

## Friday, November 9, 2007

**9:00 – 9:50 AM**                    **OUTSTANDING PAPERS** ..... **Desoto II**

**Presenter:**                    Randy Parker, Louisiana Tech University

### **McLean Outstanding Paper Award**

#### **Qualitative Data Analysis: A Compendium of Techniques for School Psychology Research and Beyond**

Nancy L. Leech, University of Colorado-Denver and Anthony J. Onwuegbuzie, University of South Florida

Qualitative researchers in school psychology have a multitude of analyses available for data. The purpose of this paper then is to present several of the most common methods for analyzing qualitative data. Specifically, we describe the following qualitative analysis tools: method of constant comparison, keywords-in-context, word count, classical content analysis, domain analysis, taxonomic analysis, componential analysis, conversational analysis, discourse analysis, secondary analysis, membership categorization analysis, narrative analysis, semiotics, manifest content analysis, latent content analysis, and text mining. Additionally, we present qualitative data analysis techniques that utilize quantitative analyses: semantic network analysis, cognitive map analysis, qualitative comparative analysis, intrasample statistical analysis, and sequential qualitative-quantitative analyses. As such, we hope that our compendium of analytical techniques should help qualitative researchers in school psychology and beyond make informed choices for their data analysis tools.

**10:00 – 10:50 AM**                    **WRITING AND GETTING PUBLISHED**  
**(Training Session)** ..... **Boardroom**

John R. Petry, University of Memphis

Opportunities and problems associated with writing and publishing articles and manuscripts were discussed. Topics included sources of ideas for research and writing, guides for effective writing, elements of style, publication sources, preparing and submitting a manuscript, ethics in authorship, understanding the publishing process, and using writing/publishing for professional development. Objectives of the session were to increase the awareness of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth.

The session addressed pertinent information designed to aid in the achievement of these goals. 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. Several sources for publishing (both print and electronic) were presented and discussed that gave the manuscript submitters a higher chance of achieving success or acceptance.

Participants' manuscripts were evaluated for their content, style, impact on the reader, and value to the scholarly community. Important emphases included knowing the audience to whom the publication is intended, knowing the expectations of the editor and journal and making sure the article addresses its main point effectively, having a definite message and reason for writing, writing effectively and distinctly, writing about subjects that the author knew, following the style of the publisher's writing, knowing the editor's preferences, and using the journal's format, understanding the publishing process: how journal articles have been requested, reviewed, rewritten, and accepted; recognizing that the writing, reviewing, and editing processes are time consuming; and following up on every submission, contacting the editor to determine status, and learning how to edit personal submissions. Participants had a broad understanding of writing and publishing as a result of attending this session and were given handouts.

**10:00 – 10:50 AM**                    **ACHIEVEMENT** ..... **Tri-Lakes**

**Presenter:**                    Wade Smith, Louisiana State University - Baton Rouge



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**Community Mapping: Evaluating Frames of References and Planning Relevant Lessons**

Shirley G. Key, University of Memphis

Teachers of urban children have many obstacles and issues they must address and try to accomplish the same achievement levels that their suburban counterparts obtain with less obstacles and issues. Multicultural educators believe that student achievement and motivation increase when teachers can identify with the students and the students' communities. This knowledge of students' communities leads to relevant teaching and understanding of the students' environment. Community mapping is the study of a locale for information to aid the teacher about the environment that their students must traverse to come to school on a daily basis. Teachers are encouraged to compare their community with the community of their students and to acknowledge similarities and differences. Teachers realize that the language they use to describe their community is not the same language that their students use. Thus, teachers are confronted to change their frames of reference related to their students' environment.

When teachers take their community mapping knowledge and integrate it into their lessons, relevant lessons for students are created. If the lessons are relevant and students are familiar with the elements of the lessons, students' interest and motivation are enhanced and thus lead to increased achievement.

During the summer of 2007, 19 teachers researched the community around their schools and compared it to the community where they lived. They realized that there was a communication gap as they had previously taught their students. In addition they integrated their knowledge of the community into interesting mathematics and science lesson plans that will be taught in the fall. This study has tentatively supported the position that frames of references affect student learning and motivation and will add to the body of literature on relevant teaching and lessons for diverse students. This knowledge of students' communities led to relevant lessons and understanding of the students' daily environment.

**Analysis of Immigrant Parent Interviews to Develop Parent Protocols  
for Early Childhood Programs**

Sally Blake and ICL Graduate Students, University of Memphis

This study developed, implemented, and examined immigrant parents' interviews to determine: (1) parent expectation of preschool programs, (2) parent understanding of American Schools, (3) perceived language and cultural issues, and (4) parent experiences in education in the United States vs. their home country. Ten parents, three program administrators, and 11 graduate students participated in the study for its duration. Of the 10 parents, three were from Brazil, one from Japan, one from Vietnam, two from Mexico, two from the Philippines, and one from South Africa. The researcher and graduate students enrolled in ICL 7968 and ICL 8986, met and interviewed parents and program administrators for approximately 12 hours. After analysis of interviews the class developed a parent information sheet for use in early childhood programs. These information sheets were then reviewed by the parent participants and administrators and adjusted according to information. Each interview was analyzed holistically and analytically.

Matrices displayed data obtained from interviews that were developed and used to identify patterns and support for common parent issues emerging from the data. Tentative conclusions were used to develop the parent information sheets to be used in classrooms during the 2007-2008 academic year to refine and analyze information. The findings of this study suggested implications for classroom practice and teacher education concerning parent issues in English Language Learner environments.

**Preservice Teachers' Perceptions of the Importance of Students' Names  
on Interpersonal Relationships in Educational Settings**

Hani Morgan and Rose B. Jones, University of Southern Mississippi

When a teacher calls roll or introduces students by name (preschool to university level) at group time, gathering time, or at beginning of a school day, name differences may cause discomfort, ridicule, or social tension. Incorrect pronunciation of students' names could also take place during social



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The field of instructional design and technology (IDT) has long struggled with securing its identity as a true profession. Applicable to both education and industry, most IDT doctoral programs emphasize service in higher education. If the IDT field is to progress toward recognition of full professional status, one must assess the adequacy of doctoral-level academic offerings and supporting institutional structure available for the preparation of industry-oriented IDT practitioners. The literature review selected sources from the sociological literature regarding professionalization, literature about the professional development of other fields, and previous studies of IDT professional development. It examined the historical development of professions, major professionalization models, parallels of other professional fields with IDT, the evolution of IDT programs throughout the United States, and the growth of IDT practitionership in industry. Prominent professionalization models include preparation by means of higher education.

A comparison of the IDT field with the recognized professions of medicine, law, and engineering found that the paths to professional competence and practice differ. Those gatekeepers of these professions, the professors of the medical, engineering, and law schools, were first practitioners before they became professors of engineering, law, or medicine. Not so with schools of education in which IDT programs generally reside. Examining the end product of IDT doctoral programs, one sees a bifurcation of foci. While some doctoral students enter these programs with the aim of directly entering the professorship, others enter these programs with the aim of entering the marketplace (industry / government) as practitioners external to academe.

Appropriately designed research guided by this literature review should identify specific factors of professional development that contribute to successful outcomes of doctoral preparation which include the process of acquiring knowledge, skills, and values necessary for a professional identity. Properly presented, success-related factors can be incorporated to improve and enhance IDT programs.

#### **A Qualitative Study of In-Class and Out-of-Class Stressors for Graduate Research Students**

Michael D. Brooks, Trevecca Nazarene University

The study examined the in-class and out-of-class stressors that increased the anxiety level for members of master's and doctoral-level educational research courses in a small, private, southeastern university. Participants in the study included 211 students (154 females and 57 males) enrolled in graduate educational research courses over a period of five years in a small, private, liberal arts university in middle Tennessee. Of the 211 subjects, 138 were in the master's degree program, and 73 were in the Doctor of Education program. The class site locations ranged from on-campus to satellite sites across the state.

The Student Anxiety Reduction Survey (Post) provided information about the actual in-class and out-of-class stressors during the class. The study addressed only one item of the survey instrument: "List the top in-class and/or out-of-class things that increased your stress level during this class." At the beginning of the first class meeting, students were offered the opportunity to participate in the study and were randomly given a numbered, pre-survey instrument. If they chose to participate, they transferred the number to their syllabus to use on the post-survey at the end of the course. At the end of the last class meeting, students were given the post-survey instrument and were asked to utilize the number from their syllabus. A class representative collected the surveys and sealed them in a large envelope. Both envelopes were stored in the administrative office until grades for the course were posted. Surveys were analyzed to identify themes and patterns that emerged from the responses. The highest rated in-class stressors included: the research paper itself, the tests, researching the topic, limited time for assignments, APA style usage, and the large amount of material.

The highest rated out-of-class stressors included working/employment during the class, family/personal problems, family responsibilities, and perfectionism.

#### **The Effectiveness of the National Board Pre-Candidacy Graduate Course at Harding University: A Program Evaluation - Third Year of Data Collection**

Clara Carroll and Mallory Evans, Harding University

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The purpose of this study was to determine the effectiveness of the pre-candidacy course offered at Harding University to those who will be seeking National Board Certification. The focus of the program is to emphasize the mission of National Board for Professional Teaching Standards (NBPTS), the five core propositions, and attributes of exemplary teachers.

Pretests and posttests were administered to the participants focusing on the five core propositions, the writing styles required during the certification process, and portfolio and assessment center requirements. After scoring the tests, the results were analyzed using a t-test.

The researchers found that the graduate course was effective at increasing the knowledge of the participants on the objectives of the NBPTS. Therefore, this program would offer the support needed to embark upon the certification process. This is the third year of collecting participant data.

**11:00 – 12:00                    MATHEMATICS EDUCATION ..... Tri-Lakes**

**President:**                    Linda H. Thornton, Harding University

### **Evaluation of Computer-Enhanced Components to Undergraduate Mathematics and Statistics Courses**

Gholamreza Tashbin, Alan Chow, and Dawn Peterson, University of South Alabama

This study examined the impact on student success rates related to changes in instructional programs in mathematics and statistics courses. Success rates for students taking courses with a computer lab component were compared with success rates of students who took the course in prior semesters without the computer lab component. While this type of evaluation is not new, it proves to warrant attention when the overall objectives are to offer students the best opportunity to learn, while maintaining budgetary restrictions of time and cost.

As an example of this type of evaluation, the authors considered a quasi-experiment in which were compared the success rates of the students registered for a pre-calculus algebra course in the 2004-2005 academic year (intervention group) with those who took the class prior to adding the computer component to the learning methods, using available data from 1998-2003 (control group). Student success rates are defined by the university and calculated as the proportion of students registered for the class who complete the course with a grade of C or higher. Students taking sections using the computer-enhanced instruction became the intervention group by default in this quasi-experimental design. Historical student success rates were used as a baseline and provided the “control” group for this evaluation. Comparing the success rate of the intervention group with the success rate of the baseline control group, the authors were unable to reject the null hypothesis that the student success rates for the computer-enhanced instruction group and the baseline group are equal.

Follow-up data from years after the full implementation of the change indicated that the success rates of students continue to be unchanged. Budgeting constraints suggested that a further program adjustment would either reduce the added costs of the computer-enhanced learning, or better utilize those costs toward improvement in the success rates.

### **Statistics or Mathematics: Are Students Different?**

Martha Tapia, Berry College

In the last decade, enrollment in elementary statistics courses has increased in high school and colleges in the United States. It is of interest to investigate if there are differences in the attitudes toward mathematics of the students based on gender and choice of mathematics or statistics course. To investigate this, this study compared scores on the Attitudes Toward Mathematics Inventory (ATMI) of students enrolled in introductory mathematics or statistics classes at a private liberal arts college in the Southeast. The ATMI is a 40-item Likert-scale inventory with four factors: self-confidence, value, enjoyment of mathematics, and motivation. It was developed to measure students' attitudes toward mathematics. The ATMI was administered to students enrolled in introductory mathematics courses and elementary statistics course at the beginning of the fall semester.

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The sample consisted of 207 participants. One hundred eleven students were enrolled in introductory mathematics classes, and 96 were enrolled in elementary statistics class. The sample was predominantly Caucasian. Of the 207 participants, 89 were males and 116 females. The students completed the inventory in their classes.

Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and two independent variables, sex and class. Assumptions were verified. The interaction of sex and class was not significant. Sex and class were found to be significant. The main effect of sex was significant in self-confidence and enjoyment with small effect size and in motivation with medium effect size. The main effect of class was found to be significant with small effect size in enjoyment, and motivation. Males scored significantly higher than females in self-confidence, enjoyment and motivation. Students enrolled in introductory mathematics classes scored significantly higher than students enrolled in elementary statistics class in enjoyment and motivation.

**Attitudes Toward Mathematics in a Statistics Class**

Martha Tapia, Berry College

It is indisputable that males have higher achievement in mathematics and higher levels of enrollment in mathematics courses, but whether these results are caused by socialization factors or innate differences has been a matter of dispute. Attitudes play an important role in achievement and persistence in mathematics courses. The development of a positive attitude toward a subject is one of the most prevalent educational goals. While attitudes are important, there is a paucity of research about the different factors that influence the attitudes toward mathematics. The effects of gender and mathematics anxiety on attitudes toward mathematics were examined with the Attitudes Toward Mathematics Inventory (ATMI). A sample of 134 students enrolled in elementary statistics at a private liberal arts college completed the ATMI and provided their gender and level of math anxiety.

Data were analyzed using a multivariate factorial model with four factors as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and two independent variables, gender and mathematics anxiety. The interaction of math anxiety and gender was not significant. There was a significant effect of gender on enjoyment and motivation value with medium effect size with males scoring higher than females. There was a significant effect of math anxiety with large effect size on all four factors.

Students with no math anxiety scored significantly higher than all other students in self-confidence, enjoyment, and motivation and significantly higher than students with some or a great deal of math anxiety in value. Students with little math anxiety scored significantly higher than more anxious students in self-confidence, enjoyment, and motivation and higher than students with a great deal of math anxiety in value. Students with some math anxiety scored significantly higher than students with a great deal of math anxiety in self-confidence and in value.

**11:00 – 12:00                      EXCEPTIONAL EDUCATION AND AT-RISK STUDENTS ..... Pageant**

**President:                              Rebecca Watts, Middle Tennessee State University**

**Inclusion Effects: A Review of Literature on the Varied**

Kaston D. Anderson, McNeese State University

A mainstreamed or inclusive learning environment for special education students is one in which the classroom environment contains both special education and general education students. Although there has been an increase in the attention given to inclusion, the benefits of inclusion are not always clear or described in terms of educational research. This paper will analyze the literature that has been written regarding inclusion education and its effects on students in the classroom in terms of their academic outcomes, affective outcomes, and student/teacher perceptions.

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**Inclusive Instruction for Diverse Classrooms: A Review of Recent Literature**

Oi Yee Monica Ratcliff, University of Louisiana - Monroe

Under the requirement of federal laws, namely the Individuals with Disabilities Education Act and No Child Left Behind, today's classrooms have become more diverse. Effective instruction methods are needed in inclusive settings to meet the learning needs of diverse learners. This paper was a review of recent literature on the inclusive instruction model, that is a combination of various models of teaching. These models include: (1) direct instruction, (2) cooperative learning, (3) the memory model, and (4) advance organizers.

This review examined the current empirical studies that addressed the accommodative strategies and the instructional design of the inclusive instruction model. Journal articles written within the last 7 years that discussed intervention strategies were considered. The accommodative strategies include: (1) self-monitoring checklists, (2) concept mapping, (3) mnemonic instruction, and (4) tutoring. The instructional design consists of: (1) direct instruction, (2) classwide peer tutoring, (3) cooperative learning, and (4) technology enhancement.

The findings from this present review yield promising evidence that the accommodative strategies and instructional design of the inclusive instruction model are effective in helping at-risk students and students with disabilities to increase academic gains and improve learning outcomes. Some recommendations for effective implementation of the inclusive instruction model and implications of the review were discussed.

**IDEA 2004: Moving From Promise to Practice to Research**

Jane Nell Luster, LSUHSC-HDC

IDEA 2004 added new language to emphasize improving results for children and youth with disabilities in addition to meeting the requirements of the law. The promise of IDEA is that states must measure and report baseline performance data, set "measurable and rigorous targets," and strategically plan for improvement over a multiyear period. To accomplish this, states develop a State Performance Plan (SPP) and report on progress through an Annual Performance Report (APR). Annually, the state must report on the progress or lack of progress to the public. States must put into practice the improvement strategies planned and put into practice measurement strategies to determine whether the target was met.

Another promise of the Act is the potential to measure the socially conceived or constructed connections among variables. For example, special education practitioners, through the reauthorizations of IDEA, have tacitly agreed that implementing transition planning and actions leads to better post-school outcomes for youth with disabilities. However, there is little or no evidence on which to base this supposition. The SPP has 20 indicators for measurement; 14 of these are directly linked to local performance of either the school system or students.

This paper laid out the indicators being measured in states' performance plans with potential interconnections. Where a research or evidence base existed, findings were discussed. Finally, the paper included suggestions for future exploratory and research efforts to support or refute these socially constructed connections.

**11:00 – 12:00                      ENGLISH AS A SECOND LANGUAGE..... Mt. Tower**

**Presenter:**                      Fanco Zengaro, Middle Tennessee State University

**Analysis of an English Language Learners Teachers' Chat Room to Identify Perceptions of Issues with ELL Teaching**

Sally Blake, Wendy Jacocks, Mary Jo Palmer, and Cheryl Lewis, University of Memphis

This study examined an ELL teachers' chat room postings to determine: (1) teachers' perceptions of ELL issues, (2) focus of conversation topics, and (3) evidence of research-based

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applications to teaching ELL students. Eleven graduate students each used 20 chat room postings to determine what ELL teachers consider major issues with ELL students. Some of the postings were duplicated in the class assignment, and some of the analysis was made on postings without interactive conversations. Graduate students enrolled in ICL 7968 and ICL 8986 accessed an ELL Chat Room and posed questions to teachers on-line. Each student analyzed 20 postings and determined what these teachers consider important issues. The ICL students developed criteria for research-based determined by readings and reports concerning ELL education and analyzed the teacher postings accordingly. Each conversation was analyzed holistically and analytically. Matrices displayed data obtained from chat room postings were developed and used to identify patterns and support for common issues emerging from the data. Tentative conclusions were compiled and graphed to communicate data. The findings of this study suggested implications for teacher training practice and teacher understanding of application of research-based teaching in English Language Learner environments.

**Perspectives on Academic English Reading: A Case Study of Japanese ESL College Students Studying in the United States**

Yuko Iwai, University of Southern Mississippi

The population of English as a Second Language (ESL) learners has increased in higher education settings in the United States. Many of these students learned English as a Foreign Language (EFL) in their home countries. The contexts of learning English language reading skills and processes in higher education ESL settings and EFL settings differ. This difference poses challenges. To create literate environments in higher education that support the success of these students, one must have a deeper understanding of their perceptions on the reading challenges they face and the strategies they use for success.

This qualitative case study aimed to investigate the perceptions of two Japanese ESL undergraduate college students who are studying in the United States. It addressed the following research questions: (1) What strategies do two Japanese ESL students use in order to develop their academic reading skills? (2) What do two Japanese ESL students perceive to be the key differences between academic reading in Japan and in the United States? and (3) What do two Japanese ESL students say enhances their academic reading skills?

The researcher used one-on-one semi-structured interviews for the participants to answer open-ended questions. The researcher also investigated some reading materials the participants read for their academic studies. The researcher explored the data, divided them into categories with similar characteristics, labeled them with codes, reexamined them, and reduced them into themes until saturation was reached. The results of the study indicated that learning strategies, motivation, and environment played significant roles in developing the academic reading skills of these two ESL college students. Several implications from the findings that may be of benefit to ESL college students and educators were discussed.

**11:00 – 12:00                      STATISTICS..... Desoto II**

**President:**                      Talana Vogel, Christian Brothers University

**Understanding Log-Odds Ratio in Logistic Regression**

Terry D. Allen, University of North Texas

Log-odds ratio, as the name suggests, is defined by most researchers and texts as the natural logarithm of the odds ratio. Confusion results when log-odds ratio is interchangeably used in the literature with words such as logit, log odds, log of the odds, and logit coefficient. This confusion is further compounded by notational interchange, i.e.  $\log(\text{odds}) = \text{logit}(P) = \ln(P/1-P)$ , where  $P$  = probability. So then, how is log-odds ratio related to these various names and notations and to logistic regression? The strict statistical assumptions associated with ordinary least squares regression or linear discriminant function analysis is often found by educational researchers to be less than ideal for analysis and

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prediction of a dichotomous outcome. The non-linear transformation of the linear regression provides one solution to this problem. The log-odds ratio is a key element in this process.

This paper presented a simplified discussion of the log-odds ratio or logit in logistic-regression and its use in understanding the estimation and presentation of logistic-regression models.

**The Effects of Outliers and Extreme Values on Reliability Tests**

Min Lu, Southern University

It is the researcher's responsibility to evaluate the quality of quantitative measures. Reliability testing is one type of evaluation. It tells the researcher the consistency and repeatability of a measurement. This study focused on the effects of outliers and extreme values in the data set on establishing reliability.

The original data set consists of four sets of random numbers (30 cases each) generated by EXCEL RAND() function. These four sets of numbers represent four items for 30 cases. The reliability of the scores is estimated in four trials, the first with the original data set; then in the next three trials, the last case in the data set is increased first by a factor of 10, then by a factor of 100 and lastly by a factor of 1000 from the original. The reliability is estimated using internal consistency, split-half reliability coefficient, and bootstrap.

The goal was to demonstrate the effect of outliers or extreme values using three types of reliability estimates. The effects of outliers can influence the outcome of reliability testing. In utilizing data sets with outliers, all of the results show that removal of the outliers has considerable effects on these tests. The presence of outliers can make reliability illusive. Therefore, before reliability testing, the researcher should be aware of the power of outliers and follow up with procedures to deal with them based on different situations.

**Reporting, Interpreting and Applying Effect Size Measures in Educational Research**

Randy Parker, Louisiana Tech University

In the decade since the fundamental shift in editorial policy that encourages the use and reporting of statistical significance testing (SST) and effect size (ES) measures in research studies, obstacles remain about the broader applicability and usefulness of these measures by practitioners. The guidelines of No Child Left Behind, as well as the expectations of accountability measures within the various states, imply that school reform and improvement decisions be based on research based evidence with broad applications. To meet these expectations, educational researchers and practitioners must adhere to procedures that inform decision makers about the usefulness and applicability of research findings.

This position paper reviewed the problems encountered with traditional statistical analysis based on mere rejection or acceptance of hypotheses and the various methods now available to report effect size measures for studies seeking to determine differences and/or correlational relationships (e.g. Cohen's d, Hedges's g, Glass's delta, Effect Size Correlation, eta squared, omega squared) and the interpretation of effects in direct comparison to the effects in related prior literature.

A review of the interpretation of these indices was also presented noting the robustness of each measure, the sensitivity of each to design flaws, and the application limitations of each measure. While it is incumbent upon researchers to determine the appropriate effect size measure to report, a more useful skill for practitioners is being able to interpret effect size measures so as to determine a more meaningful sense of the usefulness of educational research findings in real world practice.

The paper concluded with practical guidelines for researchers and practitioners in the interpretation and application of both statistical significance testing and effect size measures so that more informed decisions regarding the broader, evidence-based implementation of educational research can be made to enhance both student achievement school reform efforts.

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**Presenter: Charles Notar, Jacksonville State University**

**LiveText versus Web Design Software: Research Shows**

Donna F. Herring and Charles E. Notar, Jacksonville State University

How does LiveText measure up against popular web design software such as Adobe Go Live and Macromedia Dreamweaver. Project director and trainers for a PT3 grant at a rural college in north Georgia shared their experiences, findings, and observations from a three-year project. In this project, preservice teachers learned to integrate technology into a student-centered environment. During the semester prior to student teaching, preservice teachers created their content rich, classroom website for use during their student teaching experience. Seniors in the first two years of the project used Adobe Go Live, while students in year three used LiveText. Comparisons of the two and findings of the project were shared.

**Correlation of Metacognitive Self-Regulation and Student's Internet Use: A Pilot Study Using the MSLQ at the Computer Literacy Course**

SungHee YangKim, Southern University

The researcher conducted an informal survey to pilot test an instrument measuring metacognitive self-regulation called the Motivational Strategy and Learning Questionnaire (MSLQ) in an undergraduate computer literacy course. The research was conducted to determine the correlational relationship between metacognitive self-regulation and students' non-academic internet browsing during computer literacy classes. "Metacognition refers to the awareness, knowledge, and control of cognition" (Pintrich et. al, p 23). "Self-regulation refers to self-regulated thoughts, feelings and actions which are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p 14). Metacognitive self-regulation helps students learn by using the processes of planning, monitoring, and regulating activities.

Sample size was 68 students from five computer literacy classes. The instrument was composed of 13 questions, 12 questions from the MSLQ instrument focused on metacognitive self-regulation and one question composed by the researcher asking the student to report the extent of his/her internet use during class.

The research results showed that the self-regulation and non academic internet use are negatively correlated. Students who measured higher on self-regulation were less likely to browse the internet during class than those students who measured lower.

**University Students Perspectives of Copyright: Is Internet at Fault or Student Fault to Make Plagiarism Easy?**

Feng Sun, University of Alabama - Birmingham

With constant technology updating and daily web booming, individuals are becoming increasingly dependent on technology for information in life, but should learn to use electronic resources correctly and safely. Especially college students, when they are using technology for their academic works, must learn to use it honestly. Otherwise, their actions are subject to serious legal and disciplinary consequences. Students must understand that when they plagiarize images, text, video clips, or music files they are actually stealing the work of others, they are violating copyright law.

This paper analyzed three academic years' data that have been collected online from university students at UAB (2005-2007). Descriptive statistical analysis covered their perspectives, knowledge, and feeling about copyright when they were doing some citing for their class papers and work from Internet. The study found out how serious they are, how much they knew about copyright, and how they felt about plagiarism of the web. Findings of the paper suggested several practical implications about how to address the issue of copyright and plagiarism, and to offer help and resources for educators in managing plagiarism in their classrooms.