.m.-9:50 a.m. EARLY CHILDHOOD EDUCATION
(Display Session)..... Cabildo Salon**

**FIRST GRADE OR NOT? USING CHILDREN'S ARTWORK AS A TOOL
IN DETERMINING READING READINESS**

Judy Ann Hale, Jacksonville State University, and Sandra Boozer,
Pleasant Valley Elementary School

The topic was the assessment of young children's reading abilities through the use of artwork. According to Lowenfeld and Brittain (1987), if the objects in a child's drawing are unrelated to each other (a characteristic of the preschematic stage of art development), then that child does not have the ability to relate letters to each other and is not ready to learn to read. Adults can encourage the development of cognition and literacy by providing children with a variety of drawing materials. Cognition and literacy can be encouraged by helping children to become more aware of their environment and their relationship to that environment. This developing awareness of their relationship to the environment is reflected in the children's drawing.

This display was significant in that it demonstrated how the artwork of children could be used in the assessment of children's reading readiness, thereby enabling a determination to be made about the potential for reading success in the first grade.

This study consisted of 80 kindergarten children. Artwork was collected from each child during the last week of the school year. Each kindergarten teacher determined those children who would progress on to first grade or to a transitional first-grade class for the following year. The researcher analyzed the artwork of each child and determined who was ready for first grade based on the art stage of development and who should be placed in the transitional first-grade class. A parallel was then drawn between the decisions of the classroom teachers and the findings of the researcher.

**BUILDING A READING LEGACY: A UNIVERSITY, SCHOOL,
AND COMMUNITY PARTNERSHIP**

Linda T. Coats, Mississippi State University

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A significant number of middle school students' achievement test scores continue to fall in the lowest percentile. Recognizing this growing problem, educational leaders have mandated academic goals for teachers and school officials to achieve. However, to ensure that all students meet these academic goals, the public schools and community in which these schools are located must join forces and work with students. More importantly, colleges, universities, and community organizations must work with elementary and secondary schools by sponsoring summer and after-school enrichment and assistance programs for underachieving students. Thus, the purpose of the Making Reading a Legacy: A Summer Reading Program was to help rising eighth-grade students improve their reading scores on state assessments. Also, this summer reading program helped students to improve their reading comprehension and communication skills, and to foster their appreciation and enjoyment for reading.

This two-week pilot program targeted 15 randomly-selected rising eighth graders whose scores were in the lowest percentile on the 1997 state assessment. The students were pretested with the Nelson Reading Test. The results were used to allow students to select reading materials written for their reading level. Students read one self-selected novel and were required to keep a reading journal and a vocabulary log. In addition, students participated in group readings and were given the opportunity to express orally their reactions to the material read. Students were divided into a three-student reading team, and each team was monitored by a reading team leader. These leaders were five professional educators who volunteered their time.

The display highlighted innovative instructional strategies used by the reading team leaders, original expressions from student participants, and samples of the reading materials used.

THE DEVELOPMENT AND IMPLEMENTATION OF A THEME BASED CURRICULUM TO MEET THE NEEDS OF ALL LEARNERS: A FOCUS FOR ELEMENTARY TEACHERS

Susan T. Franks, Melvin E. Franks, and Sophie Kent,
Georgia Southern University

This display provided ideas to help inservice and preservice teachers develop and use theme-based curriculum units to meet the needs of all learners in the elementary classroom. The focus of the display was an innovative curriculum that is currently being implemented in a local school. The curriculum consists of broad-based units that immerse the learners into studies of their own family histories and backgrounds while they study other areas of the curriculum. Strategies of instruction and meaningful activities were presented. The display depicted how the units involve the students in meaningful reading, writing, speaking, and listening activities that span across the curriculum.

The display also presented student work and portfolios of assessment that depicted the successful results of the curriculum. The results of the curriculum were examined with regard to the way the curriculum met the needs of a diverse group of learners within the school.

10:00 a.m.-10:50 a.m. RESEARCH METHODOLOGY (Symposium)..... Cathedral Salon

ORGANIZER: Ann A. O'Connell, The University of Memphis

METHODOLOGICAL ISSUES FOR SAMPLING AND SURVEY DESIGN - PART I

Overview

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This symposium was Part I of a two-session sequence that examined issues related to the design and administration of sample surveys (see Part II, below). This first session contained five papers emphasizing methodological issues in sampling and survey design, including historical perspectives and some recent innovations and applications. Audience reactions and questions were encouraged.

**Critical Elements of Sampling Strategies and Approaches
to Sampling in Education and the Social Sciences**

Selena Y. Grimes, The University of Memphis

The essence of sampling is to create a model of the population of interest. To have faith in the results of a study, one needs to know how the sample was obtained and what limitations exist from the method of sampling used. This presentation provided an overview of critical elements of sampling methodology that researchers need to be aware of as they plan and/or attempt to generalize study results.

Census 2000: To Sample or Not to Sample

Destiny C. Shellhammer,
The University of Memphis

The U.S. Constitution mandates that a census be taken every 10 years to apportion seats in the House of Representatives. Starting with a review of the methods used for the first census in 1790, this presentation gave an historical perspective of methodological changes in the census, and examined the current debate regarding sampling strategies during the Census 2000.

**Measuring Sample Design Effects: Examples from a National
Population Study of Air Force Recruits**

James Williamson, The University of Memphis

Elements of the sample design, such as the use of clustering or stratification, can have a profound effect on population estimates obtained from a sample. Using data from a population of Air Force recruits, the impact of particular sample design effects were presented and discussed. Implications for data analysis and interpretation of results from complex samples were reviewed.

**Sampling Strategies for the Investigation of DietitiansÆ
Perceptions of and Participation in Research**

Deborah L. Slawson, The University of Memphis

Recent research has indicated that clinical dietitians do not generally participate in research. However, many of these studies suffer from self-selection bias. The key to valid results regarding dietitiansÆ involvement in research lies in the use of appropriate sampling strategies. This presentation focused on current efforts to obtain a valid sample of dietitians in order to glean an understanding of their research backgrounds, interests, and participation in research efforts.

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**The Internet as a Mode of Sampling: A Comparison
of Response Rates with Traditional Mail Surveys**

Gail Weems, The University of Memphis

This presentation compared the techniques of telephone interviews, mail surveys, and personal interviews, and offered the Internet as an alternative to mail surveys. Response rates were compared, and an Internet focused sampling plan was proposed. The potential of the Internet for data collection and the impact on response rates for this mode of sampling were discussed.

10:00 a.m.-10:50 a.m. TEACHING AND LEARNING (Discussion Session)..... Gallier Salon

PRESIDER: Arlene T. Amos, Choctaw County Schools

**TEAM-TEACHING A COLLEGE CORE FOUNDATIONS COURSE: COMPARISON
OF INSTRUCTORS' AND STUDENTS' ASSESSMENTS**

Samuel Hinton and Jan Downing,
Eastern Kentucky University

The study examined college instructors' and students' perspectives on the effectiveness of team teaching an undergraduate educational foundations course titled School and Society. The course was team-taught by a female Caucasian instructor and a male African American instructor. All of the students were Caucasian, and one was hearing-impaired. The instructors jointly planned and presented the academic content. They also assumed primary responsibility for teaching specified content areas.

Specific advantages associated with team-teaching were included. The particular talents of instructors were used to the fullest in their specific areas of specialization. The team benefited from reciprocal sharing and critiquing. Instructors complemented each others' method of teaching. Perceived disadvantages that could imperil the process were considered by the team prior to teaching the course: planning may be time-consuming, personal clashes could deter progress, inadequate planning could degenerate to large-group instruction with "turn-teaching" rather than team-teaching, and team members must want to participate and not be forced. This team was determined to embark on this task with a positive pioneering spirit.

A question was posed after the completion of the course: Were we an effective team? A 25-item Likert-type questionnaire was completed by each instructor, and the results were tabulated and compared. A second question sought the perspective of the students: Were they (instructors) an effective team? Students completed one IDEA course evaluation for both instructors.

Teaming college instructors of different genders and racial origins may be unique. The team continues to reflect on the dynamics of planning, process, and delivery of instruction and is satisfied with the success in teaching a brand new course for the first time together. The experience, process, and results suggested implications for teacher educators engaged in curriculum reform, course restructuring, and change in their respective institutions.

**ARE TWO INSTRUCTORS BETTER THAN ONE?: PLANNING,
TEACHING AND EVALUATION A DEUX**

Patricia Davis-Wiley and Angela Crespo Cozart,

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The University of Tennessee

Collaboration in the field of education during the nineties has been a popular mantra of the Holmes Group, the Renaissance Group, and the Commission on Teaching and America's Future. There exists, however, a paucity of research specifically related to collaboration among members of faculties of colleges of education, especially concerning team teaching at the university level.

The primary focus of this year-long research study was to examine the efficacy of a team approach in the planning, teaching, and evaluating of three graduate courses in the College of Education at a large university during the 1997-98 academic year. A variety of on-going evaluation tools was employed by the two researcher/team instructors (one a full, tenured professor, the other a third-year doctoral student) throughout the three-semester of collaborative planning, instruction, and assessment. These consisted of bi-weekly and end-of-term open-ended comment sheets (N= 77) from the students, forum discussions with the students, and self-reflection journals of the team instructors. As a result of qualitative analysis of the former, the findings of the study corroborated the efficacy of a multi-level, dynamic team-teaching approach for both the students and the instructors.

VOICES FROM THE CLASSROOM: UNDERSTANDING THE ROLE OF COURSE OBJECTIVES IN GRADUATE EDUCATION COURSES

Candace H. Lacey and Amany Saleh, Arkansas State University

This qualitative study was the first to examine the differences in professors' and students' perceptions of course objectives by exploring teachers' pedagogical beliefs, instructional objectives, and instructional practices. Students' perception of which goals are emphasized in a class setting may foster or hinder the adoption of successful patterns of learning, affect student achievement, and influence the goals students adapt or retain (Ames & Archer, 1988; Buck, Lee, & Midgley, 1992; Meece, 1991; Nicholls, Cobb, Wood, Yackel, & Patashnick, 1990; Nolan & Haladyna, 1990). The consequences of not clarifying course objectives are likely to be misunderstanding and mistrust on the part of professors and learners (Richards & Lockhart, 1994).

Participants included two students enrolled in a doctoral course, two students enrolled in a master's course, and two professors. The main source of data was in-depth interviews. Each participant was interviewed by the two researchers using a previously agreed upon set of questions. The interviews were transcribed and analyzed; emerging patterns were determined using comparative analysis. Triangulation was accomplished through tape recording and respondent validation of the resulting typed transcripts, review of the transcripts by the researchers on at least three different occasions, and analysis of the syllabi for the two courses to examine the written course objectives.

The findings of this study suggested that there were clear differences in the perceptions of both students and professors with regard to the function and understanding of course objectives. Doctoral students and their professor appeared less clear on the nature of objectives than did their master's counterparts. Professors at both levels functionally expressed the role objectives played in their courses. However, students did not share this perception. These findings suggested a need for professors to articulate and determine an understanding from their students of the role objectives play in their courses.

10:00 a.m.-10:50 a.m. COUNSELING (Discussion Session).....Pontalba Salon

PRESIDER: Daniel Fasko, Jr., Morehead State University

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**A HOLISTIC APPROACH TO COUNSELING AND DEVELOPMENT
IN URBAN PUBLIC SCHOOL SETTINGS**

Zarus E. P. Watson and Cirecie A. West-Olatunji,
University of New Orleans

Schools today are beset with problems from within and outside of the classroom, including rising violence in and out of school, teacher assault, growing dropout rates, and chronic low achievement, especially among inner-city schools.

Current and past efforts have dwelt on this symptomology without long-term success. This is predictable when one considers that the causes of such symptomology are systemically based. In essence, efforts have been centering on the effect rather than the cause. Causal agents, such as systemic social conditioning among students, parents, teachers, and administrators have never been fully explored in the educational literature. To compound this fact, theorists in the behavioral science area have generally not extended their research from an insulated mental health focus to applied programs encountered in the school systems.

The proposed approach would illustrate the conditioning mechanism inherent within the larger social system. Details on such systemic functions and recent data regarding racial identity development are used to illustrate how certain social outcomes are generated. Within this approach causal elements can be fully explored, explained, and understood, giving all concerned a knowledge foundation of what operational mechanisms are present and how they function.

For the school-based personnel, the result would be how conditioning has influenced their students, their parents, and themselves. Knowledge of such conditioning information in resultant symptomology would lead to interventions focusing on systemic pre-conditional behaviors and attitudes.

SCHOOL COUNSELOR SUPERVISION IN KENTUCKY: A CONTRADICTION IN TERMS?

Stacy S. Carone, Edie Hall, and Deborah J. Grubb, Morehead State University

This study gathered data regarding the supervision of school counselors across the state of Kentucky to find out: (1) the job title of persons providing direct supervision, and (2) the ratio of students to counselors from a representative sample across eight service regions. Letters requesting supervision information were mailed to the school superintendent of every district, and follow-up telephone inquiries were conducted to gather missing data.

Data from 100 out of 176 districts, representing 80 out of 120 counties, were collected. Categories were developed to indicate ideal, acceptable, and unacceptable student-to-counselor ratios, based on American School Counselor Association recommendations. Ratios of less than 400-1 were labeled "Ideal", 400-1 through 500-1 ratios were considered "Acceptable," and ratios greater than 500-1 were considered "Unacceptable." Fourteen percent of the total sample were identified as ideal, 44% were classified as acceptable, and 40% were considered to be unacceptable.

Six categories representing various job titles of those acting as direct supervisors to counselors were distinguished: Principal, Certified Administrative Supervisor, Coordinator/Director, Superintendent, Counseling Supervisor, and Director of Pupil Personnel. Seventy-four percent of the direct supervisors were Principals, 7% were Coordinator/Directors, 6% were Superintendents, 5% were Directors of Pupil Personnel, 5% were Certified Administrative Supervisors, and 2% were Counseling Supervisors.

Results showed that the majority of school counselors across Kentucky were supervised by administrators rather than counseling personnel. Thus, school counselors were lacking in

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counseling-related supervision for counseling services they provided, which should require minimal supervision by a counseling-certified administrator. In order to provide sufficient direct counseling services to students, 40% of the districts sampled required a more adequate number of counselors per student and, ideally, 98% should have provided some documented supervision by a certified counselor. Further discussion and implications for research and practice were presented.

**INTRA-PROFILE RELATIONSHIPS FOR KEY PSYCHOMETRIC
VARIABLES IN OCCUPATIONAL EVALUATION**

Robin A. Cook, Wichita State University

Several critical constructs are commonly considered by counselors assisting consumers with career counseling and subsequent job recommendations. These constructs are vocational interests, vocational aptitudes, and occupationally-relevant personality variables. For various reasons, practitioners often fail to measure each of these areas when conducting vocational assessments. A lack of understanding exists regarding linkages between these constructs from both clinical and empirical standpoints. Though predictive power for each of these domains with respect to successful occupational functioning has been demonstrated, little research has been conducted addressing the potential nature of their interaction. While some studies attempted to describe relationships for various pairings of aptitude, interest, and personality, very few have simultaneously addressed all three, despite calls for such research as far back as 55 years ago.

The purpose of this research was to provide information that would contribute towards a better understanding of how the major classes of vocational variables related to one another within vocational profiles. This information may contribute towards improving the selection of, and procedures associated with, vocational testing and subsequent occupational recommendations.

This study evaluated the interrelatedness of vocational interests, vocational aptitudes, and occupationally-relevant personality traits via a modified version of the Inter-Domain Model, a clinical guide articulated by Lowman (1991). Participants were 101 persons age 16 or over enrolled in one of two state employment and training programs. Evaluatees were administered four standardized psychometric instruments (16 PF, EPPS, Self-Directed Search and GATB), which together measured the constructs of interest.

Descriptive, discriminant, and post-hoc analyses offered partial support for postulated construct relationships. Differentiation of evaluatees was possible for some vocational interest categories. Implications for testing practices of youth and adults in secondary or post-secondary educational settings (i.e., selection of instruments, interpretation of results and use of these in career counseling) were noted.

10:00 a.m.-10:50 a.m. HIGHER EDUCATION (Discussion Session) Ursulines Salon

PRESIDER: Rodney W. Roth, The University of Alabama

**A CASE STUDY OF STUDENT PARTICIPATION IN SHARED
GOVERNANCE AT MISSISSIPPI STATE UNIVERSITY**

Xiao Ying Zhang, Mississippi State University

Most of the literature on shared governance in higher education is focused on the relationship between administration and faculty. Relatively little research and study has been done to investigate student participation in shared governance on campus. Still less has been done to examine

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the decision-making models used by the student government. One of the reasons for this void is the mistrust in the effectiveness of student participation in campus governance.

This study aimed at understanding the role of Mississippi State University students and their government in the establishment of the shuttle system and the interrelations between various constituencies in the process. It investigated the decision-making process and addressed the following questions: (1) How was the decision made and who were the key players in the process? (2) What was the role of the student organization in the decision-making? and (3) What models were involved in the whole process? It employed such qualitative research methods as interview and document review to gather data.

The findings indicated that shared governance was more than rhetoric. It was part of the reality in Mississippi State University. The model analysis of the decision-making process revealed that decision making was rarely located in one official nor within the frame of one single model. The study showed an example of successful student participation in shared college governance. It expanded knowledge of shared governance by looking at a relatively neglected aspect of college governance, the student, and by demonstrating that student participation in campus decision making was beneficial and indispensable and could be very effective.

SHARING GOVERNANCE AT A COLLEGE OF EDUCATION: A LONGITUDINAL STUDY

Linda F. Cornelious, Vincent R. McGrath, and Jack Blendinger,
Mississippi State University

This study investigated how faculty governance contributed to professionalism by tracing events during a two-year effort (1996-1998) to establish and maintain a faculty council for a college of education at a major research university. The faculty council evolved in an effort to respond effectively to a growing number of critical issues and problems that the previous advisory committee had inadequately addressed. Capitalizing on an increasing concern for colleges of education to function more effectively, and to cope with the challenges of the coming millennium, the council became a viable mechanism for participating in the decision-making process and facilitating open and on-going communication between the faculty and the administration.

Findings in this study revealed that more than 90% of the faculty in the college participated in activities regarding governance issues. Data collected over a two-year period from artifacts, such as operational guidelines, memoranda, agenda and minutes, advisory reports to the dean, and faculty surveys, were shared during this session. Participants in this session were invited to share their own experiences and become partners in an action research Internet project that will track experiences in shared governance at colleges of education.

If colleges of education are to effectively involve faculties in policy development and decision making, more actual anecdotal cases and longitudinal studies of faculty councils at work are needed to provide authenticity to what is presently a minuscule literature base addressing faculty governance. The findings presented in this study illuminated understanding on how to establish effective mechanisms such as faculty councils for sharing authority at the college level in a large university. The study suggested that faculty governance systems can be neither top-down nor bottom-up; they must be shared to cope more effectively with the challenges that continue to face colleges of education.

CREATING "GOOD" GRADUATE STUDENTS: A MODEL FOR SUCCESS

Debbie L. Hahs, The University of Alabama

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Though it may be difficult to define the qualities of a "good" graduate student, most institutions equate retention and degree attainment with successful students. Research indicates that the graduate student environment and support structure are essential in providing elements that lead to graduate student retention and completion of graduate programs.

This project was a pilot study that analyzed the results of a survey completed by 144 graduate assistants at a large, southeastern research university. The survey results indicated what graduate assistants believed they needed to persevere and graduate. The purpose of the study was to create a model for graduate student support based on what graduate students believed they needed, what the university was currently offering, and what research indicated was needed.

The survey included questions on demographics; employment status; time spent on campus; involvement in the Graduate Student Association; interest in workshops, research expositions, and social activities; interest in resources for graduate students; and the preferred form of communication. At least 30% of the respondents indicated the desire to attend workshops on thesis and dissertation writing, computer training, writing a vitae or resume, grant writing, and financial aid. Approximately 50% were interested in research expositions, conferences, and forums where their research could be presented. At least 35% were interested in informational resources regarding the following: financial aid, research and travel support funding, library resources, writing a thesis or dissertation, employment resources, and student insurance.

It can be inferred that students who are requesting information on services or resources have not satisfactorily received this information through current channels. Based upon the results of the survey, what was currently offered by the university, and current research, a model representing programs, services, and resources for graduate student retention, satisfaction, and completion was proposed.

10:00 a.m.-10:50 a.m. TEACHING STATISTICS AND RESEARCH
(Discussion Session) Beauregard Salon

PRESIDER: Randall D. Parker, Louisiana Tech University

**A STUDY OF REDUCTION OF ANXIETY IN GRADUATE STUDENTS
IN AN INTRODUCTORY EDUCATIONAL RESEARCH COURSE**

Vicki A. Wilson, Muskingum College

Anxiety about statistics can result in impaired performance, mental anguish, and avoidance of statistics courses needed for professional advancement. In this study, 53 graduate students enrolled in an introductory course in educational research were administered the Statistical Anxiety Rating Scale (STARS) prior to the start of the course. During the seven weeks of the course, the instructor employed strategies noted in the literature as possibly helpful in alleviating anxiety in statistics classes: addressing the anxiety, using humor, applying statistics to real-world situations, reducing fear of evaluation, and encouraging students to work in cooperative groups.

Anxiety was acknowledged by the instructor when new concepts were presented; in addition, students were encouraged to share their concerns during semi-weekly, one-minute reflection/sharing sessions. Humor was introduced into the class with jokes and cartoons. Students used their developing knowledge in educational research to propose, implement, and present research projects based on their own experiences in classrooms. There were no formal tests; assessments included journal critiques, the research proposal and project, and data sets. Students worked

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cooperatively on data sets, and groups of three students served as “support groups” on the major research project.

STARS was administered as a posttest at the final course session. A paired-samples *t*-test was used to compare the means of the pretest and posttest scores. Differences in the total score and five of six factors (worth of statistics, interpretation anxiety, test and class anxiety, fear of asking for help, and fear of the statistics teacher) were significant at the .001 level. Difference in one factor (computation self-concept) was significant at the .01 level. All mean scores were reduced, denoting a reduction in anxiety, from the pretest to the posttest.

It appeared that it was possible to reduce statistics anxiety in graduate education students by employing specific instructional strategies.

THE EFFECTS OF COOPERATIVE LEARNING ON ATTITUDES AND ACHIEVEMENT IN GRADUATE-LEVEL RESEARCH METHODOLOGY COURSES

Denise DaRos, Youngstown State University, and
Anthony J. Onwuegbuzie, Valdosta State University

In an effort to increase achievement levels in graduate-level research methodology courses, some instructors have implemented some form of cooperative learning (CL). However, to date, no study has investigated the effectiveness of this instructional technique in these courses. This was the purpose of the present study. Indeed, scant research in the area of CL exists at the graduate level.

Subjects comprised 193 students enrolled in mid-southern university graduate-level research methodology courses. Eighty-one students were enrolled in sections in which CL groups were formed to undertake the major course requirements; 112 were enrolled in sections in which all assignments were undertaken and graded individually (IL). Conceptual knowledge, involving students' knowledge of research concepts, methodologies, and applications, was measured individually in both sets of classes via midterm and final examinations.

Although CL students preferred this method of instruction, they had lower ($t = 3.01, p < .01$) performance levels ($M = 76.7\%$) than IL students ($M = 82.1\%$) at the midpoint of the course, as measured by the midterm examination. No difference ($t = 1.68, p > .05$) was found between CL ($M = 82.2\%$) and IL ($M = 84.9\%$) with respect to the final examination. No overall difference ($t = -1.21, p > .05$) in course average was found between CL ($M = 83.8\%$) and IL ($M = 82.4\%$) groups.

The finding that the CL group had lower performance levels at the midpoint stage suggested that CL techniques needed more time for their effects to be realized. The fact that no overall achievement difference was found between the two groups indicated that some students may have preferred cooperative learning, not because it increased their performance levels, but because they did not have to put forth as much effort to pass these courses--suggesting that even greater cooperative structure was needed in these courses.

Recommendations for implementing CL in research methodology courses were made.

WHAT IF I AM NOT PERFECT IN MY STATISTICS CLASSES? THE RELATIONSHIP BETWEEN PERFECTIONISM AND STATISTICS ANXIETY

Anthony J. Onwuegbuzie, Valdosta State University,
and Christine E. Daley, Georgia Public Schools

Perfectionism has been defined as the tendency to set and to pursue unrealistically high goals and standards for oneself across many domains. Perfectionists often are preoccupied with flaws in their own performance and tend to exaggerate negative outcomes in a self-punitive manner.

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Moreover, these individuals are susceptible to negative affective states, including guilt, feelings of failure, low self-esteem, and procrastination.

Recent research suggests that perfectionism is a multidimensional construct comprising three dimensions: self-oriented perfectionism, other-oriented perfectionism, and socially-prescribed perfectionism. Despite the reported gravity of perfectionism, scant empirical research studies of this phenomenon exist, particularly among graduate students. Yet, it is likely that graduate students, in general, exhibit high levels of perfectionism. Because many graduate students set unrealistic achievement goals while enrolled in statistics and research methodology courses, and because statistics anxiety has been found to be a psychological barrier to achievement in these courses, it is possible that level of perfectionism is related to statistics anxiety. Statistics anxiety also has been conceptualized as being multidimensional, consisting of worth of statistics, interpretation anxiety, test and class anxiety, computational self-concept, fear of asking for help, and fear of the statistics instructor.

The purpose of this study was to investigate the relationship between perfectionism and statistics anxiety, using a multivariate approach. Participants were 107 students enrolled in graduate-level research methodology courses.

A canonical correlation analysis revealed that graduate students who held unrealistic standards for significant others (i.e., other-oriented perfectionists) and those who maintained a perceived need to attain standards and expectations prescribed by significant others (i.e., socially-prescribed perfectionists) tended to have higher levels of statistics anxiety associated with interpretation anxiety, test and class anxiety, computational self-concept, and fear of asking for help. The implications of these findings were discussed.

10:00 a.m.-10:50 a.m. RESEARCH IN THE SCHOOL (Display Session)..... Cabildo Salon

THE INFLUENCE OF BOOK-BAG BACKPACK WEIGHT ON STUDENTS' POSTURE

Donna E. Pascoe, Auburn University

More than 40 million students carry book-bag backpacks. Children experiencing physical growth may be a vulnerable population for weight-bearing stress caused by carrying heavy packs. The potential elimination of lockers by administrators, unsafe carrying practices by students, and the increased weight of school materials create a need for determining weight limits for loads carried by students.

A biomechanical analysis was used to determine significant postural changes resulting from book-bag carriage (without bag, 0%, 5%, 10%, 15%, and 20% of body weight) during randomized static and dynamic trails. The subjects (13 years old) wore 18 anatomical markers identifying major segments of the body and one point identifying the center of the book-bag. A video camera provided images (65Hz) for a video analysis system from which the investigator examined the subjects' posture. The book-bag was positioned on either the upper- or lower-back region to represent the two typical styles of carriage by students. Statistical analysis provided comparisons of gender, postural changes indicated by angle/range of motion of the trunk, and angle/range of motion of the head. Significant postural changes are associated with lower back pain and functional scoliosis. Heavy backpacks have caused nerve damage to the shoulder with muscle atrophy in the arm, and to a lesser extent numbness of the hands.

This research provided information that would help educate students about the appropriate load and positioning of book-bags for safe carriage. Administrators may use this information when making decisions regarding the use and accessibility of lockers. Finally, teaching strategies that minimize the load of educational materials will help reduce the load students are required to carry.

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STUDENTS' PERCEPTIONS OF CHARACTERISTICS OF EFFECTIVE TEACHERS

Barbara N. Young, Middle Tennessee State University; Marilyn E. Whitley,
Metro-Nashville (TN) Public Schools; and Carol A. Helton,
Tennessee State University

A survey was conducted among students at three different educational levels. These levels included high school students, college freshmen in developmental studies, and college seniors enrolled in education classes. The survey asked questions regarding the characteristics, methodology, and effectiveness of their teachers in general. The responses of each group were tallied, and comparisons were made among the groups. The results were analyzed and presented.

The objectives of the survey were to recognize the characteristics of effective teachers that were perceived by students as having different education levels and maturity, and to determine if these perceived characteristics of effective teachers changed with the maturity level of the students. An additional goal was to utilize teaching strategies indicated by the survey for appropriate age levels, thereby increasing teacher effectiveness.

The survey was anonymous, but age, gender, race, and grade level were disclosed. The sample included 109 high school students, 100 developmental college freshmen, and 30 college seniors in education classes. The Likert scale measured the responses ranging from very efficient, efficient, inefficient, somewhat efficient, or very important, important, somewhat important, to not important. The questions regarded methodology of instruction and personal interaction of the teacher with the students. A comparison of the groups was analyzed and presented.

11:00 a.m.-11:50 a.m. PUBLICATION (Training Session) Bienville Room

TRAINER: John R. Petry, The University of Memphis

WRITING AND GETTING PUBLISHED

John R. Petry, The University of Memphis

Training centered around opportunities and problems associated with writing and publishing articles and manuscripts. Topics included were sources of ideas for research and writing, guides for effective writing, proofing and editing a manuscript, publication sources, preparing a manuscript, methods of submitting manuscripts, criteria for evaluating manuscripts, and ethics in authorship and publishing. Other topics addressed included elements of style: elementary roles of usage, principles of composition and form, an approach to style, and faults in scholarly writing. The use of the computer in writing and editing was explored.

Objectives of the session were to increase the awareness of attendees of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth. The use of technology was of primary value.

Activities included a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. Many sources for publishing were presented and discussed. Publication sources were identified that gave the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts were evaluated for their content, style, impact on the reader, value to the scholarly community, and importance as a contribution to literature.

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11:00 a.m.-11:50 a.m. **RESEARCH METHODOLOGY (Symposium)..... Cathedral Salon**

ORGANIZER: Ann A. O'Connell, The University of Memphis

METHODOLOGICAL ISSUES FOR SAMPLING AND SURVEY DESIGN - PART II

Overview

This symposium formed Part II of a two-session sequence that examined issues related to the design and administration of sample surveys. Four papers were presented, with an emphasis on methodological issues regarding survey design. In particular, aspects of survey design and their impact on survey error were discussed. The session closed with a discussion of ethical considerations for researchers involved in sampling and survey design. Audience reactions and questions were encouraged.

Satisficing and Question Format

Bonnie McLain-Allen,
The University of Memphis

Surveys are one of the most important tools for data collection available to researchers. However, survey respondents do not always answer with the most accurate response. This presentation discussed the process of satisficing, a major source of inaccuracy in survey response. A method for identifying and correcting problematic questions and a proposal to test respondent accuracy and consistency were presented.

Pain and Functional Assessment Questionnaires: Could Rules Pertaining to Conversation in Daily Life Affect Patient Responses?

Greg Ginn, The University of Memphis

Evaluating clinical outcomes and designing instruments to assess patient-based outcomes are currently two of the most widely discussed topics in the medical community. One reason for this increased interest may be the need to evaluate patients' clinical condition and progress and thus improve treatment efficacy. The purpose of this presentation was to provide a brief overview and comparison of four frequently-used patient-administered pain and health instruments, with a particular focus on how respondents may draw extensively from the information provided in the questionnaires in order to make the most sense of the questions they are being asked.

Promoting Honest Responses from Adolescents in Self-Report Survey Data on Smoking, Alcohol, and Marijuana Use

Patricia L. Stephenson, The University of Memphis

Most self-report data are considered to be valid representations of respondent characteristics. Concerns exist, however, particularly when the topic under study is sensitive in nature.

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The study compared two methods of self-report data collection with adolescents as subjects: written survey questionnaires versus person-to-person interviews. The interviews were conducted on subjects known to the researcher, as well as with subjects previously unknown to the researcher. Preliminary findings across these three groups indicated no significant statistical differences, yet some limitations and indications of inaccurate responses were noted. Implications of these results for researchers working with adolescents were discussed.

Ethical Issues Regarding Sampling, Survey Design, and Data Collection

Lynne S. Padgett, The University of Memphis

This presentation focused on a review of two guiding standards on ethics, one from the American Educational Research Association (AERA) and the second from the American Psychological Association (APA). Although there is a difference in scope of these two codes, both emphasize professional integrity and responsibility in their primary field of research. Implications of these ethical codes for sampling, survey/question design, and mode of data collection were discussed.

**11:00 a.m.-11:50 a.m. MINORITY ISSUES AND DIVERSITY
(Discussion Session) Gallier Salon**

PRESIDER: Jerry Brooksher Gee, Nicholls State University

**A SURVEY OF PRESERVICE TEACHERS' PERSONAL AND PROFESSIONAL BELIEFS
ABOUT AND SENSITIVITY TOWARD CULTURAL DIVERSITY ISSUES**

Pamela A. Taylor, Mississippi State University

Research strongly suggests that there is relationship between one's beliefs and subsequent behavior. Being aware of and sensitive to not only the differences in cultures, but how culture impacts learning is a need for every teacher. The purpose of this study was to investigate preservice teacher's personal beliefs (within the context of one's daily life) and their professional beliefs (as related to the context of schools) about issues surrounding cultural diversity.

The Beliefs About Diversity Scale, a five-point Likert-type scale, which measures personal and professional beliefs about and sensitivity toward areas of diversity ranging from race to sexual orientation, was administered to student volunteers enrolled in education foundations courses. Of the 57 students who participated in this study, 72% were European American, 21% African American; 77% were female; and 89% were under 25 years of age. The majority declared themselves as elementary education majors, and 74% were juniors.

The findings revealed that this group of preservice teachers as a whole had more professional sensitivity than personal toward issues about diversity. As a group, the participants showed more cultural sensitivity for issues related to race and multicultural education than the other cultural issues surveyed. The issue receiving the lowest rating for tolerance, by the group, was sexual orientation. None of the mean scores for any cultural issue subgroup, group personal or professional belief, or by demographic categories were at the highest rating of strongly agree, indicating that the preservice teachers did not have strong beliefs, personal or professional, about issues of diversity.

In light of the demographic shifts predicted for the 21st century, with increasing immigration of ethnic groups in both American society and schools, it is imperative that teachers have strong beliefs about diversity in order to meet the demand and mandates of societal changes and school population.

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**AN ANALYSIS OF THE RELATIONSHIP BETWEEN FUTURE TEACHERS' ATTITUDES
TOWARD DIVERSITY AND THEIR MORAL REASONING, ATTRIBUTIONAL
COMPLEXITY, AND RELIGIOSITY**

Antony D. Norman and Shula G. Ramsay,
Western Kentucky University

In our increasingly multicultural society, it is important that teachers appreciate attitudes, values, and beliefs different from their own. In order to promote more positive attitudes toward other cultures, the teacher education program at a regional mid-south university requires that all students participate in a diversity awareness workshop, which lasts more than two hours, outside of their class work. Most students participate in this workshop as part of an educational psychology course, one of the first courses required as part of the teacher education program. However, there is some concern that the effectiveness of the workshop in changing the attitudes of students may be affected by at least three factors: students' moral reasoning ability, their preference (or lack thereof) for seeking multiple explanations for human behavior, and their level of religiosity.

As part of the diversity workshop experience, 214 students in eight educational psychology classes were asked to complete three instruments: Rest's Defining Issues Test, a measure of moral reasoning; the Attributional Complexity Scale, a measure of one's preference to attribute simple or complex explanations for human behaviors; and a pre- and post-workshop questionnaire. Beyond questions regarding one's attitudes toward diversity, the questionnaire requested demographic information, including one's level of religiosity.

Our study examined the relationships among openness to diversity and moral reasoning, attributional complexity, and religious beliefs of these college students. More specifically, it addresses the following questions: (1) What is the relationship between attitudes toward diversity and moral reasoning? (2) What is the relationship between attitudes toward diversity and attributional complexity? (3) What is the relationship between attitudes toward diversity and religiosity? (4) Is there an interaction among these variables?

The implications of these findings regarding programs designed to promote diversity awareness among future teachers were discussed.

**UNDERGRADUATE TEACHER EDUCATION MAJORS'
AWARENESS OF CULTURAL DIVERSITY**

Joan C. Harlan and Kathy Hulley,
The University of Mississippi

The literature clearly suggests that teachers need to be knowledgeable about cultural diversity-related issues. It is recognized that teachers need to examine and refine their attitudes, beliefs, and behaviors toward students from culturally diverse backgrounds. Quality teacher preparation programs are attentive to this, and accrediting agencies are requiring this.

This study investigated the extent of undergraduate teacher education majors' awareness of cultural diversity-related issues. One hundred ten students in the elementary education undergraduate program at The University of Mississippi were the subjects. They ranged in age from 20 to 45, and over 90% of the subjects were white females.

During the spring semester of 1997, subjects, who were then juniors, voluntarily completed a 31-item self-examination questionnaire devised in 1991 by Gertrude B. Henry entitled the

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Cultural Diversity Awareness Inventory. The same subjects, in the fall of 1997, during their student teaching experience and immersion in integrated coursework known as the "Senior Block," again voluntarily completed the same instrument. The questionnaire is designed to assist users to look at their own attitudes, beliefs, and behavior towards elementary children of diverse backgrounds. It uses a five-point Likert scale wherein users check strongly agree, agree, neutral, disagree, or strongly disagree. Respondents' replies before and after the student teaching, and coursework experiences were compared and analyzed

Results indicated substantial differences in respondents' replies prior to and following the student teaching and coursework experiences. Differences were in the direction of increased understanding and celebration of differences with a tendency away from mere toleration or passive acceptance of cultural, ethnic, and linguistic differences. Class discussions of instrument items also yielded interesting perspectives and insights into subjects' values and thoughts. These thoughts, along with research findings and their implications for teacher education programs, were presented.

**11:00 a.m.-11:50 a.m. EARLY CHILDHOOD EDUCATION
(Discussion Session)Pontalba Salon**

PRESIDER: Mary Ruth Reynolds, University of West Georgia

**EMERGENT LITERACY AS PRODUCT, PROCESS, AND EXPERIENCE: AN INNOVATIVE
LITERACY BLOCK EXPERIENCE FOR PRESERVICE TEACHERS**

Susan T. Franks, Georgia Southern University

This discussion examined a literacy block experience for elementary preservice teachers. Teachers are enrolled in the block as a requirement for a degree in Early Childhood and Reading. The content of the course examines emergent literacy from three unique perspectives: product, process, and experience. Throughout the block experience, the preservice teachers study reading, writing, speaking, listening, and viewing from each perspective and become immersed in strategies of instruction.

The debate about what is the best method of teaching early reading and writing has centered in the behavioristic theory of stimulus response learning, the cognitive developmental theory of learning, and the psycholinguistic and linguistic theories of language learning based on generative transformational grammar. Reading and writing as product is based on the stimulus response mode of learning, and as process is based on the cognitive and psycholinguistic theories of learning. Reading and writing as experience depends on the same abilities students used to construct their knowledge of a complex world (consisting of physical, emotional, intellectual, and spiritual environments) by the types of experiences they have had in the world. Because literature attempts to replicate this world, it provides experiences that can be used by students to help them construct and expand their knowledge.

The design of this literacy block is unique. It separates the theoretical bases of each of the major reading writing programs and the teaching strategies derived from them. Other courses and texts tend to mix them or present mostly one side of the reading picture. By separating these programs, students and classroom teachers can determine more fully the bases of the reading programs adopted by the schools in which they teach. Preservice teachers can select elements from all of the approaches and construct their own reading programs or modify those that they find in use where they teach.

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EARLY CHILDHOOD PRESERVICE TEACHERS' BELIEFS

Huey-Ling F. Lin, Steven B. Silvern, and Jeffrey Gorrell,
Auburn University

The study compared perceptions of Taiwan preservice teachers who were at the beginning of their early childhood teacher preparation programs with those who were near the end of their preparation programs. The instrument included six open-ended questions that examined teaching, learning, and relationships with students. Participants included 298 preservice teachers who were either completing their first year of a teacher training program or who were completing their third year of the program. They participated voluntarily in answering questionnaires.

It was hypothesized that there would be a distinction between the teaching and learning beliefs of beginning-level and ending-level preservice teachers. Of particular interest was variation in preservice teachers' perceptions of their roles as teachers, of children's learning, and of their relationships with children. This exploratory study aimed primarily at the description of central beliefs and their interrelationships. The grounded theory method (Strauss, 1987; Strauss & Corbin, 1990) was the predominant mode of data analysis. Chi-square analysis was conducted to support claims of representativeness in conjunction with category analysis to provide a better understanding of preservice teachers' beliefs.

The cross-group comparisons of preservice teachers' beliefs showed qualitative differences related to willingness to take responsibility for children's learning, how teaching should be conducted, how learning experiences should be constructed, integrating cognitive ability to social and culture learning, learning from teachers' experience and building relationships for teaching. The study illuminated how preservice teachers' beliefs became more integrated with experience. It is pertinent to those who work directly with preservice teachers and policymakers, as well as professors and students in teacher education programs.

**TEACHING FUNCTIONAL BEHAVIORS TO A DEVELOPMENTALLY
DELAYED PRESCHOOLER**

Katrina N. Rhymer, T. Stuart Watson, and Stephanie Miles,
Mississippi State University

Many teachers who educate children with developmental delays often struggle with how to teach functional behaviors to these youngsters. Intense, early intervention using applied behavior analysis has been effective in teaching some skills to children who are developmentally delayed. The use of discrete trials, reinforcement, and prompting the target behavior has proven to be effective. Educational psychologists have had the training and resources to educate and model applied behavior analysis to the teachers and parents that have had daily contact with these students.

The effectiveness of using discrete trials to teach compliance was demonstrated with a non-verbal, three-year-old boy. Billy was ruled developmentally delayed and displayed autistic-like behaviors. He would not sit in a chair at a table when asked to do so, which made puzzles and snack time very difficult for the teachers. Billy would not engage in eye contact; therefore, getting his attention was a challenge for his teachers and parents. Billy had no effective form of communication to identify his needs and displayed frequent temper tantrums. He also ground his teeth, walked on his toes, and flapped his hands, which were disruptive behaviors in the classroom.

The technique of verbally and physically prompting target behaviors was used to increase eye contact with adults and other functional classroom behaviors (i.e., sitting, standing, raising arms).

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Baseline for compliance for these behaviors ranged from 0% to 33%. After the intervention, compliance for these behaviors ranged from 38% to 100%. This research suggested that the discrete trial training was effective in teaching these four functional behaviors to a preschooler with developmental disabilities. Directions were provided for educational psychologists in the implementation of these procedures in a special education classroom.

11:00 a.m.-11:50 a.m. EDUCATION REFORM (Discussion Session)..... Ursulines Salon

PRESIDER: Deborah L. Adler, University of Central Arkansas

HOMESCHOOLING: WHO AND WHY?

Deborah J. Grubb, Morehead State University

The purpose of the study was to survey parents who were home-schooling their children to determine primary and secondary reasons for home-schooling, parents' perceptions of the advantages and disadvantages in home-schooling and in public schooling (including school reform efforts), the extent that computers and Internet impacted their decision to home-school, and respondents' perceptions of what public schools needed to change in order to re-attract families.

Parents who home-schooled their children were surveyed through the Kentucky Home Education Association (KHEA) because the Kentucky Department of Education did maintain a list of the estimated 4,500 parents in the state who home-schooled their children. In an attempt to reach as many parents as possible, the entire membership of approximately 400 KHEA members was sent a one-page (13-item) survey with the summer KHEA newsletter. The data were analyzed using descriptive statistics.

Of the 69 parents who responded to the survey, most reported religion as the most important factor in their decision to home-school. However, the majority also reported that they thought that their children were receiving a superior education over that offered in the public schools. Computer availability was judged important to the home curriculum, but not a determining factor in whether to home-school. Removing their children from perceived negative peer influences was also reported as a primary reason for home-schooling. Respondents were given an opportunity to state what would need to change before they would consider sending their children to public schools. Most reported that nothing the public schools could do would make them change their minds to home-school because they believed that they were providing a superior individualized education that public schools, by their very nature, could never achieve.

Implications for public schools and further research were discussed.

**STUDENTS AND NO STUDENTS: IS THIS AN OVERLOOKED
FACTOR IN EDUCATIONAL REFORM?**

Jianliang Wang and Liqing Tao,
Western Kentucky University

This session intended to discuss the results of an investigation into the role students should play in the current educational reform movement in the United States.

Educational reform has been on-going ever since Dewey's call for and efforts in pushing for curricular reform (Jackson, 1992). However, the American society's dissatisfaction with educational

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outcome seems to be continuously registered both in popular media and scholarly journals. It indicates that the educational reform up to now has not been effective in producing the results as the society expects.

An investigation was made into this phenomenon by examining the factors directly involved in educational reform. Relevant literature on both state and national levels of educational reform was searched and synthesized. Theoretically, both teachers and students are the focus of efforts in reforming education. While students' performance serves as the outcome measure for the effect of education, teachers are the ones who make instructional decisions that are assumed responsible for students' outcome. This responsibility role on the part of the teacher has made its way to the center of the reform. As a result, we have found more rhetoric on teacher responsibility than students' responsibility in today's literature on educational reform. This is also true in literature describing classroom reforms. Teachers are the ones who are mustering everything they can to motivate and get students to learn. However, very little has been said about students' role and responsibility of learning.

An argument was made that students' active role in assuming responsibility for learning is the missing factor in educational reform. This oversight may feed to the constant public outcry about unsatisfactory educational outcome and result in possible failure in educational reform. Unless students are fully involved and given the responsibility for their learning, the dire situation of a mismatch between students' outcome and public expectations will likely persist.

The major content was presented orally and supplemented with overhead transparencies and handouts. Time was allotted for group discussion and for questions and comments from the audience.

PARTNER SCHOOLS: A REVIEW OF CURRENT LITERATURE

Mary Jane Bradley and Dianne Lawler-Prince,
Arkansas State University

Developing school-university partnerships facilitate growth and development for university and public schools. The overall objective of this paper was to review the current literature regarding the strategies, implementation, attributes, and evaluation of partnership between public schools and universities.

The review of literature included current references (1988-98) in education journals, ERIC documents, and books. The following questions were addressed through the examination of literature: (1) What strategies have been successfully utilized to develop partnerships between public schools and universities for the purpose of preservice teacher training? (2) What methods of implementation have been reported as successful in the partnership schools? (3) What, according to the literature, appear to be the most important, influential attributes of successful partnership schools? (4) How are partnership schools evaluated, according to the literature? and (5) What applications can be made from these findings from the literature?

An extensive review of literature was conducted to address the aforementioned research questions. Validity and quality of research/writings were considered in the inclusion of the findings. Comparisons were made between and among programs.

The literature revealed a great deal about the value of partnership schools, which included the high quality of experience obtained by the preservice teachers as well as the growth and renewal reported by collaborating teachers/schools. It appeared, generally, that partnership schools were not only beneficial to preservice and inservice teachers, but to the students attending those schools as well. Although there is still much to be learned about evaluation, as well as implementation strategies, this trend is one that seems to be here to stay. Furthermore, it appears that partnership

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schools may not be a trend but the most effective method documented for teacher education programs to ensure the quality and depth of experiences provided

**11:00 a.m.-11:50 a.m. RESEARCH IN THE SCHOOL
(Discussion Session) Beauregard Salon**

PRESIDER: Fred H. Groves, Northeast Louisiana University

**EFFECTS OF TUTORING ON READING AND MATH OUTCOMES FOR AT-RISK
STUDENTS AFTER TWO YEARS OF ASSESSMENT**

Dennis C. Zuelke and J. Gordon Nelson,
Jacksonville State University

The purpose of this study was to determine whether after-school tutoring helped 294 at-risk students, grades 1-12, in eight local schools to raise their grade point averages in reading and mathematics. This study was the second of a series of annual assessments. These annual assessments have illustrated a custom-designed collaborative relationship between faculty from a college of education and a community agency providing the tutoring service to the schools.

As occurred in the first year's assessment, data were obtained from school records. These data included the dependent variables of standardized test scores, grade point averages (GPAs) in reading and mathematics, and GPA gains in reading and mathematics. The following were among the independent variables: type of tutoring program, type of tutors used, number of hours students were tutored, absences from school, SES, race, gender, ages of students, and students' grade levels. These data were statistically correlated to obtain relationships between the dependent and independent variables.

Results of the second year's assessment were similar to the first year. Tutoring had little positive impact on test scores and GPAs in reading and mathematics. The results again showed that the plan of action for the after-school tutoring program was fundamentally ineffective. Recommendations from the previous year's assessment were reiterated. The tutor-tutee relationship must be improved to include substantial one-on-one tutoring and far less small group activity. Further, coordination among paid tutors and classroom teachers needs to occur if at-risk students are to improve in reading and mathematics. Finally, technology must be better integrated with instruction during the tutoring sessions so that students can receive more individualized help related to their specific academic shortcomings. The two years of assessment appeared to reveal more about the politics of community agency action than effective intervention in the lives of at-risk students.

**A GENERALIZABILITY STUDY OF THE EFFECTS OF TRAINING ON TEACHER
CONSISTENCY IN THE RATING OF STUDENTS' WRITING**

Janice M. Stuhlmann, Amy Dellinger, and Cathy S. Daniel,
Louisiana State University

This study examined 40 kindergarten and first-grade teachers' abilities to use an established rubric to reliably rate 20 first-grade writing samples. Twenty-three of the teachers were trained to interpret the scoring dimensions of the rubric, while the other 17 teachers received no training. The purpose of the study was to investigate issues related to intra-rater and inter-rater

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reliability of raters and to explore whether training raters to interpret the scoring dimensions on a rubric increased consistency.

In this study generalizability theory was used to enable researchers to estimate reliability by examining multiple sources of errors and their possible interactions simultaneously. Because teachers were nested within training conditions (school), ANOVA was run using a partially nested design. Variance estimates and generalizability coefficients were calculated from the ANOVA results for each scoring dimension and the total raw score of the rubric. Subsequently, variance estimates were calculated for each school (trained vs. untrained) on each of the scoring dimensions.

Initial results indicated no increase in reliability because of training. Raters were nested within training and because of this it was impossible to separate rater main effect from the rater by training interaction. To further examine the nature of variation in the rater within training term, separate analyses were performed on the data for trained and untrained raters. Data indicated a greater amount of variation in four out of six scoring categories for the untrained raters. The trained raters were more consistent as a group when scoring those categories. When comparing the two groups, the same pattern was also present in the total raw score of the writing samples. Less variance suggests that training increased raters abilities to reliably rate these scoring items. These findings have implications for rubric design, as well as teacher training in the use of portfolio assessment.

**A STUDY ON THE USE OF SELF-EVALUATION INVENTORIES AS A MEANS
OF ALTERNATIVE ASSESSMENT IN ELEMENTARY
SCIENCE METHODS COURSES**

Clifford A. Hofwolt, Vanderbilt University

With interest in building portfolios for prospective teacher education students and the search for alternative means of assessment besides traditional paper and pencil, can self evaluation inventories serve as an addition to a student's portfolio or as a means of alternative assessment? Self-evaluation inventories are instruments in which students rate their progress toward achievement, skill, and/or attitude of a course's objectives on a numerical scale, at the beginning and end of the course. This study investigated whether a student's perceived gain in achievement correlated with the actual gain in achievement.

Students in elementary science methods courses were give a self-evaluation inventory for initial assessment and a pretest of achievement at the beginning of the course. At the end of the course, students were given their self-evaluation inventory to make a final assessment and a posttest of achievement. A Pearson product-moment correlation was used to determine any significant correlation between gain in student achievement on the achievement test and the gain in perceived achievement on the self-evaluation inventories. A significant correlation between gain in achievement and perceived gain in achievement was found.

The findings indicated that student-reported gains in achievement, attitudes, and/or skills will reflect real gains. Through the use of properly constructed self-evaluation inventories, alternative means of assessment are possible. Self-evaluation inventories can lend credence to portfolios and aid in the process of reflection that teacher education institutions use today.

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11:00 a.m.-11:50 a.m. TECHNOLOGY (Display Session) Cabildo Salon

**INFUSING TECHNOLOGY INTO INSTRUCTION: APPLICATIONS
OF TECHNOLOGY IN HIGHER EDUCATION**

Jane H. McHaney, Kennesaw State University;
Victoria McLain, Marymount University (LA);
and Gary Nelson, Oglethorpe University

The purpose of this display session was to share different facets of integration of instructional technology in teacher preparation using a multimedia format. The perspective included an overview from a state accrediting agency and three universities.

Technology is now in the forefront of instruction in teacher preparation and impacts all areas of the program. This presentation addressed issues related to technology and included: a non-traditional approach to the infusion of technology into the curriculum rather than an isolated course, an outline of technology competencies and how they are being met throughout teacher preparation, examples of application uses of technology in the field component specifically at Professional Development Schools, and examples of instructional applications such as the development of course syllabi on the web and e-mail communications with students. The use of technology was demonstrated throughout the presentation, and participants were given an opportunity to ask questions. Handouts were available.

DEVELOPING AN INTERACTIVE APPLICATION USING AUTHORWARE PROFESSIONAL

Vivian H. Wright and Margaret L. Rice, The University of Alabama

This presentation was designed to demonstrate the use of multimedia technology in creating computerized interactive applications using an authoring package that does not require extensive programming knowledge, but allows flexibility. Authoring packages provide an alternative for individuals not proficient in programming skills or who may not have the time to learn a programming language. Authorware Professional was used to create The Basic Athletic Training Interactive Quiz for use with individuals who will be taking the Athletic Trainers Certification Exam.

Athletic Trainers are required to pass a national certification exam requiring knowledge in five domains: prevention of athletic injuries, evaluation and management of athletic injuries, reconditioning and rehabilitation of athletic injuries, health care administration, and professional development. The certification exam is difficult and has a low success rate. The instructional technology and sports medicine departments at a southern university collaborated to create an interactive quiz testing entry-level knowledge within these five domains. The quiz also allows students to assess areas of weaknesses.

The authoring package used to develop the computerized interactive quiz was Authorware Professional, which employs an object-oriented interface and does not require extensive programming knowledge or skills. Authorware Professional enables the developer to use most conventional types of testing formats and also allows use of simulations, and so forth. Applications can include graphics, digitized video, and sound, and responses to items can be given in a variety of ways. Both the interactive quiz and Authorware Professional were demonstrated.

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**HOW TO CREATE A CD-ROM YEARBOOK USING POWERPOINT:
A CONSTRUCTIVIST TEACHING APPROACH**

J. Gordon Nelson and Franklin L. King,
Jacksonville State University

This project was designed to help students develop computer skills by producing a CD-ROM for their annual high school yearbook. The project was taught within a constructivist teaching approach by Pamella Inmon at Jacksonville (FL) High School (i.e., guided discovery, reflective thinking, hands-on "authentic" activities, student collaboration, creative expression, development of organizational skills, and access to domain experts).

Developing a CD-ROM School Yearbook supplement was a highly motivating experience for the students. They gained expertise in PowerPoint, the main program used in this project. In addition, they developed skills in graphic design, storyboarding, and innumerable software and hardware computer-related skills. There were also many instances of positive effects in social and academic areas. The experience of working on the project led to a high level of rapport among the students and their teachers.

The final CD-ROM version included an opening video collage of school memories (sports, candid video clips of students and teachers, etc.). Next came a Main Menu page with the following titles: School Organizations, Student Pictures, Athletics, and Yearbook Committee (a creative and humorous morphed sequence of student faces). These were all hyperlinked to other menu pages using the action buttons and action settings in PowerPoint. The final result consisted of a combination of music, graphics, and video (e.g., a video clip of a winning touchdown, a clip from an exciting basketball game, etc.).

It was our experience that students could produce a CD-ROM yearbook for a fraction of the cost of a professional company, and with the major benefit of a long-term, highly-motivational learning experience. This is what happened at Jacksonville High School. Not only did the school collectively benefit with a higher school spirit, but also the students individually benefited from the teamwork, problem solving, development of computer skills, and a sense of belonging.

**12:00 p.m.-12:50 p.m. MSERF LUNCHEON
(Foundation Members Only) Queen Ann Parlor**

12:00 p.m.-12:50 p.m. RESEARCH SEMINAR (Training Session)..... Bienville Room

PRESIDER: Scott C. Bauer, University of New Orleans

GRADUATE STUDENT RESEARCH SEMINAR: TALKING ABOUT YOUR RESEARCH

Scott C. Bauer and Louvinia Wallace, University of New Orleans

This session was originally envisioned as a place for newcomers to MSERA to engage in meaningful dialogue about the process of doing research. The premise guiding the session was that students at all stages of their doctoral programs could benefit from engaging in opportunities to talk about research. Thus, the primary objective of the session was to provide a forum for doctoral students who have not yet completed research projects to discuss their research interests, proposals, methodologies, and questions with interested students and faculty.

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Originally, this session was to be designed by faculty for students. Instead, given the focus of the session, members of the Leadership in Educational Administration Doctoral Support (LEADS) group at the University of New Orleans designed the session, and they acted as the hosts. Members of the group developed guide questions and activities for group discussion, and they facilitated the session.

In keeping with the theme, interested students and faculty were invited to bring their ideas, an abstract of a research proposal to share, or some specific questions to pose to their colleagues. Participants were urged to consider this a safe place to float an idea, voice some frustrations, or learn about an opportunity to participate in an ongoing research project. Most of all, they were urged to come prepared to engage in a dialogue about doing research.

1:00 p.m.-2:50 p.m. PROFESSIONAL DEVELOPMENT
(Training Session) Bienville Room

MODERATOR: Jimmy Carl Harris, Southeastern Louisiana University

PANELISTS: Larry G. Daniel, University of Southern Mississippi; Lea McGee, The University of Alabama; Dot Reed, Air University, U.S. Air Force; Stella Wear, Delta State University; and Robert Wimpelberg, University of New Orleans

MAKING IT: GOT THE DEGREE, GET THE JOB

This session was of particular interest to graduate students nearing graduation, as well as anyone else seeking a job change. A panel of deans, department heads, military education specialists, search committee members, and successful job-seekers, all with professional education positions within the MSERA region, offered a candid discussion of their expectations, standards, and experiences relative to the process of seeking and securing employment.

The subjects covered included the nature of the job market (university and other), requirements for various positions, career patterns, and networking for success. The subjects also included the format and content of resumes and curricula vitae, cover letters, the interview process, follow-ups, and negotiating a contract.

The session began with panelist presentations based on their individual areas of expertise and experience. This was followed by an open discussion, during which the panelists interacted with the audience and with each other. Audience questions and comments were encouraged. A paper, containing guidelines provided by the panelists of this session and of two previous sessions, was available to the audience.

1:00 p.m.-1:50 p.m. SCHOOL VIOLENCE (Symposium) Cathedral Salon

ORGANIZER: Christopher H. Skinner, Mississippi State University

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TOOTLING: USING PEER-MONITORING AND INTERDEPENDENT GROUP CONTINGENCIES TO INCREASE INCIDENTAL PROSOCIAL BEHAVIOR IN ELEMENTARY STUDENTS

Overview

In most educational systems, proactive systems are in place that are designed to prevent incidental day-to-day antisocial behaviors. These proactive system are typically composed of rules and regulations and punishment for breaking these rules. Furthermore, in most classrooms and schools, a system has evolved were students help educators enforce rules and regulations by monitoring and reporting peers' appropriate behaviors (i.e., tattling). While these punishment-based systems have many negative side-effects, perhaps the biggest is that they shift focus and attention away from incidental prosocial behaviors. Thus, educators and students are often unaware of how often students engage in prosocial behaviors. In educational environments, prosocial behaviors should be encouraged, shaped, and rewarded, not ignored. This symposium presented three papers addressing this problem and investigating a remedy.

Tootling not Tattling

Christopher H. Skinner, Amy L. Skinner, and Tammy H. Cashwell,
Mississippi State University

This position paper delineated the problems with current punishment-based systems that rely on peers to report and educators to punish antisocial behaviors. A corollary proactive system where group contingencies are used to encourage peers to monitor and report incidental prosocial behaviors was described.

Peer-Monitoring and Interdependent Group Contingencies: Increasing Prosocial Behaviors in Second-Grade Students

Tammy H. Cashwell and Christopher H. Skinner,
Mississippi State University

This paper described an experiment that evaluated the effects of a tootling program on an intact second-grade classroom. A reversal design was used, and the number of daily tootles was the primary dependent variable.

Increasing Fourth-Grade Students' Reports of Peers' Incidental Prosocial Behaviors Using Direct Instruction, Interdependent Group Contingencies, and Public Posting

Amy L. Skinner, Christopher H. Skinner, and Tammy H. Cashwell,
Mississippi State University

This paper described the results of a similar study that was conducted with fourth-grade students. One interesting finding related to this study was that it showed the danger of implementing dependent-group-oriented punishment procedures.

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Audience Participation

After the third study was presented the researchers outlined their future research. The audience was asked to participate by providing suggestions for: (1) group-activity reinforcers, (2) alternative target behaviors, and (3) future research.

1:00 p.m.-1:50 p.m. TEACHER EDUCATION (Discussion Session)..... Gallier Salon

PRESIDER: Robin A. Cook, Wichita State University

LEGAL ISSUES AND STUDENT TEACHERS

Dana R. Monts, Mississippi State University

Teacher educators continually ask the question, What is it that future teachers need to know? There seems to be a multitude of answers to that question, ranging from the concrete subject knowledge to the elusive answer of how to manage a classroom. One subject that seems to have received less attention than content or management is legal issues. Teachers and administrators function in a complex environment that must address a wide range of legal issues. In most cases, when student teachers become a part of a school, their actions are subject to the same laws as are the teachers (Hartmeister, 1995). During the mid-eighties to mid-nineties, there has been a 200% increase in lawsuits involving teachers (Valente, 1994).

Numerous laws are enacted each year that affect teachers and their classrooms. It is essential that teachers and teacher educators are kept informed so that they are made aware of the legal consequences of their professional actions in carrying out duties and responsibilities. To be responsive to society and to better serve future teachers, teacher educators must have a firm understanding of the law as it effects children and teachers.

A survey was sent to area superintendents, principals and other administrative officials in order to gain knowledge of the laws that they believed were vitally important for student teachers to know. The survey listed 16 laws for the school personnel to rate in order of importance. Responses indicated the legal issues administrators felt were important for preservice teachers to be taught.

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AN INQUIRY INTO TEACHER CONCERNS IN TAIWAN

Yih-fen Chen and Carolyn Reeves-Kazelskis,
University of Southern Mississippi

The purposes of this inquiry were to identify concerns of teachers in Taiwan, and contrast concerns of teachers in Taiwan with the 56 concerns that comprise the Teacher Concerns Checklist, Form B (TCC-B), developed in the United States.

A total of 294 teachers (155 preservice teachers and 139 inservice teachers) residing in central Taiwan volunteered to participate in the inquiry. Preservice teachers (female = 92, male = 63) included sophomore, junior, and senior students attending a teachers college; inservice teachers (female = 103, male = 36) included teachers with one or more years of teaching experience, representing four elementary schools.

Data were collected by administering a Chinese version of the Survey of Teacher Concerns (STC), a questionnaire developed by the researchers. Respondents were instructed to complete the questionnaire without discussion or interaction with other respondents. The first page of the STC requested demographic information and provided a definition of teacher concerns, including some examples of teacher concerns. The second page of the STC asked the question, "If you become a teacher, what will you be concerned about?" (for preservice teachers) or "As a teacher, what are your concerns?" (for inservice teachers). In the space provided, respondents listed their concerns, according to level of concern, under the headings of little concern, moderate concern, a lot of concern, and most concern.

Qualitative procedures were used to analyze the data. A total of 149 concern areas were identified. Preservice and inservice teachers expressed the same level of concern about 46 areas, but in six areas the two groups differed in level of concern. Both groups were highly concerned about nine areas related to traditional Chinese culture and the contemporary societal environment in Taiwan. Teachers in Taiwan expressed concern about 18 areas contained in the TCC-B, but identified several concern areas not included in the TCC-B.

**FEEDBACK GIVEN DURING CLASSROOM INSTRUCTION BY STUDENT
TEACHERS: IS IT EQUITABLE?**

Melina N. Vaughan and Linda T. Jones,
Mississippi State University

This study analyzed verbal interactions of student teachers with children in grades K-8 during teaching. The sample was composed of 44 student teachers majoring in elementary education and their supervising teachers. Supervising teachers conducted observations of their student teachers to determine which children were receiving feedback and if the feedback was positive or corrective.

The researchers met with the supervising teachers to distribute and explain two feedback analysis forms to be completed during observations of each student teacher. Supervising teachers were instructed to record feedback given by the student teacher to the children during a 30-minute time period of whole-group instruction. On the first feedback form the supervising teacher recorded the number of positive and corrective responses given to females and males. On the second feedback form the supervising teacher recorded the number of positive and corrective responses given to high, average, or low achievers. Upon completion of the observation, the supervising teacher discussed the findings with the student teacher.

All feedback forms were collected and summarized. The results of the first feedback form indicated that 69% of the male students and 77% of the female students received positive feedback.

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Forty-six percent of the male students and 27% of the female students received corrective feedback. Overall, student teachers gave more positive feedback (68%) to both male and female students than corrective feedback (32%). The results of the second feedback form indicated that 89% of high achievers, 88% of average achievers and 94% of low achievers received positive feedback. Corrective feedback was given to 30% of high achievers, 38% of average achievers, and 47% of low achievers.

The results of these classroom observations of the equity of feedback given by student teachers provided data to teacher educators, classroom supervisors, and student teachers.

1:00 p.m.-1:50 p.m. EDUCATION POLICY (Discussion Session).....Pontalba Salon

PRESIDER: Ernest A. Rakow, The University of Memphis

U. S. EDUCATION POLICY RESEARCH AT THE BROOKINGS INSTITUTION

D. D. Kumar, Florida Atlantic University

A study of the education policy efforts at the Brookings Institution was undertaken. The Brookings Institution is a leading non-profit public policy research institute (think-tank) in the United States. The data for this study were derived from on-site interviews, the Brookings Institution library, as well as archival materials. The on-site interviews took place during the summer of 1996 and focused on contextual factors, including a review of research efforts in education policy at Brookings. The data from the interviews and those from the library and archival collections were analyzed in conjunction with each other.

The findings of this study showed that the Brookings Institution had a considerably long history of involvement in education policy research in the United States. The findings also revealed that a number of factors work together in policy research efforts at Brookings, including a progressive trend of involvement in education policy over time, availability of a critical concentration of scholars with some degree of interest in education reform, and an organizational climate conducive to research on innovative education policies. The latter included a sense of cohesiveness and mutual understanding and respect between the scholars and administrators. Strong administrative support, as well as technical support for research and dissemination of research findings, were key factors.

The findings of this study should help researchers, policymakers, and administrators in education gain a picture of education policy research at the Brookings Institution, and provide a foundation for launching comprehensive studies of the role of public policy research organizations in education reform in the United States.

IS "DOES MONEY MAKE A DIFFERENCE IN STUDENT ACHIEVEMENT?" AN EQUITY QUESTION?: AN ANNOTATION OF ATTEMPTS TO ANSWER IT

Lisa G. Driscoll and Jimmie C. Fortune, Virginia Tech

In state public school finance equity litigation and in school district budget discussions someone inevitably raises the question, "Does money really make a difference in school achievement?" On the surface the question appears simplistic and easily delineated. However, this simplicity may be only an illusion. The answer to the query may be much harder to develop and may not be as utilitarian as expected.

Since the advent of the Coleman et al. regression analysis and its consequential basis for federal government intervention and the Hanushek counting analyses that popularized an errant

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perception that extensive waste of monetary resources pervaded public education, many research methodologies have been applied by many researchers to ascertain the relevancy of these claims.

This paper was directed toward the compilation of an exhaustive annotated bibliography to address the aforementioned question. Each annotation included a brief description of each study, its results, and the conclusions advanced therefrom. A matrix was developed in accordance with the study methodology, its results, and the conclusions drawn.

IS "DOES MONEY MAKE A DIFFERENCE IN STUDENT ACHIEVEMENT?" AN EQUITY QUESTION? WHY THE QUESTION HAS NOT BEEN ANSWERED

Lisa G. Driscoll and Jimmie C. Fortune, Virginia Tech

The relationship between public school funding and student achievement has been germane to the development and implementation of state public school funding policies and evaluated in school finance equity litigation. There appear to be compelling forces that suggest that there existed no relationship between money and student achievement. Some have even suggested that this question cannot be definitively answered. Conversely, there are also compelling legal and rational arguments that have shown such a strong, positive relationship.

Six methods have been used to address the question, "Does money make a difference in school achievement?" These methods include: the linear correlation method of production function analysis, the multiple regression method of production analysis, a global across time comparison model, a threshold driven comparison model, and a structural equation model. Each of these methods has been applied with variable levels of success to arrive at disparate study conclusions.

A critique of these methods in accordance with their underlying methodological assumptions was made. None of the research reviewed was without criticism. Two summary methods, the counting method of literature summary, and the meta-analysis literature summary were examined. The paper concluded that none of the methods answered the question solely without criticism. However, the preponderance of the evidence from these studies seemed to indicate that money did make a difference in student achievement.

**1:00 p.m.-1:50 p.m. EXCEPTIONAL EDUCATION
(Discussion Session) Ursulines Salon**

PRESIDER: Linda T. Coats, Mississippi State University

**THE RELATIONSHIP BETWEEN SELF-CONCEPT OF LEARNING DISABLED
AND MENTALLY RETARDED STUDENTS AND TIME SPENT
IN A GENERAL EDUCATION CLASSROOM**

Donald F. DeMoulin and Stan Wigle,
The University of Tennessee, Martin

This study investigated the relationship between the self-concepts of students with disabilities and the varying time that such students spent in the general education classroom. Specifically, this study tested the hypothesis that there was no significant relationship between self-concept levels and time spent in inclusive settings.

The DeMoulin Self-Concept Developmental Scale (DSCDS) was administered to 170 disabled or mentally retarded students in grades kindergarten through three from participating schools

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in western Tennessee. The DSCDS is an unbiased measure that describes overall self-concept of participants and is subdivided into self-efficacy (sensitivity toward school) and self-esteem (attitude toward self) components. Teachers were asked to complete a survey and rate each student on a scale from zero (not descriptive) to 10 (completely descriptive). On this survey, they were to indicate their perception of the general behavior of each student and to log the amount of time students with disabilities spent in a regular classroom setting.

The data were subjected to a Pearson correlation to determine the magnitude and nature of the relationship between self-concept and time spent in a general classroom setting. Results indicated that a significant relationship existed between self-concept and time spent in inclusive settings for both learning disabled and mentally retarded students.

Data also indicated some interesting differences in the nature of the relationship that existed for each group. These differences indicated that perhaps inclusion should not be used in a blanket manner for all students. Instead, data suggested that a more flexible and sophisticated approach be taken when determining the amount of time that students with disabilities should be served in the general education classroom. The findings of this study strongly suggested that self-concept is an important component to consider when making placement decisions for students with disabilities.

READING DISABILITIES VIEWED FROM AN INTERACTIVE PERSPECTIVE

Gerald J. Calais, McNeese State University, and Jo Ann Belk,
Mississippi State University

Both the intrinsic and extrinsic perspectives on the problems of reading disabilities are seriously flawed, especially from a practitioner's point of view. Neither perspective makes allowance for the interaction of within-child characteristics and the environment. Accordingly, an interactive perspective is crucial for a thorough understanding of reading disability. Such a perspective should be based upon theoretically relevant characteristics, account for individual differences typically relevant to reading achievement, and focus on the abilities center to reading acquisition in nondisabled readers. The aforementioned attributes of an interactive perspective should be the base for any educationally effective model of reading disability.

The literature can be categorized into two major paradigms on the problem of reading disability: the intrinsic paradigm and the extrinsic paradigm. The intrinsic paradigm encompasses a variety of theoretical models; the most important of those models, historically, were the medical model, the underlying-abilities model, and the direct-instruction model. Each of the models shares a fundamental flaw: an exclusive focus on deficits within the child and the propensity to assume a biological disorder as the cause of reading disability. In contrast, the extrinsic paradigm perceives most reading failure to be attributable to environmental, instructional, or motivational causes. Unfortunately, this paradigm, too, is flawed because it ignores the role played by children's intrinsic characteristics in learning. Because neither major paradigm enables practitioners to see the child and the environment interact with one another, an authentically interactive paradigm on reading disability is essential.

Implications of an interactive paradigm include: an integrative model of reading disability, greater insight into children's learning difficulties resulting in more effective techniques for resolving them, a reduction in the number of children classified as reading disabled, a modified role for learning disability specialists, and educational change--both in the classroom and at the broader systemic level.

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AN INVESTIGATION OF THE EFFECTS OF MUSIC ON TWO EMOTIONALLY DISTURBED STUDENTS' WRITING MOTIVATIONS AND WRITING SKILLS

Cindy J. Honeycutt, Milligan College

Most emotionally disturbed students are easily distracted during their writing. The problem for educators is to motivate the students to become involved in the writing process. This study demonstrated that music could be used as a tool to motivate emotionally disturbed students to develop a positive attitude about writing that would result in a higher volume of writing output and improved writing skills. The research focused on two fourth-grade, male students. The data collection instruments included a rubric writing skills evaluation, a sentence quantity evaluation, and an opinionnaire survey. The research indicated that music improved writing skills, increased output volume, and enhanced attitudes related to writing. Research needs to continue to better define how music can be utilized as a tool to enhance motivation to write and to develop writing skills.

1:00 p.m.-1:50 p.m. STATISTICAL METHOD (Discussion Session) Beauregard Salon

PRESIDER: Jianliang Wang, Western Kentucky University

CONDUCTING REPEATED MEASURES ANALYSES USING REGRESSION: THE GENERAL LINEAR MODEL LIVES

Robert D. Wells, Texas A&M University

In some experimental designs it is feasible to assign subjects to several experimental conditions rather than only one condition each (i.e., a so-called fully-crossed design). The first design is a so-called repeated measures design. Such designs can have considerably more power against Type II error; the designs at the extreme have an effect related to multiplying the sample size by a multiple associated with the number of repeated conditions.

The purpose of the present paper was to review the basics of repeated measures designs. It was demonstrated that repeated measures ANOVA can be conducted using linear regression, which is the most general case of the univariate General Linear Model.

However, the repeated measures design, like most analyses, requires that certain assumptions must be met in order for the test statistics to be accurate (e.g., the sphericity assumption). Data sets differ as regards how well the necessary assumptions are met. A wide array of analytic choices are available when the assumption is not perfectly met. These include either Geiser-Greenhouse or Huyhn-Feldt corrections that are applied to degrees of freedom, or the use of multivariate methods even for designs in which a single dependent variable is measured multiple times. The use of statistical packages to implement these various analyses was illustrated.

PROTECTED VERSUS UNPROTECTED MULTIPLE COMPARISON PROCEDURES

J. Jackson Barnette, University of Iowa, and James E. McLean,
The University of Alabama at Birmingham

Conventional wisdom suggests that the omnibus *F*-test needs to be significant before conducting post-hoc pairwise multiple comparisons. However, there is little empirical evidence

supporting this practice. Protected tests are conducted only after a significant omnibus *F*-test while unprotected tests are conducted without regard to the significance of the omnibus *F*-test.

Monte Carlo methods were used to generate replications expected to provide .95 confidence intervals of +/- .001 around the nominal alphas of .10, .05, and .01 for 42 combinations of *n* (5, 10, 15, 20, 30, 60, and 100) and numbers of groups (3, 4, 5, 6, 8, and 10). Unprotected and protected tests were conducted using the Dunn-Bonferroni, Dunn-Sidak, Holm, and Tukey's HSD procedures. Means and standard deviations of observed Type I error-rates and percentages of observed Type I errors falling below, within, and above the .95 CI's were determined for total number of Type I errors.

Differences in observed Type I errors for sample size and number of groups were minimal. However, there were differences in Type I error control among the four multiple comparison procedures and when the tests were conducted as protected or unprotected. The Dunn-Bonferroni had the best control of Type I error as an unprotected test with 96.0% of the observed Type I errors fell below the .95 CI when used as a protected test, thus being very conservative. As unprotected tests the Dunn-Sidak and Holm tended to be liberal, but were conservative as protected tests. HSD was liberal in both situations, but was much more as an unprotected test. These results, combined with the ease of using the Dunn-Bonferroni, suggested that this method may provide the best and easiest control of Type I error when used in an unprotected mode.

PAIRWISE MULTIPLE COMPARISONS IN A RANDOMIZED BLOCK DESIGN

Richard Kazelskis, The University of Southern Mississippi

When the assumption of sphericity (circularity) is met in repeated measures designs, multiple comparisons following a significant omnibus *F*-test are fairly straight forward. When sphericity is not met, however, procedures for carrying out multiple comparisons are more problematical.

The present study used Monte Carlo methods to explore some approaches to making multiple comparisons in a randomized block design across varying levels of sphericity for a variety of sizes of the design for three selected multiple comparison techniques. In particular, 3000 replications were run for all combinations of (a) *k* = 3, 4, and 5 measures, (b) *n* = 10, 20, and 30 blocks, and (c) four levels of departure from sphericity. For each replication, a two-stage multiple comparison approach was utilized, i.e., all pairwise multiple comparisons were carried out if, and only if, the omnibus *F*-test was significant. Type I error rates were tallied for Fisher's LSD test, the Scheffe test, and the Bonferonni adjusted test using separate and common error terms for each comparison and using a common error term with adjusted degrees of freedom.

It was found that the Huyhn-Feldt adjustment did not adequately control Type I error rates when departure from sphericity was moderate to small. This was evident in the Type I error rates both for the omnibus *F*-test and for the follow-up multiple comparisons. Additionally, using a common error term with degrees of freedom adjusted had little effect on the Type I error rates compared to those based on a common error term with unadjusted degrees of freedom. Finally, the use of separate error terms had little effect on the Type I error rates for the LSD test. Separate error terms resulted in very conservative error rates for the Scheffe test and for the Bonferonni controlled tests.

1:00 p.m.-1:50 p.m. EDUCATION REFORM (Display Session) Cabildo Salon

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IMPROVING AN ELEMENTARY SCHOOL FROM WITHIN: THE OKOLONA STORY

Jack Blendinger, Mississippi State University, and Lauren Wells,
Lauderdale County (MS) Public Schools

This longitudinal case study presented in this poster session focused on efforts to improve a rural K-6 elementary school from within during a five-year period (1993-94 through 1997-98). Approximately 600 students, mostly African American, attended the school. Improvement efforts were based on the premise that meaningful and lasting school improvement must come from within schools themselves and that those closest to students--teachers, staff and parents--are best qualified to implement and sustain positive change through creating a community of learners.

Data collected over the five-year improvement period from field-based observations, interviews with persons affected by the changes, and artifacts, such as before-and-after photographs, were shared with those attending the session. Expectations for teaching and learning, curricular changes made, and the school's overall culture were addressed. In addition, a brief documentary about the school accompanied the presentation.

To motivate school staffs in making sincere commitments to educational reform, actual anecdotal cases of improving schools from within are needed to provide authenticity to the literature base addressing the revitalization of teaching and learning. The findings presented in this case study make a meaningful contribution to that literature base.

DEVELOPING AN INNOVATIVE MODEL OF ELEMENTARY TEACHER EDUCATION

Sunya T. Collier, Georgia State University

The innovative teacher education program described in this display session is in its first year of implementation. Therefore, the purpose of the presentation was to articulate the design elements and goals of the program within the context of data collected from participating preservice teachers and cooperating field placement teachers during the pilot study year. Participant observation, focus group interview, and survey methods provided both qualitative and quantitative data.

Many preservice teacher education programs discuss the importance of the development of reflective thoughts while others point to the importance of understanding the development of the child. Often, there is more emphasis on pedagogy than there is on rationale for a particular approach, leaving preservice teachers in the lurch with regard to why one instructional choice is more appropriate than another in any given context. This innovative approach to educating elementary preservice teachers takes both notions into account in a fashion that requires holistic examination of the developing child in preschool through fifth grade. Specifically, preservice teachers experience a program that is recursive, integrated, and appropriate to sequential grade-level field placements. Students are progressively exposed to not only the content, but also the theoretical underpinnings that provide the continuity needed to cultivate a habit of critical reflectivity as they interact with three- and four-year-old children, four- and five-year-old children, six- and seven-year-old children, eight- and nine-year-old children, and finally, ten- and eleven-year-old children. Through this process, students have many opportunities to make systematic connections between individual learning needs and compatible teaching decisions at each level of the elementary school experience. A key feature of this program was that students began and ended the programs a cohort and collaborated with three university professors and five cooperating elementary school teachers in learning, teaching, and researching throughout the four-semester program.

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**A COMPARATIVE STUDY OF THE INITIATIVES AND ASPIRATIONS
OF TWO LABORATORY SCHOOLS**

Rebecca McMahon, University of Scranton, and Beatrice K. Volkman,
Mississippi University for Women

A laboratory school is defined as a "school that falls under the jurisdiction or guidance of a teacher-preparation institution of higher learning, with school facilities used for lesson demonstrations, research, and practice teaching" (Spafford, Pesce & Grosser, 1998, p. 151). By definition, these schools share several common characteristics. Despite these commonalities, however, many variations exist within this broad category of schools.

This display presented the results of an investigation into the working relationship of two laboratory schools and their sponsoring institutions. Detailed descriptions, including both student and teacher demographics, mission statement, and curriculum, were provided for the University of Scranton Campus School in Scranton, Pennsylvania, and the Mississippi University for Women Demonstration School in Columbus, Mississippi. In addition, each school's relationship with its sponsoring institution was evaluated in the following three areas: (1) student involvement, (2) faculty partnerships, and (3) goals for the future.

Information providing the basis for these evaluations was collected from a variety of sources. Following a review of promotional literature available for the two schools, teachers at each site completed a questionnaire containing 12 open-ended questions, and an interview was conducted with each laboratory school administrator. The data received were, then, validated through a series of on-site visits conducted by the researchers over the course of a semester.

The findings of this study suggested implications for teacher educators working with faculty/staff in laboratory, public, private or parochial school settings.

**2:00 p.m.-2:50 p.m. TEACHING STATISTICS AND RESEARCH
(Symposium)..... Cathedral Salon**

ORGANIZER: Jimmie C. Fortune, Virginia Tech

DISCUSSANT: Lisa G. Driscoll

BUILDING STUDENT PARTICIPATION INTO INSTRUCTION IN RESEARCH METHODS

**Building Conceptual Understanding of Research and Statistical
Methods Through Student Projects**

Margaret G. Jamison, University of Louisville

A Survey of Qualitative Methods Taught Through the Use of Student Participation

Jimmie C. Fortune, Virginia Tech

The Use of Computer-Presentation Programs to Teach Research Methodology

Abbot Packard, University of Northern Iowa

Generally, research courses serve as portal courses for graduate study in education. Students with a diverse range of interests and abilities find them uninteresting, difficult, and not useful

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to real educational settings. Fear may motivate some of these students' perceptions, but the standard chalkboard and lecture method of instruction may also be a contributing factor. This symposium addressed three attempts to instruct students in research methods so as to alleviate these perceptions and fears. All three of the methods use student participation as the primary instructional methodology. One method teaches research methods and statistics by having students conceptualize and actively participate in designing and writing research projects in their own educational area of interest. The second method uses student presentations, book reports, and skill development exercises to teach a survey of qualitative methods. The third method uses a computer-based set of topical programs and student-control of the learning process to teach six topics in research. It is believed that the success of these three courses may be due in part to the element of student involvement.

2:00 p.m.-2:50 p.m. TECHNOLOGY (Discussion Session)..... Gallier Salon

PRESIDER: Jim Flaitz, University of Southwestern Louisiana

**NOTHING VENTURED, NOTHING GAINED: THE STORY OF A
COLLABORATIVE TELECOMMUNICATIONS PROJECT**

Denise Johnson, University of Central Arkansas

The purpose of this presentation was to describe how one university formed a partnership with a local elementary school that modeled sharing and expertise regarding the integration of computer technology, specifically telecommunications, into the curriculum. The project was conducted during the 1996-97 academic school year in a suburban town in the south. The project was developed collaboratively and involved the university faculty, the principal and fourth-grade teachers, and approximately 90 fourth-grade students.

Faculty training on the use of interactive telecommunications for the three fourth-grade teachers and the principal was conducted once a week for five training sessions. Hands-on experience was provided by pairing each teacher and student in the fourth grade with a teacher or student "e-pal" in the fourth grade at an elementary school in the southeastern region of the U.S. The teacher and student e-pals corresponded via e-mail. Student e-pals were involved in literature-response dyads by responding to a piece of literature that was provided for all students participating in the project and read simultaneously. The students began by responding to specific questions posed by the teachers and then, through time and training, were to move to more critical and evaluative responses. Additionally, each of the principals was to visit the other's elementary school. Toward the end of the year, the teachers were to prepare a culminating event that would finally allow the students to see and hear their e-pals in person through a videotaped presentation.

The teachers in the local elementary school were asked to keep a journal describing their feelings about the project and their observations of the students' reactions. Copies of all students' e-mail messages were also kept. The journals and messages were analyzed, and tentative conclusions were drawn about the effectiveness of integrating telecommunications into the language arts curriculum.

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**INDUSTRY-RELATED FACULTY DEVELOPMENT IN TENNESSEE'S
TWO-YEAR COLLEGES**

Collin T. Ballance and Sydney U. Rogers, Nashville State Tech, and
Roger J. Deveau, University of Massachusetts at Dartmouth

The Tennessee Exemplary Faculty for Advanced Technological Education (TEFATE) project was funded by the National Science Foundation for the two-year period from 1996-97 through 1997-98. The purpose of this project was to prepare faculty to create a work-based learning environment that supports the growing computer networking and telecommunications industries. Devoted in part to faculty development, TEFATE has had a significant impact on faculty members from two-year schools in Tennessee.

Interdisciplinary teams made up of faculty from mathematics, English, science, engineering technology, and information systems were formed at each of five participating schools. These faculty teams were augmented by partners from four-year colleges (Engineering Technology), secondary schools (Tech Prep), and industry.

Faculty development activities included workshops, industry site visits, and industry internships. Workshop topics included Team Building, Critical Thinking, Telecommunications, Training, Case Study Development, Assessment Strategies, Cooperative Learning, Problem-based Learning, and Case Study Implementation. Industry visits included enterprises as diverse as manufacturing plants, telecommunications providers, automobile assembly facilities, and major regional power plants. Faculty served in equally varied internships, including NORTEL, Oak Ridge National Laboratories, and MCI. TEFATE interns performed a variety of tasks for the host industries including training, establishing intranets, installing cabling, conducting marketing studies, and designing networks.

TEFATE enriched the personal and professional experience of the faculty, exposing them to novel technology-related applications through the site visits. Industry internships further served the faculty who re-entered the classroom with real-world and work-based experiences with which to motivate and energize their students. Supported by the workshops and training activities, TEFATE faculty and their partners developed over 20 case studies in telecommunications, some already in use in our classrooms. Ultimately, 25 such case studies will be field-tested, refined, and published on the Internet.

All features of this project were discussed in this presentation. Sample case studies were shared.

AN INTERNSHIP IN BUSINESS AS FACULTY DEVELOPMENT

Vickie V. Ballance, Hospital Hospitality House of Nashville, and
Charles Hoover and Claudia House, Nashville State Tech

As a component of the Tennessee Exemplary Faculty for Advanced Technological Education (TEFATE) project, faculty from participating two-year colleges served internships in host businesses and industries. Internships served by faculty benefit the host businesses, the faculty interns, the colleges, and ultimately the students in the classroom. This paper chronicled one internship served by a faculty member from Nashville State Tech in a local health-care-related business.

Hospital Hospitality House of Nashville provides respite, hospice, and support for the families of seriously ill patients in area hospitals. Housed in aging facilities, this agency faces the dual challenge of maintaining comfortable accommodations for its guests while also implementing modern technologies to support improved client service.

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A faculty intern from Nashville State Tech, using resources provided HHH by a foundation grant, coordinated the acquisition and installation of a local area network that supports e-mail, accounting, and ad hoc database and reporting functions for this small agency. The internship provided the faculty member with real-world applications of networking technology for use in his classes. Case studies, written by Nashville State Tech faculty, based upon this internship, were field-tested during the fall 1998 semester and were distributed under the TEFATE dissemination effort at the conclusion of the fall semester.

Internships hold the promise to enrich the professional experience of higher education faculty and bring real-world problems and issues directly into the classes of the faculty interns. This paper highlighted the experience of the faculty intern, the perspective of the host business' executive director, and the case studies developed under the internship.

2:00 p.m.-2:50 p.m. EDUCATION REFORM (Discussion Session).....Pontalba Salon

PRESIDER: Marcia Abide, Loyola University of New Orleans

**AN IN-DEPTH LOOK AT THE TYPES OF DECISIONS MADE BY KENTUCKY'S
SCHOOL-BASED, DECISION-MAKING COUNCILS**

Beverly M. Klecker, Jerry L. Austin, and Leonard T. Burns,
Eastern Kentucky University

With few exceptions, all public schools in Kentucky were mandated by the state legislature to have school-based decision making councils by July 1, 1996. Kentucky's commitment to school-based decision making went beyond the advisory nature of many site-based models; the legislature gave legal authority to local councils. The purpose of this study, funded by the Kentucky Department of Education, was to examine the types of decisions being made by the Councils from July 1, 1996 through November 30, 1997.

A target sample of 344 Councils was selected through a stratified random sample from the population of 1032 SBDM Councils in Kentucky (strata were regions of the state and school level). Data sources requested by mail from the Councils were: (1) meeting minutes and (2) demographic information. Returns were received from 137 Councils (40%). The sample was representative of the target sample by region and level. Nine decision categories were defined by state law. The decisions described in the Councils' minutes were coded by category by two researchers. Data were then analyzed using SAS. In addition to descriptive statistics, ANOVAs were computed to compare frequencies of decisions by demographic categories.

Most members of the SBDM Councils were new to the process. More than half of the principals (54.8%) had been at their school three years or fewer. Ninety-one percent of the parents and 78% percent of the teachers had served on the Councils two years or fewer. Much variation was found among Councils on types of decisions, frequency of meetings, and methods of documentation. "Budget" decisions were the most frequent (24%), 18% of the decisions concerned "procedural" matters (e.g., setting meeting times), and 14% of the decisions were categorized as "personnel consultation." At this early stage of implementation, Kentucky's SBDM Councils were infrequently addressing curriculum, instructional practice, or professional development.

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EVALUATION OF THE FIRST-YEAR IMPLEMENTATION OF GRADUATION 2010

Antony D. Norman, Mary Hall O'Phelan, and Gayle W. Ecton,
Western Kentucky University

A plethora of recent research has provided new data about enhancing the operation of the brain and early child development, with clear implications for education. In particular, research has indicated the importance of at least eight areas to brain development and success in school. These areas are: (1) the development of strong reading skills, (2) the development of thinking skills, (3) early exposure to foreign language, (4) early exposure to music, (5) early exposure to the arts, (6) family involvement in the child's education, (7) community involvement in schools, and (8) the physical and emotional well-being of the child.

In early 1997, a committee of public educators and concerned citizens in a mid-south state's county school system was formed to examine these research findings and to determine what curricular changes could be made that would enhance the intellectual capacity of children in the county. The committee's work led to the development of the Graduation 2010 program, which outlined goals and objectives related to the above eight strands to be implemented across all elementary schools. The program was so named for the children who entered kindergarten in the fall of 1997 as part of the class of 2010, the first class to benefit from these educational changes for a full 13 years.

Data collection for year one of this program consisted of two open-ended surveys aimed at measuring the extent to which the various strands of the program were implemented across each school in the district. These surveys were circulated to principals at mid-year and at the end of the year. Analysis of these surveys showed that some strands were installed by nearly all schools by year's end, whereas other strands were more varied in implementation. Furthermore, principals' comments revealed early benefits from and unanticipated obstacles to the implementation of each strand.

UNDERSTANDING TEACHER RELATIONSHIPS DURING A MANDATED REFORM

Joan T. Gremillion, Jefferson Parish (LA) Public School System,
and Caroline Cody, University of New Orleans

This study looked at Title I mandated school-wide decision making in one school seeking to understand the relationships between and among teachers that existed and/or developed during the change process. The study was inspired by Sarason's (1971, 1995) reminder to researchers that teacher relationships are complex and that these complex relationships have rarely been the object of study. The study focused on micropolitical relationships as they underlie subgroups/subcultures in the school and used Weiss's (1995) conceptual framework to guide the study. She proposes that interests, ideologies, and information that teachers bring to the change process as well as aspects of the institution influence decision-making (reform) processes in the school. Despite an evolving literature that employs a micropolitical perspective on schools, there is very little empirical or theoretical work that approaches micropolitics in schools from the teacher-to-teacher perspective.

The study employed a qualitative design to gain a rich understanding of the phenomenon in question. In this case, the phenomena of micropolitical relationships were studied in the real-life context of the school, and all data sources--documents, sociograms, field notes, focus group interviews, elite interviews, and follow-up teacher interviews--existed within the confines of the school and were interactive with the context throughout the study.

Micropolitical theory explains some but not all that happened as this school faculty navigated the requirements of Title I schoolwide planning. The data supported two findings that brought new understandings about how teacher relationships affect the process: (1) there are

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individuals who bridge the subcultures of the school functioning in multiple subgroups, and (2) teachers make mental calculations about where their energies should be spent during reform, and (3) relationships affect those calculations.

Future research efforts need to be directed toward further understanding of the impact of teacher relationships and harnessing the power they hold to influence reform. Policy makers responsible for initiating reform efforts should craft policies that value the interests, ideologies, information, and institution of those that must actively participate and change. Institutional factors must be designed to promote and not constrain interaction. Administrators can design ways to spread commitment to the reform by acknowledging and activating the influence of relationships, particularly those involving people who function in more than one subgroup.

**2:00 p.m.-2:50 p.m. MINORITY ISSUES AND DIVERSITY
(Discussion Session) Ursulines Salon**

PRESIDER: Nola Christenberry, Arkansas State University

**THE FACTORS AFFECTING THE CAREER CHOICES OF AFRICAN AMERICANS
AND THREE CAREER COUNSELING SUGGESTIONS**

Susan G. Harrington, Nicholls State University

Three major factors affect the career choices of African Americans. First, the future of the American Organizational Structure is strongly based in technology, yet approximately two-thirds of the African American population, which is projected to increase by 12.9% by 2000, reported their level of education at high school completion or lower. Second, African Americans have remained in careers (education, social work, medicine, law, government, mortuary science, and religion) that directly service their community. These “protected” careers have supported the cultural values, *Nguzo Saba*, of the Afrocentric perspective, that are vital to the maturation of African American youth. Finally, career counselors are encouraged to identify and explore their own prejudicial thinking and discriminatory behaviors as well as offer career guidance to African Americans that incorporates all aspects of the Afrocentric perspective.

The educational level and cultural values of African Americans imply certain implications that must be included in career guidance programs for African Americans. The programs developed to guide African Americans must include techniques that help them advance within the American Organizational Structure while taking into consideration the needs of the culture. Counseling approaches that have been found to be effective include methods using social cognitive theory, a reality-behavioral combination theory, and the *I Have A Future* program that was designed specifically for African American high schoolers.

AFRICAN AMERICAN IDENTITY DEVELOPMENT: A REVIEW OF THE LITERATURE

Janeula M. Burt and Glennelle Halpin, Auburn University

Knowing and understanding who we are and what we are capable of is essential in the development and maturity of all human beings. Possessing a clear sense of who we are as individuals as well as where we fit into society is one of the most often neglected tasks of adulthood. Establishing one's identity is an extensive obligation for which there is no one set blueprint or how-to guide that will

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unequivocally develop the single best personality or identity. Although researchers (cf. Chickering, Marcia, Erikson, Freud) have generated standard theories of human personality development, admittedly, researchers also acknowledge the gap that exists in the literature with regard to African Americans and other cultural and ethnic minority group members.

Although there are some models of black or racial identity, most fail to incorporate Erikson's epigenetic or basic ascendancy principle of development; focus upon how negative or deviant assumptions shape the African American personality; attempt to link the various non-majority ethnic groups together as being similar, at least, to one another; or demonstrate how much members identify with the cultural traditions, practices, and beliefs. In order to assess as well as understand the contemporary African American identity, it is important that the unique historical, cultural, economic, educational, and social experiences of African Americans also be incorporated. In studying the effect that race has on the development of African American identity, researchers must also understand and appreciate how the influences of family socialization, collective consciousness, social class, gender, world view, cultural connectedness, self-concept, spirituality, and other aspects of daily life affect African American identity development. In this review of the literature, theory and research related to African American identity development were presented.

THE FUTURE: REFLECTIONS OF URBAN AFRICAN AMERICAN ADOLESCENTS

Detris T. Honora, Southern University

Orientation to the future occurs within a certain cultural and historical context that often influences adolescents' perceptions of what is possible in the future. Adolescents use their cultural knowledge of anticipated life events and of current conditions to predict future options. This in-depth qualitative study examined the connection between future time perspective and academic achievement among 16 low-income, urban African American adolescents (four high achieving and four low achieving students from each gender group).

Data collection consisted of a sentence completion task, a future events listing, a 60-90 minute semi-structured interview, and a follow-up interview. The instruments identified a student's whole range of concerns and aspirations regarding the future in terms of content, affect, and extension.

High achieving girls tended to express more future goals and expectations, were more optimistic regarding the future, and tended to project farther into the future than all other ability groups, followed by high achieving boys. Low achieving students, on the other hand, were less certain regarding the future. For low achieving students, the future was something they had considered, but had given little thought to how they would reach their goals. The most notable difference across gender groups was in the feelings students harbored toward the future. Boys tended to discuss and were more aware of obstacles to their future goals and expectations than girls. Boys, regardless of their ability group, held a pessimistic and somewhat fatalistic view of the future.

This study provided a significant contribution to the study of the lives of low-income, urban African American adolescents, opening a dialogue for which educators could understand the hopes, fears, and aspirations of these adolescents, and how future outlook could impact student achievement. Information gained from this study can be used for career counseling and curriculum development.

**2:00 p.m.-2:50 p.m. RESEARCH IN THE SCHOOL
(Discussion Session) Beauregard Salon**

PRESIDER: Gerald Halpin, Auburn University

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**RESIDENTIAL AND NON-RESIDENTIAL SECONDARY EDUCATION PROGRAMS
FOR THE GIFTED: A FOLLOW-UP STUDY BEYOND HIGH SCHOOL**

Marian N. Jackson, University of Southwestern Louisiana

The purpose of this study was to examine the effectiveness of beyond high school of residential and non-residential secondary-level, gifted education programs. A total of 362 individuals who graduated from between 1988 and 1996 from three types of programs for gifted high school students in Louisiana responded to the Gifted Graduate Questionnaire and the Tennessee Self-Concept Scale. The Gifted Graduate Questionnaire included items on participants' demographic characteristics, college entrance test scores, post-secondary education, and career accomplishments. The Tennessee Self-Concept Scale measured self-esteem and self-concept in terms of identity, feelings, and behavior.

Findings from this study suggested that as a group, graduates from secondary education programs for the gifted appeared to be more similar than dissimilar on dimensions of college preparation, post-secondary education, and career accomplishments. The findings revealed that graduates in this research have above average college-completed GPAs ($M=3.5$), although these GPAs were not significantly different across program type. Program differences occurred for self-esteem showing higher self-esteem levels after completing undergraduate school from a system-wide program for gifted secondary students than graduates from a residential program for gifted secondary students.

DUAL PLACEMENT: MOVING TOWARD AN OPTIMAL MODEL

Anne Hamilton and Beth Counce, University of Montevallo

As our education programs incorporate additional field placements and as mandated requirements are addressed, it is critical to determine the best possible design for field placements. This study explored four models of 15-week student-teaching internships that included upper- and lower-level placements in the following formats: seven and seven (seven weeks at one grade level and seven weeks at another), ten and five (ten weeks in one grade level and five weeks in another), five and ten (five weeks in one grade level and ten weeks in another) and 15 weeks in one grade level.

Perceptions of concerns, strengths, and suggestions regarding the various models were identified by early childhood, elementary, middle and secondary interns after the completion of an internship. After internship, cooperating teachers, university supervisors, adjunct clinical instructors, and members of the Department of Curriculum and Instruction were also surveyed how their opinions related to the models. Following the internship, the researchers held random interviews with students, teachers, principals, supervisors and faculty to enrich the study.

Research-coded responses from interns, cooperating teachers, principals, supervisors and university faculty based on concerns, strengths, and suggestions. Audio-taped interviews included foreshadowed questions, such as: What were your perceptions about the model(s) of internship in which you participated this semester? What were concerns about the placement? What were strengths about the placements? Were there suggestions for future placements? Interviews were transcribed and coded.

Data from surveys and interviews were analyzed to determine strands and patterns. General conclusions indicated that the majority of participants supported dual placements. Strengths also supported dual placement models. Concerns and suggestions primarily revolved around the lengths of time for specific models and assignments required for the placements. The concerns, strengths, and suggestions of the various categories of respondents provided a basis for program improvement.

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CORE VALUES: AFTER THREE YEARS OF RESEARCH, WHAT DO WE KNOW?

Deborah J. Grubb, Jeanne Osborne, and Daniel Fasko, Jr., Morehead State University

Because teen violence, crime, drug abuse, and teen pregnancies are a concern to parents and educators, the researchers studied the values that are important to adolescents and educators. The sample consisted of 550 high school students from three counties, 35 educators (in one study), and another 88 educators in a follow-up study. Teens completed a survey of their values, while the first sample of 35 educators completed a survey reflecting their perception of teen values. An additional sample of 88 educators completed a survey reflecting their own values. The survey instruments were a combination of Phi Delta Kappa's "How Would Teenagers Respond?", "What Do You Really Believe?" and a modified version for the educators to state their beliefs.

In synthesizing the results, comparisons were made between educators' perceptions of teen responses, educator-professed beliefs, and teen-professed beliefs. In general, eastern Kentucky educators believed that teens subscribe to democratic ideals over authoritarianism, are susceptible to peer pressure, yearn for parental understanding, feel that their generation faces tough situations, and are unclear about what values their parents hold or the role honesty should play in real-life situations. The educators reported that they thought teens would make more negative value statements than the teens actually did. What the educators thought that the teens would say, however, matched what the teens believed their peers would say. In addition, educators had conservative beliefs reflecting local and regional values. They also perceived themselves as ethical and honest citizens.

Implications for practice and future research were discussed.

2:00 p.m.-2:50 p.m. TEACHING STATISTICS AND RESEARCH
(Display Session) Cabildo Salon

**USING CONCEPT MAPPING TO DEVELOP UNDERSTANDING
OF IMPORTANT CONCEPTS IN EDUCATIONAL RESEARCH**

Vicki A. Wilson, Muskingum College

Graduate students in introductory educational research classes often have a superficial knowledge of the basic concepts of research. They are able to parrot definitions for a selected-response test but are unable to explain the concepts in depth or to demonstrate an understanding of the relationships between and among concepts. Borrowing "concept mapping," an instructional strategy from constructivist science teaching, may help students to better understand these concepts.

Small groups of students are given envelopes containing small pieces of paper on which are written the following: qualitative research, quantitative research, basic research, applied research, action research, experimental research, ex post facto, longitudinal, cohort, cross-sectional, panel, pilot, population, sample, survey, Likert scale, interview, response rate, validity, reliability, inter-rater reliability, intra-rater reliability, validity, inferential statistics, descriptive statistics, *t*-tests, ANOVA, and so forth. Students sort the pieces of paper into a map that "makes sense" to them; terms may be added or deleted as the group determines. They then transfer their "map" to posterboard and are encouraged to communicate the relationships between and among the terms by using words and/or metaphor. Posters are presented and explained to the class. Students are encouraged to compare and contrast the varying interpretations of the concepts and their relationships to each other. Artifacts shared included posters depicting the research process as a tree, a ladder, and a web. More traditional hierarchical structures were also presented.

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Concept mapping appeared to be an effective strategy for assessing, correcting, and expanding graduate students' knowledge of educational research. It provided an opportunity to insert an engaging, higher-order thinking activity into the educational research instructor's pedagogical repertoire.

**CONDUCTING RESEARCH OVER THE INTERNET
IN EDUCATIONAL PSYCHOLOGY COURSES**

Andrew D. Katayama and Steven M. Crooks,
Southern Illinois University at Edwardsville

The purpose of this study was to investigate the effects of four types of note taking formats on posttest achievement and en-route behavior. Undergraduate educational psychology students interacted with a computer program that presented a text passage and provided the option to take notes on the passage. Results indicated that students given notes that were partially completed did significantly better on a posttest than those given a complete set of notes to study. We wanted to authenticate how students might take notes from a text passage on a computer using their own strategies and using their own judgments in their construction. The topics used in the studies included "Assessment and Evaluation," and "The Role of Statistics in Educational Research."

There were three dependent measures: a factual test (information that is explicitly stated in text), a structure test (to assess students' knowledge of concept structure within a hierarchy), and the transfer test. The researchers found that students in the partial conditions performed best on the transfer and structure tests because of the contextual cues provided for them as they constructed the rest of their notes. There were no differences found between the groups on the factual test.

**A LONGITUDINAL STUDY OF TECHNOLOGY RESOURCES
AND USE AT AN ELEMENTARY MAGNET SCHOOL**

Vivian H. Wright and Margaret L. Rice,
The University of Alabama

This study was a longitudinal case study designed to assess the technological resources and uses of technology at a magnet elementary school, and provide recommendations. This project was in its first phase and has been conducted for the first year.

The school used in the study was a magnet elementary school located in a city in Alabama. The participants in the study were administrators, faculty, and staff at the school. Four assessments were conducted at the beginning of the school year with a follow-up of the four same assessments at the end of the year. These assessments included: (1) discussions with the principal to develop a summary of technological resources available to teachers and students, (2) administration of a researcher-developed instrument called the Media Use Survey, (3) administration of a researcher-developed instrument called the Basic Computer Knowledge Test, and (4) personal interviews with teachers regarding technology training and integration issues. The session presented an outline of the study, the various instruments used, information about the workshops, and the results of the first phase.

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3:00 p.m.-4:50 p.m. TEACHING AND LEARNING (Training Session)..... Bienville Room

PRESIDER: Sue S. Minchew, Mississippi State University

**HOW TO USE COOPERATIVE EDITING TO HELP STUDENTS ELIMINATE
NONSTANDARD GRAMMATICAL ERRORS IN THEIR OWN WRITING**

Sue S. Minchew, Mississippi State University

This session taught participants to use a proven teaching strategy that enabled their students to eliminate nonstandard grammatical errors in their own writing. After a brief review of the nonstandard writing errors (subject-verb agreement, pronoun agreement, tense, case, fragment, fused sentence, and comma splice) and of cooperative learning strategies, the participants divided into groups to edit a student paper for the grammatical errors. They provided Editing Rules sheets, which included definitions and rules, to use during group editing. Participants identified and corrected the errors on the student paper, citing the appropriate rule for each correction -- the same process they can use with their own students. The edited papers were graded and discussed.

With the current emphasis on literacy and writing across the curriculum, the session proved valuable not only for teachers of English and composition but for teachers in a variety of other disciplines as well.

3:00 p.m.-3:50 p.m. TEACHING AND LEARNING (Symposium)..... Cathedral Salon

ORGANIZER: Judith A. Burry-Stock, The University of Alabama

TEACHING FOR CONCEPTUAL UNDERSTANDING

**Investigating the Role of Learning Conceptions in Reflective
Teaching Data from Practicing Classroom Teachers**

J. Douglas Cound, The University of Alabama in Huntsville,
and Asghar Iran-Nejad and Judith A. Burry-Stock,
The University of Alabama

This study was designed to explore the learning conceptions of a sample of practicing classroom teachers in Alabama. A Learning Conceptions for Reflective Teaching (LCRT) inventory was developed to accomplish this goal. This paper discussed the results and future directions.

**Investigating the Role of Learning Conceptions in Reflective Teaching:
The Influence of Training from a Wholetheme Approach**

Asghar Iran-Nejad and Madeleine Gregg, The University of Alabama,
and J. Douglas Cound, The University of Alabama in Huntsville

This study explored whether training from a whole-theme approach was effective in changing the learning conception of individuals. Participants were the students in three courses at The University of Alabama. An undergraduate educational psychology class was taught from an eclectic approach (control group), another undergraduate group of students was taught from a wholetheme

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approach (training group I), and a third graduate educational psychology class was also taught from a wholetheme perspective. This presentation discussed the findings and their implication.

Students' Conceptual Understanding: Qualitative Evidence in Concept Maps

Sandra K. Enger, The University of Alabama in Huntsville

When students use concept maps to construct and represent their understanding, the maps can be analyzed for representation of understanding from both quantitative and qualitative perspectives. In this study a qualitative approach was utilized to extend the interpretations from the quantitative analysis of students' conceptual understanding represented in their concept maps. Elements qualitatively examined included such components as levels of reorganization in pre-maps and post-maps, changes in vocabulary usage, the nature of new knowledge representations, and the presence of misperceptions. Statistically significant differences may not be noted in pretest and posttest maps, but when analyzed qualitatively, changes in knowledge representations are identified. The qualitative analyses provided data to inform instruction in the content areas.

Student Engagement Experience Inventory (SEE)

Judith A. Burry-Stock, The University of Alabama

The student Engagement Experience Inventory (SEE) was developed as part of the Expert Science Teaching Educational Evaluation Model (ESTEEM) as a means of determining the degree of engagement on the part of students in constructivist science classrooms. A maximum likelihood method of extraction with a varimax rotation yielded a four-factor solution with 90% of the variability. The four factors are: Student/Teacher Science Experience, Making Science Relevant, Learning and Understanding Science, and Student Initiated Involvement. An item-response-theory analysis (IRT) provided information on items that students find easy to do and items that they find hard to do. The number of years a teacher spends in a reform program appears to have had little effect on students, which may mean that we are still not reaching students at a desirable level of engagement.

3:00 p.m.-3:50 p.m. TEACHING AND LEARNING (Discussion Session)..... Gallier Salon

PRESIDER: Kathy K. Franklin, University of Arkansas at Little Rock

MANAGING THE INSTRUCTIONAL MINEFIELD: WHAT REALLY WORKS FOR IMPROVING LEARNING?

Terrell M. Peace, Southwestern Baptist Theological Seminary;
Regina M. Watkins, University of Northern Alabama; and
Karen Embry Mayo, Stephen F. Austin State University

Graduate students in a Program Evaluation class in the spring of 1998 were charged with reviewing current literature and prioritizing methods and phenomena that significantly affected learning. They were asked to choose professional literature published primarily within the last three years.

Twenty-four graduate students participated in this qualitative research project. The researchers were described: thirteen were teaching, and, of those, six were elementary, five were secondary, and two were postsecondary. Six were fifth-year students, four were certified but non-

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teaching, and one was in a non-teaching degree. Of the twenty-four students, 19 agreed to participate in this project by submitting their research projects for investigation.

From the research, three domains or themes emerged as the primary factors contributing to improved learning. These were identified broadly as the learning environment, teaching methodologies and student experiences, and assessment and evaluation.

The classroom environment has both cognitive and affective elements. In examining the improvement of learning, parental involvement, provision of a safe and challenging environment, and establishment of expectations were identified as particularly influential factors in the learning environment.

Within the domain dealing with teaching behaviors and the types of experiences students have in the classroom, the two factors cited most often for improving learning were cooperative learning and the use of technology. A third group, designated as brain research, described cognitive variables that teachers should understand and be able to manipulate to enhance learning. A fourth aspect was concerned with curricular modifications such as course structure and scheduling.

The factors and practices in the assessment and evaluation domain that surfaced as good predictors of student success and improved learning were: predetermined, curriculum-based learning targets; systematic, performance-based, authentic assessment; questioning; and the use of a variety of assessment strategies.

HIGH SCHOOL STUDENT PERCEPTIONS AND COLLEGE STUDENT PERCEPTIONS OF THE OZONE DEPLETION PROBLEM

Fred H. Groves and Ava F. Pugh,
Northeast Louisiana University

The purpose of this study was to ascertain the knowledge concerning ozone depletion held by high school students, college students, and graduate students. Subjects were surveyed during the 1998 spring semester. They included high school biology students (grades 9-12) in a suburban school and in an urban school, undergraduate elementary education majors, and graduate students in an advanced elementary science methods course. The questionnaire contained 30 items pertaining to ozone depletion and was divided into three scales: (1) results of ozone depletion, (2) causes of ozone depletion, and (3) ways to alleviate ozone depletion.

ANOVA showed that, overall, graduate and undergraduate college students scored higher than the high school students ($p < .05$). However, subscale analysis revealed that graduate and undergraduate students scored higher than high school students for subscale #1; but, for subscale #2, the only significant difference ($p < .05$) was between graduate students and the urban high school. For subscale #3, the undergraduate students scored higher than the high school students ($p < .05$). There were no significant differences between graduate and undergraduate students. Comparison of the two high schools showed no significant differences overall. However, they did differ significantly on three of the questionnaire items.

High scores were described as 70% and higher, and low scores were defined as 30% and lower. Low score items revealed conflation of ozone depletion with aspects of global warming. High scores held in common by the groups showed recognition that UV radiation and CFC gases were associated with the ozone depletion issue. However, they were less aware that skin cancers were also connected with this phenomenon.

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THE RELATIONSHIP BETWEEN TEACHERS' ORIENTATIONS TO READING INSTRUCTION AND STUDENT CONTROL

Marie Roos, Safian Forawi, and Gloria Dansby-Giles, Jackson State University

This study was concerned with examining the relationship between the theoretical orientation to reading and the pupil control orientation of graduate students. Teachers' responses on the DeFord's Theoretical Orientation to Reading Profile (TORP) instrument, and Willower, Eidell, and Hoy's Pupil Control Ideology (PCI) instrument were evaluated in terms of the nature of the relationship of these two measures. The TORP measured teachers' beliefs about subskills, skills, and whole language approaches to teaching reading; the PCI measured the personality indicators humanism and custodialism. Both instruments have had extensive validity and reliability established.

The sample for this study consisted of 30 graduate students enrolled in two graduate courses (RE 551 and EDCI 563) during the 1998 summer session at a southern university. The TORP, PCI, and a demographic data sheet were administered to students during a class session. The data were analyzed using a *t*-test comparing TORP and PCI mean scores. An alpha level of .05 was the designated level of significance. Relationships between beliefs about reading instruction (TORP) and pupil control variables of humanism and custodialism (PCI) were examined.

Discussion about whether personality indicator variables (humanism or custodialism) appeared to be determined by beliefs about reading instruction was included. Teachers views were noted, for example, about whether they became more custodial and less wholistic in instruction in response to the demands of the school demands. Conclusions and implications regarding the relevance of the findings of this study for graduate education were included, and recommendations were made for further research.

**3:00 p.m.-3:50 p.m. MATHEMATICS EDUCATION
(Discussion Session)Pontalba Salon**

PRESIDER: James E. McLean, The University of Alabama at Birmingham

**A QUANTITATIVE STUDY OF THE EFFECTS OF CHESS INSTRUCTION
ON THE MATHEMATICS ACHIEVEMENT OF SOUTHERN,
RURAL, BLACK SECONDARY STUDENTS**

James P. Smith, Grambling State University

This study investigated the effects of chess instruction on the mathematics achievement of a group of southern, rural, black, secondary students. Instruments used included the mathematics section of the CAT (Level 20), Group Embedded Figures Test (GEFT), Matrix Analogies Test-Short Form (MAT-SF), and Guilford-Zimmerman Spatial Visualization Test (SV). The treatment group, which received 18 weeks of chess instruction, consisted of 11 females and 8 males. The control group was comprised of 10 females and 10 males. All participants were high school juniors or seniors.

Analysis of variance of the pretests found no significant differences between the treatment and control groups. Posttest data were analyzed by 2 X 2 MANCOVA, which used statistically significant pretest scores as covariates. The treatment group scored significantly higher than the control group on posttest measures of mathematics achievement, $F(1, 38) = 4.14, p < .043$; field dependence/independence, $F(1, 38) = 6.02, p < .019$; spatial visualization, $F(1, 38) = 14.13, p < .001$; and nonverbal reasoning, $F(1, 38) = 6.09, p < .037$. Further analysis by one-way ANCOVA found that only

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female members of the treatment group scored significantly higher on measures of mathematics achievement and field dependence/independence.

Factor analysis extracted only one variable from the five instruments used in the study. This variable was labeled "Spatially Based Cognition" (SBC). One-way ANCOVA of this extracted variable also found that only the treatment group females scored significantly higher than the control group females. No significant difference was found between the treatment group males and control group males for the extracted variable.

THE EFFECTS OF AN ACADEMIC GAME ON MULTIPLICATION FACTS

Katrina N. Rhymer, Karen I. Dittmer, Christopher H. Skinner,
and Bertha Jackson, Mississippi State University

Educators have been struggling to find effective mathematics interventions for elementary school students. These interventions must be creative, entertaining, and productive in order to be acceptable to the teacher and students. The current study investigated a combination of multiplication flash cards (one digit by one digit), peer tutoring, timing (using chess clocks), immediate feedback, and positive practice-over correction to increase the number of digits correct in multiplication problems. These teaching components were carefully packaged in an academic game that involved two peers.

Four students who scored below the 25th percentile on the mathematics section of the Iowa Test of Basic Skills were trained on the procedures for this academic game. Within the student dyad, one student was given two minutes to provide answers to the flash cards (learner) while the partner provided feedback (teacher) on the students' answers (i.e., correct or the correct is ____). The students within the dyads then switched roles as learner and teacher and participated in another two minutes of practice. Students within a dyad had different flash cards, and the student dyads used the chess clocks to monitor the amount of time for each partner in the game.

A combined multiple baseline with adapted alternating treatments design was used to determine the effectiveness of this intervention. Results indicated that the intervention was effective, especially on the flash cards practiced by the individual as a learner. However, students also improved when they acted as the role of teacher. Therefore, this study suggested that this academic game is effective at teaching multiplication skills when the student was both the learner and the teacher. A step-by-step approach for implementing this academic game in the classroom was provided for educators.

GETTING STUDENTS TO CHOOSE MATHEMATICS HOMEWORK WITH 20 TO 40% MORE PROBLEMS? AN INVESTIGATION OF THE STRENGTH OF THE INTERSPERSAL TECHNIQUE

Gary L. Cates and Christopher H. Skinner,
Mississippi State University

Two experiments investigated the strength of the interspersal technique. In Experiment 1, college students were exposed to three pairs of mathematics computation assignments. Three of the assignments were controls and contained 15 three-digit by two-digit (3x2) multiplication problems. The remaining three assignments were experimental and contained additional one-digit by one-digit problems interspersed every third problem plus an additional number of 3x2 target problems (i.e., 20%, 40%, or 60% more). After exposure to each pair of assignments, students reported which of the two assignments would require the most time and effort to finish, which was most difficult, and which

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assignment they would prefer to do for homework. Experiment 2 was carried out with high school remedial math students, and the number of target problems was increased by 0%, 20%, or 40%, versus 20%, 40%, or 60% in Experiment 1.

Results showed that interspersing not only increased choice responding for the experimental assignments but also resulted in significantly more students choosing the assignment that contained 20% 3x2 problems in both Experiment 1 and 2. Although the college students did not choose either of the other two longer assignments (i.e., 40 and 60% more) the high school students chose to do 40% more work when interspersing was used. The findings supported earlier studies that showed that the interspersal technique could be used to improve assignment perceptions. The current study extended this research by showing how this technique could be used to get students to choose to do assignments with over 40% more problems. Discussion focused on the applied value of interspersing, schedules of reinforcement, and theoretical implications of getting students to choose assignments or tasks that require over 40% more effort to complete.

3:00 p.m.-3:50 p.m. EDUCATION REFORM (Discussion Session)..... Ursulines Salon

PRESIDER: William Person, Mississippi State University

**IMPROVING SCHOOLS THROUGH THE ADMINISTRATION
AND ANALYSIS OF SCHOOL CULTURE AUDITS**

Christopher R. Wagner and Mary Hall O'Phelan,
Western Kentucky University

The purpose of this program was to describe the administration of a school culture audit and to discuss the possible implications of analyzed data relative to the school improvement process.

A 13-item, school culture audit was administered to the teachers, teacher assistants, and school administrators of 44 schools in six public (five county and one city) school districts in North Carolina (N=1609). Respondents were asked to make two judgments for each item: to what degree was the item present in her/his school, and the degree of importance of the item. Responses were tabulated, and two indices were computed: the ratio of presence to importance and the difference between the presence and importance. Circular charts with 13 axes, one for each item, were constructed showing ratios and differences. Subsequent meetings were held with school personnel. Audit results were presented in graphic form and discussions were conducted relative to the significance and possible solutions for the most substantive gaps between items perceived "present" and "important."

Discussions with school personnel regarding ratios revealed opportunities for improvement and growth. The charts were also helpful in graphically depicting areas of strength. The charts, when used as a transparency overlay, compared the results of schools and the district composite score. School culture audits and their results provided a starting point for school personnel to discuss and plan school improvement measures.

**DO CONTEXTUAL EFFECTS INFLUENCE KENTUCKY
SCHOOL DISTRICT ACCOUNTABILITY SCORES?**

Edward B. Reeves, Morehead State University

Kentucky's system of high-stakes accountability raises an issue of fairness: Should teachers and administrators be held accountable for student test results if the scores are influenced by

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external factors over which these educators have no control? The goal of this study was to investigate if such external factors, or "contextual effects," influenced the accountability scores. The study focused on school district accountability index scores for the 1992-94 and 1994-96 biennia. Three contextual effects were considered: median household income in the district, teen birth rate, and rural-metropolitan differences among districts. The differences between independent and county school districts were controlled.

Two ways of determining the influence of contextual effects were operationalized. First, contextual effects could retard or promote a school district's ability to improve its scores from one biennium to the next. Second, contextual effects could influence the differences in scores between school districts. The major findings were: (1) contextual effects had little influence on the change in scores over time within districts (this finding vindicated accountability advocates who have asserted that, since improvement is measured within the district, comparative advantages or disadvantages between districts will not contaminate the results), (2) contextual effects substantially influenced differences in the scores between districts - 30-40 % of the variation (this finding points to a hefty bias if school districts are ranked according to their accountability scores without controlling for contextual effects); (3) after controlling for the other contextual effects, rural school districts were found to outperform metro districts, and the success of the rural districts varied with the size of their largest town; and (4) contextual effects increased with grade level.

The results generally validated the short-term objective of Kentucky's accountability system but raised concern about the prospect of narrowing the gap between lower- and higher-scoring districts.

UNDER-UNDERSTANDING SOLID RESEARCH

C. M. Achilles, Eastern Michigan University, and
J.D. Finn, State University of NY at Buffalo

Correct policy depends upon clear understanding and use of research that forms the base for the policy. Since about 1990 some states (est. n=27) and since 1998, some national policy initiatives (e.g., President Clinton's class-size initiative in grades K-3) have emerged based upon class-size research conducted since 1984 and upon earlier meta-analysis reports.

Project STAR, Tennessee's class-size study, has been touted as the "research base" for state and federal initiatives to get smaller K-3 classes. Although policy makers seem to hear part of the class-size message, they seem not to have understood all of the results well enough to plan clear implementation of major class-size benefits.

This discussion reviewed the full STAR results, not just the academic gains, as a base for the proper policy use of research evidence. Project STAR, in its full scope, includes not only the basic experiment which is equally a study of class size and use of teacher aides (1985-89) but four additional, closely related studies of: (1) policy applications of STAR results, (2) student participation in schooling, and (3, 4) long-term benefits of early use of small classes.

If policy persons understand all of the STAR and other class-size information, implementation efforts would seem quite clear: begin small classes the first year the student enters school, move the small-class implementation along one grade per year, and consider a K-2 (or pre-K to 2) implementation if funds are not available for K-3. Avoid having teacher aides in the classroom.

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3:00 p.m.- 3:50 p.m. STATISTICAL METHODS (Discussion Session) Beauregard Salon

PRESIDER: Deborah L. Adler, University of Central Arkansas

BASIC CONCEPTS IN PROFILE ANALYSES OF MEANS

Matthew L. Shelton, Texas A&M University

In some studies researchers are interested in comparing means of members of discrete treatment groups on one or more dependent variables. At other times researchers repeatedly measure the same variable over time and are interested in patterns of change or trends in the means. A third alternative involves the measurement of two or more different variables, each measured once, in which case researchers may be interested in comparing the profile of the means (as against, only comparing the mean on an English test in group 1 with the mean of the same English test taken by group 2). This last analysis is "profile analysis."

Profile analysis could be used, for example, to compare the pattern or the "profile" of means on English, math, and science tests of high school senior boys versus girls. Profile analysis typically addresses a hierarchy of three questions. First: Are the mean profiles of the groups parallel (e.g., boys' English, Math and Science mean scores were 10, 12 and 15, while girls' means were 8, 10, and 13)? Second: If the profiles are parallel, are the means on coincident pairs of variables the same (e.g., the mean English score of the boys equals the mean English score for the girls, and so forth)? Third: If the profiles are "coincident" within a given profile, do the means across the variables equal each other (e.g., the boys' means are 13 on all three variables)?

The paper reviewed the statistical approaches to conducting analyses of profiles. The approaches were illustrated using commonly available statistical packages.

**THE EFFECT OF SAMPLE SIZE AND VARIANCE
ON THE JOHNSON-NEYMAN TECHNIQUE**

Brian M. Wind, Middle Tennessee State University

The Johnson-Neyman (J-N) technique is used to determine areas of significant difference in a criterion variable between two or more groups in situations of linear regression. In utilizing this technique, researchers have encountered difficulties with results, possibly related to the J-N techniques' sensitivity to violations of certain assumptions and conditions. For this study, Monte Carlo simulations were performed to determine the effect that sample size and variance have on the J-N technique. The simulations examined the hypothesis that unequal ratios of sample size and variance between two groups may create anomalies in the results of the J-N computation. The results did not show anomalies in the output, and further showed that the J-N technique produces wider regions of significance as the total sample size increases. The size of variance ratios, as well as the equality of variance and sample size ratios did not seem to affect the results dramatically.

CHARACTERISTICS OF THE JOHNSON-NEYMAN TECHNIQUE

Jwa K. Kim, Middle Tennessee State University

The Johnson-Neyman technique has been used in order to detect a region of significance on the predictor variable for the value of the criterion variable when comparing two regression lines

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with different slopes from two different groups. This technique is known to be superior to ANCOVA and can also be used as an alternative for a two-way factorial design. However, this method produces anomalies in certain situations. Possible causes of the anomalies of the Johnson-Neyman technique were investigated through Monte Carlo simulation procedures.

A total of 2200 cases for each of the nine different situations were generated based on various values of sample size, regression slope, and regression intercept between two groups. Each situation was examined in terms of the effect of sample size ratio, slope, and intercept difference on the anomalies of the Johnson-Neyman technique.

The results revealed three conditions of anomaly: anomaly associated with an identical slope, anomaly due to the square root of negative value, and anomaly related to a small difference in the regression slope. Across all the situations sample size (n) played an important role in producing anomalies of the technique. Cautions for the application of the technique to real data analysis settings were presented.

3:00 p.m.-3:50 p.m. EVALUATION (Display Session)..... Cabildo Salon

EVALUATING EXISTING PROGRAMS USING THE ACCOUNTABILITY PROCESS

Anne M. Stanberry, University of Southern Mississippi

Planning the evaluation component during program development is optimal but not always realistic. Evaluating existing programs requires “backing in to evaluation.” Founded in Baldwin and Ford’s work on transfer and impact of professional training programs, and in Berardinelli and Burrow’s accountability process, Vella, Berardinelli, and Burrow described the accountability process of program evaluation. The accountability process was implemented to evaluate a Parents as Teachers program after one year. Evaluation included determining goals, identifying objectives, and determining the focus (a combination of educational outcomes and educational process). For educational outcomes, critical elements were identified, key stakeholders’ needs and priorities were identified, learning tasks/materials were identified, expected outcomes were identified, evidence of change and documentation were identified, and analysis of evidence was determined. For the educational process, elements to evaluate and learning tasks/materials were determined, expected outcomes and evidence of change were identified, data gathering procedures were developed, and analysis of evidence was determined.

Existing program data were put in one of six columns: objectives and program content; learning tasks/materials; changes in learning, transfer and impact; evidence of change; and documentation of evidence. The researcher filled in analysis of data. Existing data determined program effectiveness except for a few circumstances. A telephone survey gathered data not found elsewhere.

Results showed school district, state department of education, legislators, and other key stakeholders the effectiveness of the Parents as Teachers program. Even though limitations might exist when fitting an evaluation plan into an existing program, a few modifications can often allow the data for missing outcomes and process elements to be gathered. The comprehensive nature of the accountability process functioned as a template laid over the program. Underdeveloped elements readily emerged, indicating areas for redesign. Evaluation results will be used as base line data for a longitudinal study of program effectiveness.

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DIFFERENTIAL PREDICTION OF COLLEGE PERFORMANCE BETWEEN GENDER

Timothy Kendrick Patton and Jwa K. Kim, Middle Tennessee State University

Researchers in the past have found discrepancies in the prediction of college grade point average (CGPA) between gender with the use of standardized tests such as the Scholastic Achievement Test (SAT) and the American College Test (ACT). The present study was designed to identify these differences and to determine if the potential differences could be attributed to differential course selection across gender.

Subjects were selected from 1995 and 1996 graduating seniors at two large universities within Tennessee. Johnson-Neyman analyses and classical hypothesis testing procedures with the dummy-coding General Linear Model were performed for the total sample and for each of the five selected majors.

Differences in the prediction of CGPA using ACT-Composite (ACT-C) score across gender were found for the total group. However, these differences were essentially eliminated when course selection was controlled by analyzing data within majors. Findings from this study supported the position that differential prediction of CGPA across gender using ACT-C is an artifact of differential course selection.

ADVANCED PRESERVICE-EDUCATION MAJORS' BRAIN HEMISPHERICITY, LEARNING STYLES, ENVIRONMENTAL PREFERENCES, AND COURSE-RELATED BEHAVIORS

Chhanda Ghose, Roy L. Jacobs, and Jimmy D. Lindsey, Southern (LA) University;
Johan W. van der Jagt, University of West Alabama; and Rangasamy
Ramasamy, Florida Atlantic University (FL)

The purpose of this study was to determine if advanced preservice-education majors by general and student characteristics (e.g., gender, geographic area, laterality, major, etc.) had different brain hemispheric processing modes, learning styles, environmental preferences, and course-related behaviors (e.g., note taking). The population for this study was 90 juniors and seniors enrolled in three sections of an undergraduate Measurement and Evaluation course at an historically-black, doctoral-level university. Fifty (50) of these students were selected to participate as subjects and completed at least three of the four research instruments. Between- (e.g., gender) and within-subjects (e.g., environmental preferences) designs were used to conduct the study. Dependent variables included the subjects' Hemispheric Mode Indicator, Learning Style Inventory, and Productivity Environmental Preference Survey findings and selected responses on a four-part questionnaire.

SPSS/PC+ 7.5 descriptive and inferential statistical procedures were used to analyze the data. Null hypotheses were tested at the .05 alpha level. Results indicated that the subjects had different hemisphericity, learning styles, laterality, and selected course-related behaviors. Specific findings, conclusions, limitations, and recommendations for future research were presented to conferees attending the display session.

4:00 p.m.-4:50 p.m. SCHOOL ADMINISTRATION (Discussion Session)..... Gallier Salon

PRESIDER: William Person, Mississippi State University

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**COMPARISON OF PERCEPTIONS OF CONSTRAINTS BETWEEN U.S.
AND CALIFORNIA WOMEN SUPERINTENDENTS**

Donna Hagen McCabe and Margaret G. Jamison,
University of Louisville

The percentage of women superintendents in the past 15 years has more than quadrupled, from 1.2% in 1982 to 7% in 1989. Some states, however, have a larger percentage of female superintendents, such as 18% in California and 10% in Missouri. The passage of time and increased numbers of women superintendents may have changed the perception of constraints or obstacles overcome by these women.

This study determined if there were significant differences between means of constraints identified by survey questions answered by two populations of women superintendents of schools: A national study and a California study. Previous literature identified seven concepts that served as a conceptual basis for these 35 survey questions. The 35 questions were based on the role of the superintendent, gender expectations of women, and structures and processes of organizations serving to facilitate or constrain women's careers. The Survey of Influences on Female Superintendents' Careers, used in several research investigations, was sent to 735 U.S. superintendents and 192 California superintendents. Respondents (n=273 U.S. and n=103 CA) evaluated perceived constraints on their careers using a five-point Likert scale.

Descriptive statistics were computed and compared for significant differences using two-sample *t*-tests. The comparative results for U.S. and California superintendents were grouped into the seven concepts. The mean constraint for U.S. superintendents was significantly different from the mean constraint for California superintendents for three of the seven concepts. This may indicate fewer career constraints since the eighties or a different climate in states with a greater percentage of women superintendents.

**GENDER-RELATED DIFFERENCES IN CAREER PATTERNS AMONG
ALABAMA PRINCIPALS: A STATEWIDE STUDY**

William A. Spencer and Frances K. Kochan,
Auburn University

This paper was an analysis of differences in career patterns among male and female principals in Alabama schools. Based upon a state-wide survey of all principals in Alabama, the data collected dealt with variables such as length of formal education and experience, type of undergraduate preparation, certification differences, prior administrative positions, patterns of career progression, retirement prospects, and factors inducing the respondent to consider retirement. Based on a sample of 550 principals, distinct and statistically significant differences were found between males and females. Females generally had higher levels of formal education and certification, had been in their position for less time, and were disproportionately underrepresented in school levels, including junior high/intermediate and high schools. Females were also more likely to have come to the principalship from either the central office or from the classroom, whereas males were more likely to have come from other principalships or to have been an assistant principal. Female principals were more likely to have come from within the system where they were a principal than were male principals. Males were more likely to have been eligible for and to have been considering retirement in the near future.

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4:00 p.m.-4:50 p.m. **HIGHER EDUCATION (Discussion Session) Pontalba Salon**

PRESIDER: Judith A. Burry-Stock, The University of Alabama

**UNDERGRADUATE STUDENTS' DESCRIPTIONS OF DESIRABLE AND UNDESIRABLE
COLLEGE INSTRUCTOR BEHAVIORS AND CHARACTERISTICS**

Linda W. Morse and David T. Morse, Mississippi State University

Although the literature on college teacher effectiveness concludes that most evaluation instruments used are generally valid measures, there is little research exploring what college students actually consider to be desirable or undesirable behaviors associated with effective instruction. This study investigated undergraduates' descriptions of effective and ineffective behaviors of instructors using both quantitative and qualitative analyses.

Participants included 75 undergraduates from a variety of majors who completed a three-part instrument comprised of (1) statements from a typical college instructor evaluation form in which they were to list descriptors of excellent, neutral, or poor instructors, (2) five scenarios describing fictional instructors that the students were to rate as excellent, good, satisfactory, or poor, and (3) an 11-item, Likert-type set of statements that questioned their opinions regarding how evaluation forms are used.

For the first part, a qualitative analysis was done on the descriptors provided. Clear patterns emerged. For example, the excellent instructor who could hold the student's attention was most likely to be cited as being enthusiastic, using relevant examples and demonstrations, speaking clearly and moving around the room, while the poor instructor bored them, and read monotonously from a book. In the second part, fictional instructors who gave grades of A or B in various scenarios were likely to be rated as excellent or good, while the more difficult instructors were more likely to be rated lower. Using maximum likelihood ratios, only one statistically significant difference was found between upper and lower classmen. The same procedure was used for the Likert section, but no statistically significant differences were found. Students indicated that they allowed their personal feelings to enter their decisions, and most said that they took the evaluations seriously but were unsure whether their instructors or administrators did. Sixty-three percent indicated that having received a teaching award was no indication of an instructor's effectiveness.

These findings offered further evidence that teaching evaluations are a complex issue with many variables affecting their outcomes. This study offered new insights into effective teaching and suggest further avenues for research.

GRADE EXPECTATIONS OF RURAL COMMUNITY COLLEGE STUDENTS

Doug Adams, Mississippi Delta Community College; Reid Jones, Delta State University; and William E. Wilkins, Mississippi Valley State University

While some studies exist that investigated the relationship between anticipated college grades and actual college grades, very few of these addressed rural, community college students. Most often, these students come from small, rural high schools, and they have frequently been the first members of their families to attend college. With this many differences from "traditional" college freshmen, published research gives very little understanding of what expectations these students have concerning the grades they will receive.

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First-semester community college students (N = 190) enrolled in a university transfer program were asked to estimate their future grade point average (F-GPA) and to provide some background information. These data were compared with the actual GPA (A-GPA) that they obtained at the end of the semester and with their ACT performance. All data were then subdivided by Sex and Ethnicity of subject, producing four groups (Black Males, N = 28; Black Females, N = 60; White Males, N = 56; White Females, N = 46). Because students were asked to predict grade point averages using a form based on ordinal categories, both F-GPA and A-GPA were converted to ranks, and Spearman's rho was computed. Three of the four groups were able to demonstrate significant ($p < .01$; rho = .5817, .4855, .4697) accuracy, while Black Females were not (rho=.1959). Other significant associations were found between ACT and A-GPA and ACT and F-GPA. Selected students were interviewed to provide greater insight into this pattern of results.

**ATTACHMENT AND SELF-ESTEEM ISSUES IN THE LIVES
OF FEMALE COLLEGE STUDENTS**

Karlin S. Evans, University of Southern Mississippi

This study addressed the relationship between attachment and self-esteem in African American and white female college students. The impact of race and SES was also considered. The Inventory of Parent and Peer Attachment was used to assess the affective dimensions of students' relationships with their parents and close friends. The Self-Perception Profile for College Students was used to measure judgments of competence in twelve dimensions. Questionnaires were distributed to 139 female college students.

Results indicated positive correlations between attachment and self-esteem, attachment and SES, and self-esteem and SES. Results further depicted white females as more attached to fathers than were African American females. In addition, white and African American females both indicated significantly higher attachments to mothers than to fathers. Discriminant analyses indicated that African Americans perceived higher competency in the dimensions of social acceptance, intellectual ability, and physical appearance, while the white females perceived higher competency in the areas of close friendships and scholastic competence.

Results suggested a need to further investigate the relationship of race and SES to self-esteem and attachment. Additional studies should include larger and more diverse samples, information on household composition, and additional indicators of self-esteem and attachment to fully understand these results.

4:00 p.m.-4:50 p.m. TECHNOLOGY (Discussion Session)..... Ursulines Salon

PRESIDER: Jim Flaitz, University of Southwestern Louisiana

TECHNOLOGY EFFECT: THE PROMISE OF ENHANCED ACADEMIC ACHIEVEMENT

Lary C. Rampp and J. Stephen Guffey, Arkansas State University

This review of the literature examined over 150 relevant articles in 20+ journals publishing conceptual, experimental, quasi-experimental, meta-analyses, and research reports. All learning media (books, computers, television, interactive video, interactive television) and individual

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learning domains (verbal, affective, psychomotor) were examined to identify the level of academic achievement linked to the application of technology.

The review began with the Clark Declaration (Clark, 1983). The goal was to assess the accuracy of his declaration [technology has no achievement effect], counter his declaration [technology does enhance academic achievement], and/or assess situational value (technology has only selective effect when related to learning setting, attitude, material, and learner control).

From these myriad findings, eight representative articles were identified as illustrative of the state of learning achievement using technology; the technology effect:

<u>Study</u>	<u>Population</u>	<u>Medium</u>	<u>Results</u>
Boschee (1997)	Meta-analysis	Technology	No change
Brush (1997)	65 5th graders	ILS	+/-groups
Cennamo (1993)	42 female students	Domain/medium	+learning
Chen (1997)	None	Distance leaning	+w/limits
Cockayne (1991)	216 bio students	I- videodisc	+w/limits
Justen (1988)	64 students	CAI/CBI	No change
Whetzel (1996)	1177 workers	Satellite	+ change
Young (1996)	26 7th graders	CBI/CAI	+w/limits

The studies suggested that positive academic achievement could be related more closely to factors other than technology. This review of the technology-effect literature confirmed that the appropriate question relative to technology effect and learning was being posed: Do the students experience real academic achievement improvement when technology is applied? More recent literature has introduced cognition and brain science as evolving areas of positive research. The overall findings have shown that the promise of technology has not yet been fulfilled.

COMPARISON OF THE EFFECTS OF INSTRUCTIONAL DELIVERY ON ATTITUDE AND ACHIEVEMENT: INTERACTIVE TELEVISION VERSUS TRADITIONAL CLASSROOM

J. Stephen Guffey, Lary C. Rampp, and Candance Lacey, Arkansas State University

This study compared the effects of interactive television and traditional classroom instruction of college undergraduates in a teacher education course dealing with school administration.

The study posed two questions: (1) Do ITV students perform as well as students from traditional classroom on a paper and pen test? and (2) Do ITV students at a remote site perform as well as students at a host site? This study investigated the difference in academic achievement between students in an ITV environment and students in a traditional classroom setting when both groups were enrolled in the same school administration course and were simultaneously taught by the same instructor. A quasi-experimental research design was used for this study.

The entire study took place during the 1998 school year. Three sections of the same course were simultaneously taught by the instructor. One section (host) was taught using the traditional face-to-face approach. Two remote sites participated in the course via ITV as the host site received

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instruction. The ITV students completed a questionnaire to determine the level of technology anxiety. All subjects completed the School Attitude Measure and a pretest and posttest (course final exam) developed by the researchers to determine learning achievement in school administration. Communication levels were measured by videotaping several weeks of instruction using a predetermined taping schedule. The interaction of the ITV students was measured using the Taxonomy of Affective Behavior in the Classroom.

The data suggested that ITV is a valid instructional method for knowledge-content instruction. Both the students in the ITV class and students from the traditional setting demonstrated mastery of content. Both groups were equivalent in attitudes, motivation, and on-task/off-task behavior. The data indicated that neither group was effected by the presence of the technology in the classroom. The presence of the technology did facilitate a type of face-to-face student contact that led to discussions and interaction.

INTERACTIVE DISTANCE EDUCATION AND THE ADULT LEARNER

Alex Carter, Mississippi Gulf Coast Community College-Jackson County

The purpose of this research was to determine the attitudes of adult students taking courses utilizing a compressed video network. The subjects for this research were students who were 25 years of age or older and enrolled in interactive distance education courses within a two-year college setting. The subjects were both full- and part-time students enrolled in academic and vocational or technical programs of study. Subjects were divided into three groups based on the type of interactive course they were taking. Group one contained students who took courses at the origination or broadcast site on the network. Students at the receive sites for the above broadcast courses made up group two. Group three were the students taking courses provided by other community colleges within the state. This research was conducted over a seven-semester time period.

A questionnaire was developed to determine student attitudes in the areas of course design, course presentation, course interaction, and equipment/technology as it applied to their individual course. The subjects completed the questionnaires at the end of the semester in which they took an interactive distance education course. Analysis of the results from the questionnaires was expressed utilizing descriptive statistics.

Results from this research were generally positive, although differences did exist among the three groups concerning certain items. The results also indicated the need for effective instructional planning on the part of the institution before offering any courses through an interactive distance education format. The results from this research were also important for the institution based on the increasing number of adult students attending college and the proliferation of interactive distance education as a mode of delivering instruction.

**4:00 p.m.-4:50 p.m. RESEARCH IN THE SCHOOL
(Discussion Session) Beauregard Salon**

PRESIDER: Cynthia M. Gettys, The University of Tennessee, Chatanooga

PTR AND CLASS SIZE: WHAT IS THE DIFFERENCE?

C.M. Achilles and Mark Sharp, Eastern Michigan University,
and J.D. Finn, State University of NY at Buffalo

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Fueled by recent contradictions between (1) common sense, observation, and class-size research and (2) reports that pupil-teacher-ratio (PTR) does not influence student outcomes (achievement, behavior), this study explored misuse of the terms "class-size" and "PTR." Boozer and Rouse (1995) reported that PTR and class size were different and that class size, not PTR, accounts for student achievement. Results of other studies agree.

Because it is relatively easy to compute (and actual class size is difficult to obtain), PTR (usually derived by dividing the number of youngsters at a site by the number of professionals serving that site) is used frequently as a surrogate for class size in outcome studies of education. Studies labeled as "class size" may really be PTR. Economic studies using PTR usually conclude that small classes and money do not matter. Krueger (1997) used class size and found positive achievement and economic benefits. Major research such as Project STAR (Word et al., 1990) and other class-size studies continuously show a small-class effect size (ES) from .30 to .60 (Achilles, Harman & Egelson, 1995). Evaluations of small pupil-to-teacher projects (e.g., Reading Recovery) consistently also show positive ES for student outcomes.

For this exploratory, descriptive, and comparative study, researchers reviewed research, collected class-size and PTR data, and compared available results in two categories: Class size and PTR. Preliminary results showed that PTR and class size (the number of youngsters a teacher faces and for whom the teacher is responsible) were different. Actual class size was about 10 students more than the reported PTR. Research must be reported accurately so that class-size benefits will become available for young students. Examples of how to reduce class size at the building level were provided.

TEACHING IN SMALL CLASSES: WHAT IS DIFFERENT?

Paula Egelson, SERVE

Smaller classes (e.g., 15 - 18 to 1 or 18:1) rather than larger classes (e.g., 25:1) in elementary grades are attracting attention and being implemented (approximately 27 states have class-size initiatives) or proposed nationally (State of the Union Address, 1/28/98). Among other things, critics argue that small classes will not do any good unless teachers do things differently in the classroom.

The purpose of the present study was to collate information on teaching in small classes, compare results of the few studies of these efforts, summarize the findings, and draw conclusions about teaching in small classes.

Five sources of data were available: a summary of teacher benefits (Glass & Smith), a review of small-class outcomes (Cooper), a report of Olson's study (in Cavanaugh), data collected from "Success Starts Small" or SSS (Achilles, et al.), and data from Project STAR (Bain et al.; Word et al.) and Indiana's Project Prime Time (e.g., Mueller, Chase, and Walden). Excluded were studies of tutoring, special classes (e.g., gifted, special education), and projects (e.g., Reading Recovery). Comparisons, not meta-analysis steps, were used.

Small-class teaching differences emerged into three groupings: (1) Teacher/teaching differences, (2) student differences that influence teaching, and (3) outcomes related to teaching. The differences were classified as (1) perception, (2) behavior, and (3) affect or attitude.

Small classes allow teachers to use what they have been taught in their preparation and to try new things. The affective dimension is positive (better attitudes, less "burned-out" feeling). Complementary student benefits are evident. There was considerable consensus among all data sources about time use, individual instruction effort, and student benefits that were verified in student outcome measures.

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**A QUALITATIVE STUDY OF MIDDLE GRADE STUDENTS' PERCEPTIONS
OF THEIR SCHOOLS, TEACHERS, AND CLASSES**

Gahan Bailey, Louisiana Tech University

In the mid-sixties the middle school movement was born, and it has been growing ever since. The movement continues to gain legitimacy because it attends to the unique educational needs of the young adolescent. For middle school teachers to be effective, they need knowledge of young adolescents, their unique needs, and the pedagogy appropriate for that age level.

The purpose of this study was to investigate what middle school students (grades 5-8) liked about their schools, their teachers, and their classes. The interview was the dominant strategy for data collection. Eighty-five middle-grade students were interviewed using interview questions designed by middle school researchers and educators. The data were analyzed by using coding categories.

The results indicated that the middle school participants shared strong feelings regarding their classes, their teachers, and their schools. The participants in this study openly discussed areas such as the friendliness of their teachers, the meanness and bad tempers of their teachers, school violence and devil worshiping, the condition of the physical facilities, and other various negative and positive aspects of their respective middle schools.

This paper addressed the history of the middle school movement, the ideal middle school, and what a group of middle school students have had to say about their educational experiences. Recommendations of how to serve the unique needs of the middle school student were offered.

4:00 p.m.-4:50 p.m. COUNSELING (Display Session)..... Cabildo Salon

ETHICS TRAINING IN SCHOOL PSYCHOLOGY: A NATIONAL STUDY

Christine E. Daley, Georgia Public Schools, and Anthony J. Onwuegbuzie,
Valdosta State University

Given the many ethical concerns confronting school personnel today, it has become imperative to incorporate ethics training into psychology graduate programs. Thus, the purpose of this investigation was to assess the current status of ethics education in school psychology programs nationwide. No such study has previously been undertaken.

A survey was mailed to directors of all 182 school psychology training programs listed in the 1996 edition of Peterson's Guide to Graduate Programs in the Humanities, Arts, and Social Sciences. The return rate was 29.7%.

Most programs (88.7%) introduced ethics within the first semester of training, with 63.0% offering one or more courses dealing specifically with ethical issues. The majority (94.3%) of these courses were required at least at the doctoral level.

The most common rationale (65.0%) for not providing ethics courses was that relevant content is embedded throughout the curriculum. Confidentiality, including matters related to records and conversations, was regarded as having primary importance by 27.7% of directors. Overall, 40.7% ranked this issue among their top three ethical concerns. The second most frequently-cited consideration (33.3%) involved limits of professional training and competency, including the provision of services by unqualified individuals. Issues involving the use of tests, including outdated/invalid measures, test

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security, adherence to standards, interpretation of data, and matters concerning professional integrity, including dual/multiple relationships, were listed by 27.8% of the directors.

Several respondents reported using course and comprehensive examinations, site supervisors' evaluations, observations, discussions, and reaction papers to evaluate student competency in ethics. Ninety-six percent of respondents believed that their programs provided at least moderately effective training in ethical awareness and decision making. Nevertheless, many indicated that they had no formal evaluative procedures in place and acknowledged the difficulty in assessing proficiency in this area.

Implications and recommendations for future directions in ethics education and supervision were presented.

**GOALS 2000 GRANT TO DEVELOP AND PILOT PRACTICE GUIDES FOR THE MISSISSIPPI
SUBJECT AREA TEST - ALGEBRA I, BIOLOGY I, AND U.S. HISTORY**

Arlene T. Amos, Choctaw County (MS) Public Schools

Student performance on subject area tests is a significant variable in the school accreditation process in Mississippi. Therefore, significant efforts have been made over the past few years to improve educational opportunities for students to gain insight into the instrumentation of these subject area tests.

The United States Office of Education awarded a grant of \$120,000 to the Choctaw County (MS) School District to develop practice materials and study guides to help teachers prepare their students for success on the state-wide subject area tests.

Program of Research and Evaluation for Public Schools, Inc. (PREPS), a private consortium of 87 school districts housed at Mississippi State University, was contacted to develop the practice modules and to pilot them in six of the consortium districts during the 1998-99 school year. Training sessions for teachers in PREPS were held during the summer and fall of 1998, and approximately 500 teachers were trained to use the practice materials. This training took place during the year prior to the spring testing.

Copies of the practice materials and the training modules were available for preview at the display. Representatives from Choctaw County and PREPS were available for discussion.

**CORRELATES OF ANXIETY AT THREE STAGES OF THE FOREIGN
LANGUAGE LEARNING PROCESS**

Phillip Bailey, University of Central Arkansas; Anthony J. Onwuegbuzie, Valdosta State University; and Christine E. Daley, Georgia Public Schools

In recent years, there has been an increase in the number of college students required to enroll in language courses as part of their degree programs. Unfortunately, many students have negative experiences while learning a foreign language at the secondary and college levels. In fact, foreign language courses have been found to be more anxiety-inducing than any other course in a student's program of study.

Foreign language anxiety is a complex phenomenon that has been found to be one of the best predictors of foreign language achievement. Recently, foreign language anxiety has been conceptualized as occurring at each of the following three stages: input, processing, and output. Specifically, input anxiety refers to the apprehension when receiving information in the second language; processing anxiety refers to the apprehension experienced when learning and thinking in the

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foreign language; and output anxiety refers to the apprehension experienced when speaking or writing in the target language.

Each stage-specific anxiety has been found to be significantly related to several stage-specific tasks. However, no other study appears to have investigated the antecedent correlates of these three stage-specific anxieties. Thus, this study of 136 college students attempted to identify a combination of variables that might be correlated with these three anxiety components.

Canonical correlation analyses revealed that students who were older, who had lower expectations of their achievement in foreign language courses, who did not like to learn in competitive environments, who had low perceived scholastic competence, and who had taken little or no high school foreign language courses, tended to have higher levels of input anxiety, processing anxiety, and output anxiety.

The educational implications of these findings for understanding foreign language anxiety and for increasing foreign language learning were discussed, as were suggestions for future research.

SELF-CONCEPT AND LIBRARY ANXIETY

Qun G. Jiao, Baruch College/CUNY; Anthony J. Onwuegbuzie, Valdosta State University;
and Christine E. Daley, Georgia Public Schools

Library anxiety, which is experienced by approximately 75% of undergraduate students, is an unpleasant feeling or emotional state with physiological and behavioral concomitants, which comes to the forefront in library settings. Typically, library-anxious students experience negative emotions, including ruminations, tension, fear, and mental disorganization, which prevents them from using the library effectively.

Library anxiety has been conceptualized as comprising several dimensions, including barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. Although librarians have long recognized the pervasiveness of library anxiety, only recently has this construct been the focus of research. Even fewer studies exist at the graduate level. Yet, recent evidence has suggested that the anxiety experienced by graduate students can be debilitating, preventing them from conducting effective research, and perhaps, consequently, from completing theses and dissertations necessary for the attainment of their degrees.

Because library-anxious students tend to perceive that other students are proficient at utilizing the library, whereas they alone are incompetent, and that their ineptness is a source of humiliation, it is likely that self-perception is an antecedent of library anxiety. However, this possible relationship has not been tested empirically. This was the purpose of this study.

Participants were 148 students enrolled in graduate-level research methodology courses. A canonical correlation analysis was used to determine the relationship between seven dimensions of self-perception and five library anxiety dimensions. The first canonical function ($R^2 = 24.4\%$) revealed that students with the lowest levels of perceived academic self-competence, intellectual ability, creativity, and social competence tended to have the highest levels of library anxiety associated with affective barriers and comfort with the library. A comparison of the function and structure coefficients suggested that perceived self-worth, barriers with staff, and mechanical barriers served as suppressor variables. Implications were discussed.

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5:30 p.m. MSERA BUSINESS MEETING..... Queen Ann Ballroom

PRESIDER: John M. Enger, Arkansas State University
President, MSERA

Joint Universities Reception