

Wednesday, November 5, 2008

9:00 – 9:50 AM **TAKING YOUR RESEARCH PUBLIC: PRESENTATION AND DISPLAY (Training Session)** **Cumberland**

Jane Nell Luster, LSUHSC-HDC, and Randy Parker, Louisiana Tech University

MSERA provides a broad range of resources and support for novice researchers, graduate students, new faculty, and other research-oriented folks through the annual meeting sessions that focus on publishing and job seeking, as well as an assortment of research methods; it also provides personal support through the experience of the MSERA mentors and regular publications. Yet, increasingly, there is a need for these same audiences to have skills necessary to present their data and research findings to a broad array of audiences, both within and outside university settings. However well intentioned or well prepared the presenter and technically sound the data, judgments are made on the ability to communicate effectively and efficiently.

This workshop session was designed to offer guidance on how to make presentations and display data in meaningful and understandable ways. Using humor and fun, participants were involved in identifying ineffective presentation methods. Examples of clear, understandable data display presentation were contrasted with those that lead the audience to sleep, weep, or walk out. Participants were given a wide array of information to take with them. These included contrasting visual comparisons along with guidelines for preparing, practicing, and presenting data; references, weblinks, and resources to use long after the MSERA meeting is over were provided. A Top Ten checklist for designing effective presentations was also included. Some of the workshop time was spent on formats available for presentation at various research-related meetings such as AERA and AEA.

9:00 – 9:50 AM **ADDING SEDUCTIVE DETAILS TO LECTURES AND TEXT: EFFECTS ON LEARNING (Symposium).....** **Summitt II**

Organizer: Emily K. Rowland, University of Tennessee

Emily K. Rowland, Christopher H. Skinner, Kai Richards, Richard Saudargas, Daniel H. Robinson, Juliann Mathis, Amy L. Skinner, and Lee Saecker, University of Tennessee

To enhance students' attention, lecturers and authors may add high interest information (e.g., seductive details) to their standard content. The placement of seductive details and the degree to which seductive details are related to the target material may determine if this information enhances or detracts (termed the "seductive details effect") from learning. This series of studies extends theoretical research and provides guidelines to those interested in enhancing learning by adding seductive details.

In study 1, researchers evaluated the effects of placement and type (either related or unrelated to the content) of seductive details that were added to texts. Undergraduate students (N = 391) read passages about Freud's psychosexual stages and were quizzed on target material. Seductive details were either related (context-dependent) or unrelated (context-independent) to the target material and were presented before or after the target material or not at all. Quiz performance was not influenced by type of seductive details. However, those who read the seductive details prior to target material scored significantly lower than those who did not read any seductive details and those who read the seductive details after the standard text. Thus, seductive details presented before the text hindered learning, even when those details were related to the text.

In study 2, researchers examined the effects of a particular type of seductive details: a speaker's description of personal experiences. A lecturer presented information about bipolar disorder to college students (N = 219). The control group received a standard, didactic lecture. The experimental group received a similar lecture; only the presenter began the lecture by informing the students that she had bipolar disorder and interspersed descriptions of her personal experiences that were directly related to the content. Pre- and posttest analysis showed that the experimental group learned significantly more target material than the control group. The results suggested that descriptions of personal experiences may be a context-dependent type of seductive detail that enhances, rather than detracts from, learning.

Study 3 was similar to study 2, except that high school psychology students (N = 61) viewed videos designed to dispel 12 common ADHD myths. The experimental group watched the same video as the control, except that the speaker described personal experiences related to 6 myths immediately following the standard description of those myths. Post-tests contained 18 questions: (1) 6 not addressed

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in either video, (2) 6 addressed only with facts across both videos, and (3) 6 facts that were supplemented with descriptions of personal experiences of living with ADHD in the experimental video.

Results revealed an interaction effect that supports the hypothesis that personal experiences linked to content can enhance learning of that specific content but may detract from learning other content (i.e., seductive details effect). The authors found no differences on students' behavioral intentions. During the symposium the authors attempted to solicit opinions/advice regarding details of future studies including using speakers with visible disabilities, how to measure behavioral intentions, the age of participants, and using parents of students as speakers.

9:00 – 9:50 AM TEACHER EDUCATION (Displays) Board Room

The Teacher Performance Assessment: Supporting and Developing Self Efficacy in Preservice Teachers

Kimberlee A. Sharp and Natalie M. Peterson, Morehead State University

Beginning in January 2008, the Kentucky legislature mandated that all first-year teachers, known as "interns," successfully complete a KTIP – TPA (Kentucky Teacher Internship Program-Teacher Performance Assessment) as part of their performance evaluation and to classify them as "highly qualified educators." One Kentucky university responded to this mandate by developing a TPA as a means to evaluate its preservice teachers' entry-level competencies. The competencies the university selected to evaluate were: (1) the ability to interpret and utilize students' contextual factors to inform instruction, (2) the ability to interpret and utilize assessment data to inform instructional decision making, and (3) the ability to align instruction and assessment to the Kentucky-adopted teacher standards.

The primary author of this display served on the committee that drafted the university's TPA and scoring rubric, and served as the Clinical Supervisor of six preservice teacher candidates during the TPA's pilot year. The author met with each of the six preservice teachers on a bi-weekly basis, advised the preservice teachers about their instructional unit planning, and queried the preservice teachers' perceptions and self-efficacies using a recursive approach. The preservice teachers articulated their instructional unit plans and rationales, assessment data and analyses, and reflections in the TPA. The end product of the TPA was in the form of original narratives by each preservice teacher and artifacts displaying assessments and samples of student work. The author of this presentation analytically scored each of the TPAs using a rubric written in alignment with the Kentucky-adopted teacher standards.

By immersing herself into the TPA process, the author generated several conclusions regarding the development of preservice teachers' self-efficacy. Although the university will utilize a double-blind scoring of the TPA in its second year, this author suggested several implications for its continuation, as well for teacher preparation.

PAWS Day: An Innovative Field Experience on "Our" Turf

Kelly Byrd, Edward L. Shaw, Jr., Jennifer Simpson, and Ruth Busby, University of South Alabama

Powerful Activities With Students (PAWS) was an idea that faculty members devised to not only give elementary students an opportunity to experience college life for a day, but also to provide preservice teachers with an opportunity for constructivist teaching that is not often afforded them in some of their field settings.

During spring 2008, 100 fifth graders visited the university and engaged in PAWS in an effort to make mathematics, reading, science, and social studies interactive and meaningful. Preservice teachers who were enrolled in methods courses planned and taught lessons to the fifth graders as faculty observed their teaching practices, with particular focus on their ability to spark interest in the content and maintain students' attention. In addition, preservice teachers offered two lessons integrating mathematics and science with art. One was a Gyo-tako session, which is the art of fish printing. The other was the artwork of Vassily Kandinsky, which is the art of geometric shapes. The students also toured various sites on campus.

Reflections from both the fifth graders and the preservice teachers were collected and analyzed. Inductive analysis was conducted, and thematic patterns emerged. Themes from the fifth-

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graders' reflections regarding what they liked best about PAWS Day included exploring the college campus, especially the College of Engineering, and the hands-on activities. They reported that they disliked walking on such a large campus and that they ran out of time and were unable to visit the dorms.

The preservice students reflected on their experiences of the day. The overwhelming responses were that it was exhausting to deal with 100 students, but they were exhilarant in the planning, delivery, and tremendous response from the fifth graders. Partnership with the K-12 counterparts proved to be a valuable learning experience for elementary students, as well as the preservice teachers.

Attitudes of Teachers Toward Science Reflected in Their Visual Representation of a Scientist

Patricia K. Lowry, M. Dale Campbell, and Judy H. McCrary, Jacksonville State University

What does a scientist look like? Does he/she wear a lab coat? Does he/she wear safety goggles? Does he/she have scientific instruments readily available? Does he/she work in a lab area? These were important questions that must be answered before the attitudes of elementary education teachers can be determined toward the teaching of science or the scientist.

The implications for change in attitudes were evident in the literature review and through the data gathering of practicing professionals. It is important to have graduate students determine what a scientist is and what he/she looks like. An intervention program designed to address students' attitudes toward scientists could modify stereotypical images of scientists held by many students. The goal of any intervention program would be to create a classroom environment conducive to meaningful learning for all students. This would be true in the teaching of science.

Elementary Education students enrolled in a graduate science methods course completed a survey about courses taken and content used in the classroom. Using a Lickert scale, students responded to the following: (1) These undergraduate science courses have been beneficial to my ability to teach science in my elementary classroom, (2) I feel prepared to teach science in the elementary classroom after having taken these courses, and (3) I have confidence in my ability to teach elementary science. Students then completed an open-ended question: If you could have selected the content of the science courses you took as an undergraduate, what content would you choose?

At the beginning of the term, students were asked to create a visual representation of what they thought a scientist would look like. Throughout the term, male and female scientists were discussed. At the end of the semester, students created a second visual representation of a scientist. The results were interesting.

Secondary Teachers Certified Through Alternative Certification: Demographics, Entrance, and Retention

Barbara A. Salyer, Kennesaw State University

This descriptive study was designed to assess the outcomes of alternative master's (fifth-year) programs with regard to secondary teacher demographics, entrance into the teaching profession, and retention in the profession in a mid-sized southern state. It was hypothesized that if these programs were meeting needs often cited in support of alternative preparation, then there should be a higher proportion of males, minorities, and older adults among the more than 2,000 individuals included in the study. It was also hypothesized that a higher percentage of these individuals would have received certification in the high needs areas of science and mathematics. Individuals included in the study received certification in either secondary English, mathematics, science, or social science.

Data on entrance and retention in the profession over a six-year-period were tabulated for a subset of these individuals who received certification between the years 1995 and 2000. Data for this study were collected from two databases obtained in collaboration with state department of education staff members.

The first database contained demographic information on the more than 6,000 individuals who had received certification through an alternative fifth-year-program between 1986 and 2001. Each individual in the database was assigned an identification number to preserve anonymity; names and addresses were not included in the database. The second database contained information from the statewide personnel system that indicated the employment status for all teachers in the state for each

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school year between 1995-96 and 2000-2001.

Using the same identification numbers in both databases, the researcher was able to determine whether each of the individuals receiving certification between the years 1995 and 2000 was employed as a teacher in the state during this six-year period. The data on entrance and retention adds an important element to on-going debates comparing traditional and alternative preparation programs for teachers.

Teaching Experience Days: Cooperating Teacher Perceptions

Andrea M. Kent, Rebecca M. Giles , Paige V. Baggett,
and Edward L. Shaw, Jr., University of South Alabama

Teaching Experience Days (TEDS) was piloted as a field experience requirement for all teacher education candidates at a southeastern university during the fall 2006 semester, and student perceptions were further explored spring 2007 and spring 2008. Findings suggested that teacher candidates generally perceived TEDs as effective. The follow-up study (conducted spring 2008) to develop tentative hypotheses towards the effectiveness of TEDS as perceived by participating cooperating teachers indicate positive perceptions as well. TEDs conditions include a pre- and post-conference meeting with the teacher in whose classroom the TED occurs and completion of the Teaching Experience Day Validation Form by the candidate.

During their program, candidates were required to complete a minimum of 10 TEDs over 3 consecutive semesters as follows: 2 days, 3 days, and 5 days. Candidates who were certified as substitute teachers may, under specified conditions, receive substitute pay when completing TEDs requirement. Participants were 47 elementary (K-6) cooperating teachers during the 2008 spring semester from 27 schools over 2 counties.

Data were collected using the Cooperating Teacher Teaching Experience Days Questionnaire, a 7-item instrument developed to ascertain participants' perceptions of the effect TEDs experiences had on their field experience student's teaching strategies, content knowledge, familiarity with overall school operations, behavior management skills, and knowledge of student development. The instrument's 4-point rating scale ranges from 1 (strongly agree) to 4 (strongly disagree). Data in the form of frequencies and percentages were calculated using SPSS. One hundred percent of cooperating teachers participating in the study responded "strongly agree" or "agree" to the seven questions; therefore, they viewed TEDs as effective in the five areas explored. The strongest agreement (70%: strongly agree) was in school operations, and the lowest percentage of strongly agree (51%) was in knowledge of student development.

The Acts of Kindness Project: A Study of Education Majors' Altruistic Behavior

Nina M. King, Celia B. Hilber, and Elizabeth Engley, Jacksonville State University

National reports of student aggression at all levels, from elementary school bullying to homicide on college campuses, prompted an investigation into what might be done to promote a more altruistic community. The researchers designed this project as an extension of their previous work on bullying, student dispositions, and classroom incivilities.

The study examined elementary and early childhood education majors' participation in the Acts of Kindness Project during the fall 2008 semester at a southeastern United States university. Guiding questions for this study were: (1) How, if at all, would taking part in a project requiring the completion of 10 acts of kindness in 10 days affect participants? (2) What actions were considered "kindnesses"? (3) For whom were kindnesses done (e.g., family, friends, strangers, etc.)? and (4) What did participants write in postproject reflections?

Fifty-six candidates in elementary and early childhood education were offered the opportunity to take part in this project as an extra-credit activity. Each participant listed their good deeds in the order in which they were accomplished and wrote a reflection at the end of the required 10 days. Pre- and postproject surveys were analyzed statistically. Participant lists and reflections were examined qualitatively. Final results were presented, and preliminary conclusions and suggestions for classroom application were drawn.

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9:00 – 9:50 AM ACHIEVEMENT Salon A

Presenter: Lola Aagaard, Morehead State University

**An Evaluation of the Impact of a Prekindergarten Program on Improving
the Academic Achievement of At-risk Students**

Anna W. Grehan, University of Memphis

The quality of a prekindergarten program determines its long-term impact. In order to have a lasting influence on achievement, a program must focus on oral language, emergent literacy, and social development (Schweinhart, Barnes, Weikart, Barnett, & Epstein, 1993). The primary focus of this study was to evaluate the effectiveness of a prekindergarten program on improving the academic achievement of at-risk students in a southeastern, urban school district. Participants included over 1,300 four-year-old children in 69 classrooms across the district. Data for the mixed methods design were collected for the 2005-2006 school year.

Student achievement results from the Work Sampling System, a research-based performance assessment aligned with national and state standards, were analyzed for the prekindergarten students to determine gains throughout the school year. Achievement results for kindergarten students from the Qualls Early Learning Inventory, Dynamic Indicators of Basic Early Literacy Skills, and Iowa Test of Basic Skills (ITBS) were also analyzed with comparisons made between those who attended the district's pre-k program versus those who had not. Long-term impacts of the program were assessed by analyzing ITBS data over a 10-year period, again comparing scores of students who had previously attended the district's pre-k program with the scores of students who had not. In addition, questionnaires were administered to teachers and families. Principal interviews were conducted, and trained observers used two classroom observation tools to evaluate instructional practices and environments in random prekindergarten classrooms.

Results were generally positive. They revealed knowledgeable teachers and actively engaged students and significantly higher ITBS scores for African American students who attended the district's preschool program compared to other cohorts. The qualitative data revealed positive support by all stakeholders. The findings from this study may serve as a springboard for use of effective literacy-related instructional practices in other early childhood settings.

**The Relationship of Gender, Ethnicity, and Involvement in Extracurricular Activities
to Academic Success for Low Socioeconomic High School Freshmen**

Jon Rysewyk, Fulton High School

This paper was a portion of a larger study that sought to identify which factors were most closely related to academic success during the freshman year for low socioeconomic students. This was an ex post facto study conducted in one urban high school in Tennessee. The subjects were students enrolled in the ninth grade during the 2005-2006 or 2006-2007 academic school years. Low socioeconomic students (participants in the free- and reduced-price meals program) were divided into two groups based on academic performance during their freshman year of high school. Students with GPAs of 2.5 or higher were classified as higher performing, low socioeconomic status (HLSES). Students with GPAs of 2.4 or lower were considered lower performing, low socioeconomic status (LLSES). The higher achieving group contained 85 students; the lower achieving group had 292 students.

Relationships between three predictor variables (gender, ethnicity, and involvement in extracurricular activities) were examined across the two groups. Chi-square tests were conducted to compare the two groups. Significance was found in all three predictor variables. When compared to the study's overall population, males were over-represented in the LLSES group, and females were over-represented in the HLSES group.

Furthermore, both Hispanic and white students were under-represented in the LLSES group, and African American students were over-represented in the LLSES group. Students in the HLSES group were also more likely than their low achieving peers to participate in extracurricular activities as freshmen.

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Developing Data Analysis Competencies in Educational Leadership Programs

Talana Vogel, Christian Brothers University

At no time in history has the pressure been greater for school administrators to ensure student achievement. As educational leadership programs prepare future leaders, it is imperative that the candidates be adequately prepared to meet the challenges of current NCLB standards of academic mandates. There is an increasing demand on student performance and standardized testing that increases the need for candidates to become proficient at using assessment data to drive student achievement. Future school administrators must be able to implement instructional practices based on data from standardized tests that are required by state and federal laws.

Currently, educational leadership programs focus on pedagogy, leadership theories, and standards that do not focus directly on strategies to disaggregate data. While some programs introduce candidates to strategies that increase achievement, few immerse candidates into rigorous data analysis practices that drive curriculum and instructional decisions. There needs to be a greater emphasis on the use of data.

This position paper focused on a review of strategies utilized by current leadership programs to ensure that candidates are proficient at analyzing data. Practical strategies were discussed. Dialogues from this session encouraged participants to discuss the practices at their current institutions, as well as to explore new ideas to achieve producing candidates who can lead by utilizing data.

Correlational Study Between Students' Attitude on Gratification Delay on Academic Setting and Academic Achievement in a Computer Literacy Course

SungHee Yang Kim, Southern University

The researcher conducted an informal survey to pilot test an instrument measuring academic delay of gratification in an undergraduate computer literacy course. Academic delay of gratification refers to students' willingness to postpone immediately available opportunities to satisfy impulses in favor of academic goals that are temporally remote but ostensibly more valuable.

The research was conducted to determine the correlational relationship between gratification delay and academic achievement. The students' summary scores from a 10-item survey, called the Academic Delay of Gratification (ADOG), were obtained by summing the degree of preferences. One of the items is "miss several classes to accept an invitation for a very interesting trip, or delay going on the trip until this course is over." The students' final grades were obtained after completing the course. The sample size consisted of 30 students from two computer literacy classes. When students postpone their gratification, they attain their academic learning goal. This research discovered the correlation between students' attitude of internet use and academic achievement.

9:00 – 9:50 AM ADMINISTRATION Salon B

President: Samantha M. Alperin, Christian Brothers University

Problem of Public School System: A Leadership Solution

Abraham A. Andero, Albany State University

The ability to make effective decisions is vital to the successful performance of a school administrator. Many consider the task of leading a public school system to be one of the more difficult of jobs, as compared to 40 years ago. There is a special danger in present times of confusing leadership with management and conciliation. It is not news that leading a public school system is more difficult and demanding today than it was in the 1960s or early 1970s. The demand for well-prepared educational leaders is great today. The shortage of leaders who understand the nature of leadership, as well as their functions and roles in leading others, indicates an urgent need for effective leadership in public education.

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Pressures are mounting from many organizations and concerned citizens for public education leaders to respond to new societal issues. The pressures come as a result of the need for greater accountability, improved performance on standardized tests, guarantees of school safety, more input from parents, better school-community relations, and an acceptance and appreciation for diversity, with equal opportunities for all students. The self-interests of teacher organizations and public apathy toward providing increased financing for schools demand realistic solutions from educational leaders.

Public school leaders must respond forcefully and intelligently to growing issues in education or they will find their leadership usurped by other agencies. They must exercise positive leadership in rallying teachers to talk on growing educational problems and issues. They must develop the process of feedback so that individuals and groups can see the effects or consequences of their actions. Finally, they must assure that channels for action are kept open at all times.

Sixteenth Section Land Funds

Jack G. Blendinger Mississippi State University

This case study examined Sixteenth Section Land revenues and expenditures in three Mississippi school districts. Origins of the Sixteenth Section concept traced back to 1785 were also examined. In addition, state statutes governing the collection and expenditure of money derived from these lands were also examined. The researchers collected data for the study from public records and documents, school board minutes, and state regulations. Financial reports filed with the state were also analyzed. Findings showed that the amount of funds collected from Sixteenth Section Land varied significantly among the three school districts. Expenditures also varied greatly among the districts. Problems unique to Sixteenth Section funds encountered by the districts were also identified.

Mentoring New Principals: What Help Did Leaders Seek Post Katrina?

Tammie M. Causey-Konate, University of New Orleans; Scott Bauer, George Mason University; and Brian Reidlinger, School Leadership Center

As the role of the school principal becomes increasingly complex and demanding, the pool of readily available principals diminishes. In the aftermath of a natural catastrophe, such as Hurricane Katrina which devastated the greater metropolitan area of New Orleans in 2005, the availability of seasoned and novice principals is further reduced.

Current literature relevant to the preparation of principals for improved school leadership typically focuses on professional development, licensure policies, mentoring, and standards. Limited attention has been given to what type preparation, support, and development principals think they need, particularly in an educational environment impacted by crisis or disaster. Informed by the enabling leadership model, this qualitative study adheres to Falk's (2000) explanation that "[u]ntil now, concepts of 'leadership' and models of leadership have focused on 'the leader' alone rather than on the situation that leaders must enable. . . . The speed and nature of change . . . have re-focused the attention on the situations that demand a leadership of enablement. . . . This re-focusing provides an important and new possible perspective for those concerned with leading in new times" (p. 5). Perhaps what is needed by principals serving in a recovery context may be clarified through an examination of their requests for help and the concerns they note.

This case study investigated the following question: What types of professional concerns and requests do new principals in a recovery context articulate as relevant to their support? The analysis of documents developed by 12 principal coaches during visits and conversations with new, K-12 principals during 2007-2008 was the basis for the study. The results of the study detail the issues of importance to new, K-12 principals practicing in a post-catastrophic context and may offer help with improving and strengthening school leadership in recovery contexts.

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QUALITATIVE Salon C

President:

Luella M. Teuton, Western Kentucky University

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The Influence of a Basal Reading Program on Expository Writing in the First Grade

Jennifer J. Jordan, University of Tennessee

Recently there has been a move to integrate more expository read alouds and student reading in the primary grades to help alleviate what Chall and Jacobs (2003) call the fourth-grade slump. Not only were students expected to read vast amounts of expository texts at the fourth-grade level, but they were also required to write vast amounts of expository text. The writing of expository texts needs to be integrated into primary classrooms in order to avoid the fourth-grade slump. The purpose of this study was to examine teachers' current views and teaching practices surrounding expository writing in order to better understand how more expository writing could be included in the curriculum.

The research question asked was: How do teachers view and teach expository writing with first-grade students? The researcher interviewed four first-grade teachers from a midsized, southeastern county school system about their teaching methods. Two teachers were located at a low SES school, and two were located at a high SES school. The interviews were transcribed and then coded using an inductive analysis process. Results from the interviews revealed interesting themes. Teachers explained that most of their writing prompts and lesson plans came directly from the reading basal, that they rarely had the time to teach the writing process as it was laid out in the basal, and that some teachers did not have a full understanding of what genre was.

These findings led the researcher to conclude that the basal reading series is one of the major influences of expository writing instruction in these classrooms. The implications of this research included the need to examine how expository writing is presented in basal reading series and the need to provide teachers with explicit professional development about how to successfully integrate expository writing into their classrooms.

The Tearing or Mending of Social Fabric: Colombian Children's Personal Experience with Educational Change

Jessica N. Lester, Rachel Kelly, and Katherine Greenberg, University of Tennessee

Within many developing countries, children live in environments filled with threat and unrest; youth residing within such war-infested lands often identify schooling as the main way to acquire a sense of security. In Colombia, a land plagued with sociopolitical turbulence, there is a need for learning opportunities that both acknowledge and thoughtfully respond to its youngest citizens. In this phenomenological study, the authors investigated the experiences of six Colombian children, ages 11 to 16, who lived in Bogota, Colombia and were students within a classroom using the Cognitive Enrichment Advantage (CEA) educational approach during the 2004-2005 school year.

In-depth interviews began with the question: When you think about your learning time in the CEA classroom, what do you remember most? Subsequent questions evolved from the context of the interview. Transcripts were analyzed with researchers identifying and recording meaning units. Thematic commonalities were noted across transcripts, with only those themes supported by all the participants included in the thematic structure.

To further examine the interview data, a content analysis was conducted. A coding scheme aligned with the thematic structure was applied, with Feuerstein's criteria of mediated learning serving as the sensitizing framework. Initially, the authors applied the agreed-upon coding scheme to one interview and then came together to further refine the coding scheme. This process was continued until 100% agreement was reached on all units of analysis and categories. Four themes resulted: (1) Cool Teacher, (2) Cool Class, (3) Learning How to Learn, and (4) Drastically Changed.

For the participants, the CEA classroom was more than just "copying down stuff off the board"; it was a place of "thinking," "caring for and sharing with others," and "doing," highlighting their desire for authentic ways learning in the classroom. The findings suggested implications for CEA classrooms, along with educational practices in developing countries.

Virtual Teachers Speak: A Qualitative Study of Factors Driving Student Success in Online Courses

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M. D. Roblyer and Marclyn Porter, University of Tennessee - Chattanooga

Despite rapid growth in the popularity of virtual schooling (K-12 school courses offered through distance technologies), virtual courses usually reflect higher failure and dropout rates when compared to traditional courses. Education's increasing dependence on these courses to provide middle school and high school educational opportunities not available locally has increased the need to study carefully the factors driving online student success and assist at-risk online students in ways that can help them be more successful.

Results of quantitative research studies have offered a variety of student and environmental characteristics that can contribute to student success and can be used to help identify virtual school students who are less likely to be successful. Factors that seem to differentiate best between successful and unsuccessful students include: past achievement (as measured by GPA), age, having a home computer with high-speed Internet access, taking virtual courses in assigned school periods and locations (as opposed to from home), and results of an instrument measuring a combination of achievement beliefs, organization, instructional risk-taking, and technology self-efficacy.

The study reported here was designed to add to quantitative information in past studies by gathering qualitative perceptions of experienced online teachers as to the usefulness and accuracy of a prediction model based on the above factors.

Researchers interviewed (by phone and in person) 78 virtual school teachers working for two large virtual schools. Interviews were completed using a common interview protocol consisting of three open-ended questions and five Likert-scale questions that asked teachers to rate the relative importance of various factors to student success. An analysis of interview results revealed several common themes with implications for confirming, adding to, and using information from quantitative prediction models. These included the importance of actions of school counselors who place students in virtual courses and of virtual school facilitators tasked with supporting students.

Fragmented Lives and Conflicting Experiences in Refugee Students

Franco Zengaro and Mohamed Ali, Middle Tennessee State University,
and Sally Zengaro, University of Alabama

The purpose of this research was to examine the life experiences of a group of refugee high school students and their academic and social integration in the U.S. Utilizing a critical theoretical model, this study investigated the lives and experiences of 11 high school students living and learning in a state in the southern U.S. Theories of identity construction, particularly those articulated by Foucault (1983; 1988) and Holland et al. (1998), provided the framework from which identities were constructed and interpreted. The following questions guided this study: (1) Do prior school experiences shape students' level of academic success in school? (2) Can prior experiences become reflective lenses used for capturing the lives and struggles of their learning experiences in school? and (3) How does the new environment shape the students' identities?

Data collection followed a standard qualitative protocol that included interviews, field notes, and document collection. Data were analyzed using constant comparative analysis (Glaser and Strauss, 1967). As data were analyzed, categories emerged and were clustered into themes. Findings revealed an ongoing struggle for continuity. Second, these young people felt that much of their progress and success as students in school and in society was attributed to the level of support they received. Support such as teachers, counselors, principals, parents, and their communities became important variables to the ongoing formation of their identities.

Two different pictures emerged from the data. On one side, some refugee students felt that they attended schools where the level of support for their schooling was available; they, in turn, spoke of a sense of belonging. On the other side, other students felt a diametrically opposed reality where support was scarcely available to them. These students failed to connect at their schools, and a sense of powerlessness, isolation, and hopelessness emerged.

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10:00 – 10:50 AM **STUDENTS' AND A PROFESSOR'S PERCEPTIONS ON ON-GROUND TRADITIONAL EDUCATION AND ONLINE DISTANCE EDUCATION (Symposium).....Summitt II**

Organizer: Wade C. Smith, Walden University

Kevin O'Connell, Sherry Pinto, and Alison Goldstein, Walden University

The symposium authors explored the commonalities and differences between traditional master's level classrooms and an online asynchronous distance learning doctoral classroom. Online learning is gaining respect and validity as more and more working adults are seeking to increase their academic learning. In today's two-parent households little time is left for nontraditional students to attend college because many adults struggle to manage a full-time employment and school. The onset of new educational advancements, such as online doctoral programs, has created opportunities for personal academic advancement while eliminating the ritual-like routines found in a traditional college environment. Distance learning is rapidly increasing in popularity and utilization among those seeking post-graduate degrees.

The benefits of programs, such as satellite classes and online master's and doctoral programs, are largely those of convenience, including minimization of travel expenses and time, especially for those with families and careers. Customs, such as attending live lectures and/or participating in interactive "in the moment" class discussions, have been replaced with posted times for discussion and research-supported responses. In contrast, online classrooms allow working adults the ability to take academic courses from the comfort of the home or office with more time for research-based responses and well-supported reactions. One of the greatest benefits that has emerged from online classrooms is the opportunity to network with, and learn from, colleagues across the nation and beyond; in the traditional setting, these opportunities would be minimal.

Wang and Woo (2007), in a study of online discussions versus face-to-face discussions, found that there is a preference for face-to-face discussions such as the ones that take place in a traditional classroom. The positive attributes of face-to-face discussions include efficiency, promptness of responses, interaction of participants, and easier communication. Experiences of these researchers/participants support the findings of Wang and Woo, particularly in the areas: (1) promptness of responses, and (2) easier communication. Questions were answered during the face-to-face discussion, not a couple of days later in an e-mail. Intrinsic motivation is found to be stronger in online students versus traditional classroom students. While traditional classrooms offer immediate reflection time, camaraderie, and direct synthesis of discussed information, many times finding the time to travel and attend these classes was difficult.

These symposium papers used participants'/researchers' perceptions to analyze the commonalities and differences from four research/participant perspectives between traditional, face-to-face master's programs and an online doctoral program. The three doctoral students were currently earning the Ed.D. degree from a virtual distance learning university, and a professor is currently teaching and mentoring Ed.D. and Ph.D. students at the same university.

10:00 – 10:50 AM **MENTOR SESSION.....Board Room**

Presider: Linda W. Morse, Mississippi State University

Hosted by MSERA Mentors, this session provided opportunities for attendees to collaborate with one or more long-term members of MSERA about attendees' existing or potential research projects, proposed or draft manuscripts, dissertation ideas, data analysis, program evaluation projects, and other research-related topics. These sessions were offered primarily for new graduate student and professional members of the Mid-South Educational Research Association.

10:00 – 10:50 AM **PROFESSIONAL DEVELOPMENT AND INSERVICE EDUCATIONSalon A**

Presider: Jan E. Blake, University of Tennessee

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Preparing Substitute Teachers for the Classroom

Tina Thornton Smith, Martin Methodist College, and Christon G. Arthur, Tennessee State University

The average student in the United States spends one whole year of education from kindergarten through high school graduation being taught by substitute teachers. Furthermore, every day, about 10% of the students are being taught by a substitute teacher. The critical questions are: (1) Who were these substitutes? and (2) Were they trained to teach the children?

In this study, regular classroom teachers were asked to evaluate the performance of their substitutes on six areas: teaching strategies, being prepared and professional, classroom management; following lesson plans, understanding legal and educational issues, and overall performance. The substitute teachers were then given professional development covering those six areas, among others. The regular classroom teachers were again asked to evaluate the performance of the substitutes after the professional development training.

The substitute teachers' performances were compared before and after the training. In each dimension there was a statistically significant improvement in the performance of the substitute teachers. In essence, the professional development program was beneficial because it resulted in the improvement of substitute teachers' performance. The professional development impacted substitute teachers' teaching strategies and their classroom management skills. Regular teachers want districts to place priority on training substitute teachers.

Course Delivery, Advisement, Web Pages, and Newsletters by Live Text

Nancy J. Fox, Donna F. Herring, and Kathleen Friery, Jacksonville State University

LiveText has become a positive addiction for the presenters of this workshop. They have found that LiveText is an awesome tool to use for course delivery, advisement, web page development, and online newsletters! Forget the hum drum! LiveText has provided a creative way for course delivery at Jacksonville State University. LiveText-delivered courses enable faculty members to enhance the look of their courses by using graphics, video-streaming, and any number of resources to create a package that encourages and entices students to enjoy the course presentation. Advisement via LiveText has been a resourceful way to address students' needs in a variety of university programs.

Faculty members have used LiveText advisement allowing electronic notes to be permanently placed in each student's portfolio. Course progression has also been duly noted. Web pages and Newsletters created in LiveText have given prospective students, as well as current students, an electronic information center encased in an innovative format. Program information has been updated in an ongoing manner providing students with recent information in an original format. Departmental phone contacts have been reduced because of the website providing answers to the most frequently asked questions. No more ho hum! "Created by LiveText" has become the designer label for all facets of university course delivery, advisement, web pages, and newsletters!

An Assessment of Foundational Research Approaches in Journals of Computer-Assisted Language Learning

Debra S. Lee, Douglas W. Canfield, and Jay Pfaffman, University of Tennessee

The study, which examined a year of CALL (Computer-Assisted Language Learning) journals, was undertaken to: (1) provide a better understanding of research approaches in mainstream CALL journals, (2) see whether approaches differed by journal, and (3) identify areas for further review by CALL researchers. The researchers chose five 2004 CALL journals (CALICO Journal, Computer-Assisted Language Learning, IALLT Journal, Language Learning & Technology, and ReCALL Journal) for review. Journal selection criteria were journals: (1) exclusively devoted to CALL, (2) exclusively or almost exclusively in English, (3) double-blind peer reviewed, (4) published by well-known publishers or CALL organizations, and (5) including international authors writing for a global audience. Ten coding categories were selected for each of the 84 articles reviewed.

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Based on prior educational technology studies and current researchers' knowledge of the CALL field, the following variables were chosen for investigation: (1) research approach, (2) research expectations, (3) research activity, (4) duration of data gathering, (5) frequency of data gathering, (6) data gathering method, (7) language skill under investigation, (8) author's gender, and (9) study focus. Inter-rater reliability was 84%. Although the findings varied and one year only provides a glimpse into the research, the trends noted in CALL publications indicated that more practical application articles appear rather than theoretical framework discussions. Studies were of short duration and did not focus skills more easily taught in the CALL environment, such as reading and listening. Finally, gender equality (equal numbers of male and female authors) is not the norm for most of the journals.

Additional research questions remain: How would CALL articles published in non-CALL journals, such as the Journal of Educational Computing Research, and the Journal of Research on Technology in Education, compare with articles published in CALL-only journals? What would a longitudinal study of CALL journals show?

After the Teacher Education Program: Teacher Use of Technology Five Years Later

Vivian H. Wright and Elizabeth K. Wilson, University of Alabama

This research study examined 10 teachers' perceptions of technology integration and actual technology use in their social studies classrooms five years after graduation from a social studies teacher education program (TEP) in secondary education. The TEP encouraged technology use and offered many opportunities (and resources) to use technology. Multiple data sources were analyzed in this qualitative study to determine the context of the teachers' technology integration and when, how, and why technology was used.

The researchers used Hooper and Rieber's (1999) five phases (familiarization, utilization, integration, reorientation, evolution) of teachers' use of technology to categorize the 10 participants' technology integration efforts. The researchers found that 5 of the 10 teachers were at either the reorientation (focus on student learning) or evolution (continues to evolve and adapt) phase. These teachers were most likely to engage in continuing professional development and to engage students in using the technology. Further, these teachers had the support of community, including support from administrators in the form of access to resources and professional development. Other conclusions were shared in this study, along with implications for teacher educators.

10:00 – 10:50 AM EVALUATION Salon B

Presenter: Carolyn P. Bowman, Midway College

Improving Online Course Design and Delivery: One College of Education's Process to Develop a Rubric to Guide Faculty in Designing and Delivering Their Online Courses

Shelly L. Albritton and Stephanie Huffman, University of Central Arkansas

This presentation described the efforts of a leadership team in a college of education to improve its design and delivery of online learning. According to the 2007 Sloan Consortium report, Online Nation: Five Years of Growth in Online Learning, "The number of online students has more than doubled in the four years since the first Sloan survey on online learning. The growth from 1.6 million students taking at least one online course in fall 2002 to the 3.48 million for fall 2006 represents a compound annual growth rate of 21.5 percent" (Allen & Seaman). The college has experienced a similar growth trend in recent years.

A Technology Needs Survey was distributed to 48 faculty members to gather information about practices and perceptions of online learning with a return rate of 52.08%. Results showed that 71% of respondents used WebCT, Centra (a Voice-over Internet Protocol system), or a blend of the systems with face-to-face delivery. Ninety-two percent of the respondents indicated that they had received training with WebCT, and 64% had received training with Centra. However, one-third of the respondents disagreed when asked if distance courses have the same rigor as face-to-face courses. Additionally, only half of the respondents agreed that students in online courses learn as much as in face-to-face courses.

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Chickering and Erhmann (1996) and Erhmann (2003) assert that online learning can be a natural information-and-technology-rich environment that, when well-planned and delivered, can facilitate best teaching and learning practices.

Based on the survey results, the leadership team made recommendations to improve perceptions and practices in online learning that included development of an online course rubric to use for the design and delivery of online courses in the college of education. The leadership team utilized the Blackboard Greenhouse Exemplary Course Project's rubric for judging online courses as a guide in the development of the rubric. The presenters shared the process of developing the rubric and gave a report of the results to date.

Using TaskStream for NCATE Review

Dawn Basinger, Louisiana Tech University

After using TaskStream, an online assessment tool, for one academic year, 2007-2008, the researcher examined responses and data provided by university faculty who have used TaskStream to evaluate signature course assessments and digital webfolios to find out: (1) whether TaskStream is an efficient and effective tool for collecting data, (2) if rubrics and reports generated in TaskStream provide meaningful data, and (3) how the system has changed from inception to its current usage. The researcher administered a survey prior to the fall 2008 term asking faculty to identify strengths and weaknesses of using TaskStream for course evaluation (data collection) and whether their rubrics provided meaningful data for candidate, program, and unit assessment. The researcher described changes made within TaskStream over the past year and interventions used to ensure that data were used to evaluate and improve the performance of candidates, the unit, and its programs.

Examining Teacher Candidate Effectiveness Through the Relationship of the Teacher Work Sample and the TeacherInsight™ Interview

Jana Kirchner, Antony D. Norman, and Sam Evans, Western Kentucky University

To meet national and state standards for student learning in this age of accountability, teachers must have the knowledge, skills, and dispositions to impact student achievement. With empirical research studies showing that effective teachers are critical to student performance, many university teacher education programs are grappling with how best to identify potential teachers and then to prepare these candidates to positively impact student learning.

This exploratory study examined two assessments designed to predict future teacher effectiveness: (1) the TeacherInsight, a web-based measure of dispositions frequently used by local school districts to identify potentially effective teachers, and (2) a Teacher Work Sample (TWS), an assessment that candidates complete during student-teaching as a culminating measure both of both candidate preparedness to teach and of the effectiveness of the education programs. Specifically, this study explored the relationship between the two assessments and the influence of demographic or academic variables on the two assessment scores. Study participants were student teachers (n = 400) at a Midwestern, regional university enrolled in their capstone course during fall 2007 and spring 2008 semesters.

TeacherInsight Interview scores and the Teacher Work Sample assessment data were collected from candidates as a part of their teacher education program. A standard multiple regression was used to analyze nine predictor variables: (1) TeacherInsight score, (2) gender, (3) age range, (4) ethnicity, (5) certification, (6) grade point average, (7) ACT score, (8) Praxis I score, and (9) Praxis II score with the criterion variable of the Teacher Work Sample score. Preliminary analysis of the data revealed some significant relationships between the variables that reflect previous findings from the teacher effectiveness literature. Results of this data analysis will inform both teacher education preparation programs and school districts in their efforts to both create and hire qualified teachers.

Exploring Relationships Among Academic, Assessment, and Nationally-Normed Data of Undergraduate Teacher Preparation Candidates

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Antony D. Norman, Western Kentucky University

Without question, teacher preparation programs across the nation feel the national pressure to demonstrate that their candidates meet national and state standards purportedly connected to PK-12 student learning. This pressure has led most institutions to develop key assessments to evaluate their candidates' proficiencies. However, few assessments have been in place for sufficient periods for programs to ascertain their relationship to other standard candidate data (such as teacher preparation admission criteria) or to judge their ability to predict candidate success on certification tests (Praxis II).

In 2000, a mid-south, regional university adopted the Teacher Work Sample as a culminating assessment for all of its teacher preparation programs. Survey research at the time revealed strong faculty commitment to this assessment as a sufficient measure of most, but not all, of the state's teacher standards. In addition, early research provided some indication that this assessment was related to other academic measures. However, lack of full implementation, small sample size, and concerns about scoring reliability left more questions than answers. Implementation of the Teacher Work Sample across all programs and work to establish scoring reliability now allows for greater confidence in exploring relationships among these various measures of candidate proficiency.

Thus, this study re-examined these relationships based on data from 428 candidates in student teaching during the fall 2007 and spring 2008 semesters. Data collected from candidate records included ACT scores, Teacher Preparation Admission GPA, Overall GPA prior to student teaching, Student Teaching Evaluation Scores, Praxis II Content and Principles of Learning and Teaching scores, and Teacher Work Sample Analytic and Total scores. Some results held to earlier findings, but others revealed variations based on newly available candidate and program characteristics. Preliminary conclusions about the Teacher Work Sample's relationship to other candidate measures and its ability to predict candidate success in PK-12 classrooms were drawn.

10:00 – 10:50 AM EDUCATION REFORM Salon C

President: Audrey Bowser, Arkansas State University

Teacher Education: A Time and a Place for Learner-Centered Change

Karee E. Dunn, University of Arkansas, and Glenda C. Rakes, University of Tennessee - Martin

Not long after the APA's task force of learning experts penned the 14 Learner-Centered Principles (LCP), a bi-partisan group of politicians pushed NCLB laws into effect. While APA's LCPs were the product of seven years of reducing decades of carefully constructed psychological research into core principles that support successful learning, NCLB's ill-conceived structure promotes standardized testing as the key to preventing children from being "left behind." After six years, NCLB has successfully done one thing: resulting in an overwhelming body of literature that indicates it has done more harm than good. In the current NCLB climate, teacher education plays an important role in improving education. As a result, many colleges of education across the country are beginning to implement learner-centered practices in teacher preparation programs based on guidelines provided by INTASC. Yet, little research has attempted to assess how successful NCATE-accredited teacher preparation programs have been at producing teachers who were not only learner-centered, but also equipped to implement learner-centered practices.

The purpose of this study was two-fold. First, the authors assessed the degree to which an NCATE-accredited university fostered learner-centered beliefs in their teacher preparation program. Second, the authors sought to investigate the possible influences of concerns and efficacy on learner-centered beliefs. Thus, the authors not only questioned if preservice teachers in an NCATE-accredited teacher preparation program presented learner-centered profiles, but the authors also sought to identify trainable preservice teacher characteristics that may be addressed in teacher education to produce more learner-centered teachers.

Data were analyzed using linear multiple regression and partial correlations. Results indicated that efficacy and concerns significantly influenced learner-centered beliefs. In light of the fact that this group did not present a strong learner-centered profile, these findings were encouraging because they indicated that addressing these trainable characteristics may facilitate learner-centeredness.

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**Alternative Compensation Programs for K-12 Educators:
New Directions and Principles From the Past**

Russell L. French and Shannon Coulter, University of Tennessee

About every 20-25 years, the wind and tides of reform produce in the ocean of education a wave that is strikingly similar to one seen two or more decades before. True, the "new" wave is not exactly the same. In fact, if one could view the "new" wave and its predecessor side by side, both similarities and differences would probably be noticeable. But, as the new wave rolls in, one wonders if current reformers, researchers, and practitioners studied the previous wave and learned anything from it that was useful in harnessing the energy of the current wave in positive ways.

Such is the case with the current wave of interest in alternative compensation programs for K-12 educators. The U.S. Department of Education has funded 34 alternative compensation projects, and a number of other states and school districts are contemplating, planning, or already dipping their toes into these waters. What do the current initiatives look like? How were they different from the AC programs of the 80's and 90's? Were there lessons learned from the earlier programs and projects that have been considered or ignored in the current programs? These were the questions the authors of this paper sought to answer in their review of current and past projects and their experience in them.

Emergent Design: Implications of Principal Preparation Program Evaluation

Pamela H. Scott and Eric Glover, East Tennessee State University

Recognizing the disconnect between principal preparation programs and the needs of 21st-century school leaders, the Administrative Endorsement program at East Tennessee State University has been in a process of program redesign and renewal the authors called emergent design. The emergent design is based on the results of a two-year process of evaluation grounded in research that has identified the inadequacies in principal training programs. Publications from the Southern Regional Education Board and authors such as Linda Darling-Hammond indicate that these inadequacies constitute a contemporary educational problem.

Data were collected from aspiring principal candidates, mentors, practicing principals, district level administrators, and professors. Multiple research techniques were employed in data collection: observation, semi-structured individual interviews, focus group interviews, and document and artifact review. The general strategy in data analysis was to build an explanation of the current status of the principal preparation program and the changes necessary for program redesign. Multiple sources of data allowed for broader analysis. Analysis of the data revealed the need for: (1) vertical and horizontal curriculum alignment, (2) an emergent design curriculum, (3) benchmark assessments, (4) university and district partnerships, and (5) mentor training.

The results indicated that program redesign and renewal is a continuous process involving all stakeholders resulting in the development of the emergent design curricula. The initial results indicated the need for a second phase of evaluation, tracking principal candidates after they were in a formal leadership role. The second phase results will inform the emergent design process and lead to continuous program improvement.

**Evaluation of Professional Training and Development Program
Funded by Education Sector Reform Assistance (ESRA)**

Muhammad Yousuf-Sharjeel, Iqra University

It is scholastically believed that pedagogic development programs augment the necessity of exploring newer techniques and methodology to excel in 21st-century education. In this context, professional development programs in the province of Sindh were launched at extensive levels to bring about the changes in teaching and learning styles particularly at the primary level.

This study elaborated on the fundamental aspects of primary teacher's approaches and in-class teaching methodology as part of a funded program to measure the scholastic changes experienced and demonstrated by public sector primary school teachers in the district of Dadu. The funded program

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was initiated by the United Educational Initiative UEI through Provincial Institute of Teacher Education (PITE) Sindh under Education Sector Reforms Assistance (ESRA) program sponsored by USAID. Structured in-depth interviews, classroom observations, and post-observation meetings with teachers and head teachers constituted the tools for data collection. The study found that the teacher training imparted through the PDP at this level could contribute to some extent to achieve the desired results. Teachers trained affirmed that some of the teaching methodologies were practically beyond the scope of the program and that the support of the provincial government was the dire need to sustain the productivity at this level. Classroom practices require expertise and desire to bring change. The participants' practices showed intermittent attitudinal change towards teaching-learning process. Trainee teachers demonstrated an urge to supplement their acquired skills through cost-effective and penny-productive teaching material.

10:00 – 10:50 AM SCHOOLS and FIELD EXPERIENCESummitt I

President: Lisa P. Brantly, Auburn University

Internship or Student Teaching in the MAT Program: Teacher Self-Efficacy

Michelle G. Haj-Broussard, Paula Wilson, and Tracy McLemore, McNeese State University,
and Anthony Guarino, Auburn University

Teacher self-efficacy has been found to affect student achievement, as well as teacher retention (Watson, 1991; Anderson, Greene, & Loewen, 1998; and Fives, Hamman, & Oliverez, 2005). Redmon (2007) found that teacher education programs can impact teachers' self-efficacy. This study examined two versions of one teacher education initial-certification program. The Master of Arts in Teaching (MAT) program allows post-baccalaureate candidates to receive initial certification and a master's degree simultaneously. The program offers both a student teaching and an internship route to completion.

Specifically, the study examined differences in MAT completers' self-efficacy depending on whether they participated in an internship or student teaching training in the program. MAT completers at a regional university in the southeast United States were surveyed after their graduate defense. Participants for this study were 40 MAT completers from fall 2007 and spring 2008. Of the 40 participants, the majority of them (83%) had chosen the route of internship rather than student teaching. The majority of those participants who chose student teaching over internship were in elementary education (over 70%). Participants completed the Teacher Efficacy Scale (TES) (Short Form) (Hoy & Woolfolk, 1993) to determine their levels of self-efficacy and to see if self-efficacy differed between the students who participated in internships and those who participated in student teaching. The TSE assesses two domains, a candidate's Personal Teaching Efficacy (PTE), and General Teaching Efficacy (GTE). A 2 X 2 Mixed ANOVA with Program as the between-subject variable and Teaching Efficacy as the within-subject variable was conducted.

Results indicated that MAT completers who participated as student teachers reported higher scores on the TES than those who participated as interns. Implications of this study were discussed and included that interns did not receive as much guidance as student teachers and that this might affect their self-efficacy.

Emotional Intelligence in Gifted and High-Achieving High-School Students

Kelli R. Jordan, Megan Parker, Taylor K. Pelchar, and Sherry K. Bain, University of Tennessee

Emotional Intelligence (EQ) is often defined as the awareness, interest, and management of one's emotions and an interest in the emotions of others. This construct may have significant applications in classrooms of gifted and high-achieving students as they struggle with the emotional demands that come alongside a challenging curriculum and social interaction with peers. When faced with high expectations of success, the pressure to excel may result in severe emotional distress if students are not able to properly manage their emotions. Thus, if students have high emotional intelligence, they may find it easier to deal with the challenges of being a gifted or high-achieving student.

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This study sought to identify the response patterns of gifted and high-achieving high-school students on a measure of emotional intelligence. The authors used the BarOn Emotional Questionnaire Inventory: Youth version (Bar-On EQ-i:YV) for this study, designed for use with children and adolescents between the ages of 7 and 18. The 60-item questionnaire asked participants to read each statement and choose the answer that best describes them on a scale from 1 (very seldom true of me) to 4 (very often true of me). The questionnaire yielded a Total Emotional Quotient and six scale scores: Intrapersonal, Interpersonal, Stress Management, Adaptability, General Mood and Positive Impression. The authors distributed the questionnaire to three classes of gifted and high achieving high school students between the ages of 14 and 18. In total, 68 students participated.

During the presentation, the authors presented the results of the findings, compared the mean levels of scores on the total EI score and on the subscales, and identified any strengths and weaknesses for the participants. Finally, the authors discussed the implications of the findings in terms of available and needed services for students who were high-achievers or were gifted.

The Initial Impact of an Innovative Approach to Mentoring and Inducting New Teachers into the Teaching Profession

Andrea M. Kent, University of South Alabama

The study examined the effect of intensive mentoring during the student teaching phase through the first semester of a beginning teacher's career. The underlying philosophy of the program was that a master teacher whose primary responsibility was to mentor and induct new teachers into the profession can provide intensive supervision, best practices models of instruction, and instructional coaching for selected student teachers through their beginning teaching experience.

Over a two-year period, 38 female, teacher education candidates, three university supervisors, 18 female mentor teachers, and seven female principals at seven schools were involved in the program. (Ethnicities of all participants and school demographics were presented in the paper). Teacher education candidates were placed in grades kindergarten through fifth. Quarterly meetings were held during year one and year two of the program. During these meetings, focus group interviews of the principals, mentor teachers, and teacher education candidates/first-year teachers were conducted to evaluate various aspects of the program. Following each session, mentor teachers and teacher education candidates were asked to complete electronic, Likert-type questionnaires regarding specific mentoring elements of the program. The researchers visited the participants in the schools on a bi-weekly basis, making notes of specific mentoring activities and the mentor/mentee/supervisor interactions. Student achievement data were compared by examining Criterion Reference Test scores to determine if there were significant differences in the test scores of the students of the candidates that were participating or had participated in the mentor teacher program as compared to the school district averages.

Overall results indicated that the candidates, mentor teachers, and principals viewed the program as a success in that the candidates had a strong induction into their first year of teaching. The findings of the study suggested implications for both teacher educators and public school personnel.

Change a Life Today in the Advanced Study of Teaching and Learning

Angela Webster Smith, University of Central Arkansas

Teachers who enroll in graduate programs believe that an advanced degree will proffer long-term benefits. They have faith that their increased knowledge will positively impact the lives of children over time. However, candidates tend to be surprised when the instructor requests that they change a life today and afford children the immediate benefits of their added knowledge. Even so, the instructor of 24 graduate candidates enrolled in a learning and development course assigned a semester project requiring candidates to directly implement the principles of the course content (McDevitt & Ormrod, 2004; Ormrod, 2006; Rathus, 2006).

Candidates were requested to select a student with whom they had little connection, little understood, or a student with poor social skills or low academic achievement. Each week students used three strategies (from course content covered during that week) that would increase the target student's holistic development. One strategy would seek to improve candidates' emotional relationships with

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students, another would aspire to improve the classroom environment for students, and yet another would aim to improve the academic achievement of students. Student reflections reported categorical and descriptive data once per month.

The candidates initially believed the assignment to be overwhelming with everyday professional and graduate school responsibilities. By mid-semester, nonetheless, candidates appreciated opportunities to enhance their professional tool boxes by applying strategies as they learned them. What is more, they were delighted with the change-a-life-today approach in that it afforded astonishing and unforeseen success stories for candidates and students alike.

This session was designed to dissect the structural strengths and weaknesses of the project from the instructor's and candidates' reflections. It was particularly helpful to instructors seeking ways to make assignments more readily applicable to course content and beneficial for persuading students of the notion.

11:00 – 11:50 AM DESIGNING A SURVEY INSTRUMENT FOR TARGET POPULATIONS (Training) Cumberland

Linda C. McGrath and Vincent R. McGrath, Mississippi State University

In this training session, survey research on practicing Mississippi obstetricians (116/196, 59.2%) conducted recently by the presenters was used as the model. Explanation of properties of a successfully conducted survey, along with its component parts, was analyzed to give future researchers a stronger perspective on the major characteristics of survey research. The researchers discussed the methodology of survey research. Literature review, identification of the problem, development of an effective survey instrument, checking the validity and reliability of the instrument, and data analysis were the focus of this discussion. Future researchers were better prepared to design a survey instrument that targets a specific population and obtains the best possible data for interpretation.

11:00 – 11:50 AM MATHEMATICS EDUCATION (Displays)Board Room

A Comparison of a Cognitive-Based and Behavioral-Based Intervention to Increase Mathematics Fluency in Elementary Students

Carlen Henington, Jeremy O'Neal, and Jennifer Lytle, Mississippi State University

A number of students who did not qualify for special education were lagging behind academically. With the advent of responsiveness to intervention, emphasis has been on pre-referral interventions for students who experience academic difficulties. This study provided a comparison of two mathematics interventions used with elementary children in a summer academic clinic. The first intervention, a cognitive-based intervention, utilizes self-instruction. The second intervention, a behavioral-based intervention, uses previewing and practice to teach students basic skills.

The use of self-instruction, in which sequential steps were used to teach covert self-speech, has been suggested as an effective intervention to improve academic functioning in a multitude of students. Researchers have implied that such a method can be time- and cost-effective. The self-instruction steps promote the development of a self-appraised understanding of the nature of the task, the necessary steps to complete the task, the determination of success or failure, and if failure, a reappraisal of the task. The behavioral intervention, previewing and repeated practice, has been found to be an effective intervention, individually or combined, for students who experience academic difficulties in reading and mathematics.

In the current study, an alternating treatments design (ATD) compared the two interventions in increasing math fluency of six elementary students, kindergarten through fourth grade. Single-skill worksheets at instructional level were presented during individual counterbalanced interventions sessions. Students' fluency was determined based on digits correct per minute (DCPM) across the four-week clinic. Students were also administered a multi-skill probe at the beginning of each session (to determine generalization of skill). Treatment integrity was assessed across baseline for at least 33% of the sessions.

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Preliminary results indicated that, in general, students improved their fluency rates under both intervention conditions. Individual responsiveness, however, was variable to each of the interventions. Discussion of the implications of the two interventions was held.

Math Fair Year Two: Summer Field Experiences for Mathematics Methodology Students

Julie A. Holmes, Louisiana Tech University

Field experiences for teacher candidates are an important part of methodology course work. Students gain knowledge about working with students in classroom settings and plan and implement lessons as part of the experience. Methods classes taken during the summer months pose challenges for these students to find appropriate and meaningful activities to complete for this mandatory course component.

The Math Fair was developed by this researcher as a way for the teacher candidates in the summer session of the elementary and middle grade mathematics methods course to gain practical experience by inviting students in grades Pre-K through sixth grade to attend this event held for one afternoon in July. The teacher candidates could select any strand of mathematics content and were to write a lesson plan and develop a center activity where they could teach their lessons to the participants in the Math Fair. The activity needed to be designed so that it could be taught at a remedial level for younger or lower-level students, and also could be modified to be more challenging for those students that were older or advanced in mathematics. Teacher candidates were then required to write a summary reflection of their experiences working with various levels of students during the Math Fair.

This poster session showed a display of the teacher candidates' lesson plans, pictures from the event, and an analysis of the professional reflection of the teacher candidates. Analysis of reoccurring themes was used to understand the challenges and insights into the experience. Comparisons were made from teacher candidate responses from the first year. These data were helpful in developing future experiences for teacher candidates.

**Effects of Problem Order on Accuracy, Preference,
and Choice of Multiplication Assignments**

Kathryn E. Jaspers, Lee Saecker, Christopher H. Skinner,
and Robert Williams, University of Tennessee

The purpose of the study was to determine the relationship between problem order and students' accuracy and perceptions of mathematics assignments. Students' likelihood of completing an assignment is related to the difficulty, effort, and time required to complete the assignment. In order to increase likelihood of completion without changing the number and type of problems (i.e., making the assignment easier), the authors focused on measuring students' perceptions of the assignments by changing the order of problems.

Students (N = 151) in three equivalent sections of an undergraduate human development course completed three multiplication assignments consisting of nine problems per assignment of varying length. In the short-to-long assignment, the assignment began with three 2-digit by 1-digit problems, followed by three 2-digit by 2-digit problems, and progressed to three 3-digit by 2-digit problems. The long-to-short assignment began with the longer problems and progressed to the shorter problems. In the third assignment, the order of the problems was randomly interspersed. Participants were then asked which assignment: (1) required the least amount of effort and required the most amount of effort, (2) was least difficult and most difficult, (3) took the least amount of time and most amount of time, and (4) they preferred to complete for homework.

The authors found that participants' accuracy was commensurate across assignments, and no assignment was chosen for homework significantly more often than any other assignment. Participants perceived the interspersed assignment as less difficult than either of the other assignments and as requiring less effort than the long-to-short assignment. Although participants did not chose any assignment for homework more often than the others, they were more likely to choose an assignment they viewed as less effortful, less difficult, or requiring less time.

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required that all college of education students meet an established level of proficiency on six pre-algebra mathematics standards in order to receive certification. Because college of education students do not take any common Arts and Sciences mathematics courses, an independent math assessment was developed within the college. Online computer modules for review and assessment were created.

In 2008, approximately 300 elementary and secondary education students in a southeastern U.S. public university were assessed. Additionally, students completed a questionnaire, as part of the test registration, that asked for student major and mathematics courses taken in college. The focus of this session was to report on an analysis of preservice teachers' mathematics content knowledge by major and course. The authors addressed the following questions: What were the common mathematical misconceptions that these preservice teachers exhibited? Did secondary majors have a better grasp of fundamental concepts than elementary preservice teachers?

11:00 – 11:50 AM SCHOOL IMPROVEMENT Salon B

President: Dawn M. Emerick, University of North Florida

Why Democracy is Difficult to Implement in China: A Perspective from the Impact of Schooling on Democracy Process

Hui Huang, University of Tennessee

It is highly possible that the democratic experience is the missing link in Chinese schooling that causes the public's indifference to the political lives. The schooling process, which assumes the responsibility for educating citizens, is the crucial tie for connecting to the public and the preparation for democracy. Democracy is difficult to implement in China because the populous has not been schooled in its workings or motivated to participate.

The purpose of this paper was an attempt to explain how democracy is missing in Chinese schooling. The analysis began with the investigation of the classroom setting to reveal the collective-centered and teacher-as-authority method of schooling. The current Chinese political culture, traditional culture, and social values, and their influence on schooling purposes, were explored. Examples from curriculum materials supported the claim that democracy is not fostered in the process of schooling in China. Referencing from Dewey's theory, suggestions on improving schooling and the individual participants in democratic school life were brought forward.

A National Study of Improving Participation in Student Self-Governance Leadership

Jennifer M. Miles, University of Arkansas

Women attend college to further themselves through education, but are confronted with traditional concepts of beauty and stereotypes regarding physical appearance. For many women, college is a paradox between the serious nature of intellectual curiosity and the pull to conform to societal expectations. These expectations can be powerful forces as the students define themselves through their years in college.

This study was conducted in order to determine if a correlation existed between academic achievement and body image in college women. The McCroskey Image Fixation Questionnaire was chosen for this study because it was designed to determine an individual's fixation with her or his physical appearance. The questionnaire was distributed to undergraduate college women at three institutions of higher education. The institutions included the following: a public, research-focused university; a public, comprehensive university; and a private, liberal arts college. The survey instrument included 30 true/false items. The number of true statements indicated how sensitive the participant was regarding her physical appearance. Six hundred eighteen surveys were used in the analysis. Participants were asked to self-report their grade point average, and this was correlated with the student's image fixation score.

The Pearson Product Moment Correlation demonstrated an inverse relationship between academic performance and body image, suggesting that a healthier body image was positively linked to a higher grade point average. The findings also suggested further investigation. Qualitative research may be warranted to gain a better understanding of how women with different grade point averages feel about

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their bodies. This information could be helpful to health educators, academic advisors, and student affairs professionals.

Creativity, Creative Meaning, and Positive Psychology: The Relationship to Life Satisfaction to College Students

Linda W. Morse and Carolyn E. Adams-Price, Mississippi State University

This study investigated the roles of creativity and positive psychology, as well as creative meaning, derived from creative hobbies to life satisfaction. College students (N= 95, which included 46 men and 49 women) from a variety of majors completed the following instruments: (1) the Khatena-Morse Multitalent Inventory, (2) the Positive Psychology Protective Factors scale, (3) a previously developed survey of meaning from creative hobbies, and (4) the Life Satisfaction Inventory. Participants were also asked if they had a creative hobby (e.g., pottery making, acting, jewelry making, writing, music) and how long they had had it and the amount of time spent on it.

Findings indicated that women with a creative hobby had a higher life satisfaction but there was no such difference for men. Participants with a creative hobby also scored higher on all three factors from the meaning from creative hobbies scale. Creativity as measured by the Khatena-Morse Multitalent Inventory was associated with the positive psychology factors of positive outlook and problem-solving/creativity. It was also significantly correlated with all three of the factors from the meaning from creative hobbies scale (i.e., spiritual meaning, usefulness, and mastery and recognition from others). The longer individuals had reported being involved in their creative hobby and the more time they currently spent on their creativity hobby correlated with mastery and recognition from the creative hobbies scale. Usefulness and the mastery and recognition factors from that scale also correlated with the positive psychology factor of positive outlook.

The findings of this study suggested that there is a relationship between positive psychology (i.e., positive outlook) and individuals' involvement in everyday creative activities as would be found in hobbies. Additionally, such everyday creativity appeared to be linked with life satisfaction.

Unintentional Injuries Among College Students

Kiley E. Winston, June Gorski, and Peggy Johnson, University of Tennessee

Most injuries were predictable and preventable according to the Healthy 2010 national report. Each year, unintentional injuries account for approximately 100,000 deaths and 27 million visits to hospital emergency departments. According to the Centers for Disease Control and Prevention (CDC), unintentional injuries are the leading cause of death for individuals between the ages of 1 and 65. Unintentional injuries are also the greatest cause of human suffering and loss of life among college students.

This discussion provided an overview of injuries on college campuses and off campus student work-related injuries. Additionally risk reduction and reporting methods were investigated. The methods used for this qualitative study consisted of academic literature reviews of unintentional injury data and campus surveys of on- and off-campus student work-related injuries.

Results of this study indicated that unintentional injuries were the leading cause of death among college students and were the fifth leading cause of death overall. Results indicated that the top three causes of fatal unintentional injuries included: motor vehicle crashes (41.8%), falls (14.8%), and poisoning (13.9%). Unintentional injuries were the primary cause of morbidity and mortality in young adults ages 15 to 24. There is very little published research concerning the prevalence of work-related injuries in this age group.

Surveys conducted by the authors of this study indicated that work-related injuries were a significant percentage of the unintentional injuries on the campus of the University of Tennessee. Further research should be done to identify the causes of unintentional injuries that were work-related. These efforts will contribute to the development of strategies for the prevention of injuries to college students working on and off campus.

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11:00 – 11:50 AM **MULTICULTURAL EDUCATION** **Salon C**

Presenter: Rebecca L. Farrell, Morehead State University

Intercultural Awareness in Preservice Teachers

Patricia Davis-Wiley, Eileen Galang, and Bob Rider, University of Tennessee

How can preservice educators gain the knowledge necessary to prepare their K-12 students to succeed in today's world? Presently, classroom practitioners are teaching the most culturally- and ethnically-diverse students in the history of American education. Yet, in contrast to their culturally-rich K-12 students, typical classroom teachers are predominately white, most likely monolingual - English is their first and only language - and are probably ill-prepared to teach children from diverse cultures and languages. The question is, then, How are teacher preparation programs enabling current students to deal with this international population of K-12 students?

The researchers piloted an instrument that attempted to measure the level of cross-cultural competence and global awareness of preservice teachers, at a major teacher-training institution in the southeast. In particular, the study aimed to answer the following questions: (1) How competent are current preservice teachers in dealing with cultural (global) diversity issues? and (2) What factors may contribute to preparing future teachers to be able to enter and succeed in the 21st-century global arena?

Results of this research (Phase One) were based on data collected from 13 preservice teachers who were just beginning their educational preservice core classes during the summer of 2008. Data from the 25-item instrument were manually entered into an Excel spreadsheet, and a mode was calculated for each item. Preliminary results were identified that led to the initial instrument's refinement for Phases Two and Three of the research study, which were conducted with a larger group of subjects during the 2008-2009 academic year, at the initial site of the pilot study, in addition to teacher-training institutions in Hawaii, New York, and Japan. The findings of the pilot study also suggested tentative implications for changes to be made to the preservice curriculum.

Teaching Strategies Reflecting the Culture and Learning Styles of Native American Students

Hani Morgan, University of Southern Mississippi

This review of research examined the culture and learning styles of Native American students to find out: (1) the teaching strategies that promote these students to work to their potential, and (2) the practices that were likely to prevent their success. Culturally relevant teaching and multicultural education are becoming more important today than ever before because the number of students coming from linguistic and cultural minority groups is steadily increasing.

This type of teaching focuses on the way minority groups learn best and includes the use of resources that accurately represent these groups. Schools in predominantly white districts have often ignored the importance of multicultural education, believing that it is only beneficial for minority students (Boutte, 1999). In elementary school, for example, children were found to be required to read children's books portraying the values and perspectives of whites such as "Little House on the Prairie" rather than those written by people of color (Harris, 1990). Bennett (2007) discussed that the traditional curriculum often includes stereotypical perspectives about Native Americans. This leads mainstream students to misunderstandings towards Native Americans and other racial minority groups that are likely to result in conflicts. Teachers can also have misunderstandings about Native Americans that lead to educational practices that are discriminatory towards this group.

This paper reviewed literature on the learning styles and culture of Native Americans. It discussed other topics relating to culturally relevant teaching for Native Americans including: classroom management, cooperative learning, curriculum, and the influence of family. This paper also discussed how traditional teaching styles may prevent Native Americans from reaching their potential in school and the way many textbooks misrepresent this group. In the concluding section, recommendations for teachers were offered on teaching Native Americans. Guidelines were also offered to avoid the use of stereotypical teaching materials concerning Native Americans.

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Effects of Modified Fluency Oriented Reading Instruction on African American Males' Fluency Development: A Preliminary Enquiry

Danjuma R. Saulawa and Parichart G. Thornton, Alabama State University

This study was motivated by the observation that multiple sources of reading achievement data clearly indicate that there is a reading achievement gap between boys and girls at the international, national, and state levels. Based on documented data, the reading achievement gap is even wider for African American males.

Specifically, the research questions addressed were: (1) Does the use of modified Fluency Oriented Reading Instruction (m-FORI) result in statistically significant difference in pretest and posttest oral reading fluency scores for African American males as measured by the Gray Oral Reading Test-4 (GORT-4)? and (2) Does the use of m-FORI result in a statistically significant difference between African American males' and females' pretest to posttest oral reading fluency scores as measured by the GORT-4? Participants in the study were 65 (34 males and 31 females) African American students in grades 2-7 in a parochial school located in a midsized city in Central Alabama. The study is part of a continuing exploratory research conducted to find out ways to close the achievement gap between African American males and females.

This study employed a quantitative, non-experimental research design. The design had pretest and posttest measures for all participants. The pretest and posttest measures allowed the researcher to assess any gains in oral reading fluency after six weeks of the m-FORI whole class instructional routine. The design had pretest and posttest measures for all participants in order to assess any gains in oral reading fluency after six weeks of the m-FORI whole class instructional routine. Repeated measures analysis of variance (ANOVA) was used to examine the effects of m-FORI on the participants' reading fluency as measured by GORT-4.

Statistically significant differences were found in the GORT-4 pretest and posttest scores for the males in the sample. The ANOVA generated a value of $F(1,33) = 96.32$, which is statistically significant with an obtained $p < .00$. The obtained Eta-squared was .75. To determine the between subject effects the repeated measures ANOVA procedure was performed to determine whether there were statistically significant differences for males compared to females on the GORT-4 pretest to posttest scores which yielded $F(1,62) = .057$, with an obtained value $p < .81$. This finding suggested that there was no statistically significant difference in the oral reading fluency for the males as compared to females at the end of the study.

The potential significance of this study is that it provided a valuable insight regarding ways educators can address the literacy gap that places African American boys at risk of reading failure, and determine if oral reading fluency instruction and choice of reading topics may lessen the probability of reading failure and increase chances of success.

Multicultural/Diversity Issues: Attitudes and Knowledge

Donald Snead, Middle Tennessee State University

The public schools in Tennessee are experiencing an influx of culturally diverse students. A number of inservice teachers are exhibiting a level of frustration when teaching these students because their personal background and preparation for teaching diverse students is limited. The inquirers assert that teachers' attitudes, in addition to specific skills taught within undergraduate, as well as graduate educational programs—of both preservice and inservice teachers with regard to diversity—are of utmost importance and directly related to teacher competence and effectiveness.

Incorporating elements of both quantitative, as well as qualitative research, this study examined multiple forms of data gathered from practicing and/or preservice teachers and/or administrators enrolled in various educational graduate or undergraduate education courses/specialty areas that explored sociocultural topics, issues, and trends. Data included results collected from administration of an attitudinal assessment instrument utilizing a Likert scale (The Multicultural/Diversity Scale—Revised), meta-comment papers, and reflective and interactive meta-comment journal entries recorded by the practicing teachers with regard to readings, topics, issues, and trends.

Therefore, the goal of this 2007-08 study was to ascertain participants' attitudes, cross-cultural perceptions, and knowledge toward multicultural/diversity issues for the purposes of informing

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and improving current practices within participants' classrooms within the university education courses themselves. Data from this 2007-08 study were compared to data from a similar 2004-05-06 study, and the results were shared in the session.

2:00 – 2:50 PM IT BEGAN IN TENNESSEE: 20 YEARS LATER, WHAT WERE RESULTS TO DISSEMINATE AND USE TO REDUCE K-3 CLASS SIZES, AND GUIDE FUTURE RESEARCH? (Training) Cumberland

Charles M. Achilles, Seton Hall University, and Jayne Boyd-Zaharias, HEROS, Inc.

Introduction/Issue

In 1948, medical researchers began the long-term, non-experimental, Framingham (MA) Heart Study. Results still (2008) influence health habits. By 1984, there were no longitudinal, randomized experiments and few topics of sustained inquiry in education. The Tennessee legislature requested research to improve schooling and passed H.B. 544 (5/1985). The Student Teacher Achievement Ratio (STAR) experiment, larger and more complex than the Framingham study, included two "treatments" in a randomized, longitudinal design. STAR spawned much good research and some controversy, yet results have been minimally known or used correctly.

Session Purpose, Content, and Delivery

This session increased dialogue related to class size, provided information to assist in establishing small classes, K-3, and suggested needed research. Research has consistently shown that small classes strengthen education processes and outcomes; during elementary years they facilitate teaching and learning environments where teachers can engage in effective teaching (Boyd-Zaharias & Pate-Bain, 2000). Among other things, small classes, K-3, have: immediate and long-term benefits for student achievement (Achilles & Finn 2005-2006); attract and retain teachers (Word et al., 1990); and increase graduation rates, and reduce majority-minority and male-female achievement gaps (Krueger & Whitmore 2002).

In the one-hour interactive session presenters gained feedback from researchers and practitioners while they provided participants with: (1) a summary of Tennessee's STAR experiment and a review of other relevant class-size research, (2) an explanation of pupil teacher ratio (PTR) and class-size differences necessitating the collection of class-size data at the school level, (3) an overview of Project STAR and Beyond, a 13-year on-line database, (4) practical steps for reducing class sizes in elementary grades, (5) information on national policy goals related to class-size reduction, and (6) a demonstration of the National Class Size Database, a user-friendly, web-based system for collecting class-size data.

2:00 – 2:50 PM COGNITION AND INSTRUCTION (Displays)Board Room

A Template for Teaching the Kruskal-Wallis One-way Analysis of Variance Technique

Robert L. Kennedy, University of Arkansas for Medical Science,
and Pamela M. Broadston, Arkansas School for the Deaf

A template is a pattern that might be used for building mosaics, for sewing a quilt, for constructing a dog house, or for guiding the gathering of information for a report. Over the past couple of decades of teaching, this teacher has found that the use of templates for instructional purposes has been advantageous for communicating relatively complex topics efficiently and clearly. Any number of ways of teaching the Kruskal-Wallis test might be tried.

Examples that have been derived from the literature include graphic display calculators, videotapes, interactive scattergrams, animation, web pages, and simulations. All were reasonably effective tools for teaching the Kruskal-Wallis test and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

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Templates are distributed and/or sold for worksheets, calendars, organizers, surveys, gradebooks, rubrics, and online tests, as well as for other purposes. They save time, not only for the less-experienced (or even experienced) teacher using them, but they can also benefit students by allowing a more efficient approach to learning. They may be available as open source documents, freeware, trialware, demoware, commercial software; immediately downloadable from a website or available on CD through snail mail; and in common word processing or PDF formats. In particular, the template presented in this session was directed toward the Kruskal-Wallis one-way analysis of variance technique.

The primary components included an abstract of the scenario to be investigated, the reference or citation for the source of the scenario, number of cases, variables, data, rationale for the statistical technique chosen, null hypothesis, assumptions to be tested, steps in testing the assumptions, reading and interpretation of the findings, and a conclusion relative to the hypothesis. Because of the data files, the materials were available on computer media.

Using Videos to Bring Lectures to the Online Classroom

Gail D. Hughes, University of Arkansas – Little Rock

Students' individual differences impact their learning experience. Learning theorists have long advocated the use of multiple modes of instruction to appeal to the diverse learning styles of students; however, many online courses offer only text-based instruction. For some students, reading the textbook, instructor notes, and emails may not provide them with the information in a way that meets their learning needs. Students in online classes often remark that they miss the lectures associated with traditional courses.

One way of offering lectures to online students is through video. The idea of recording videos is intimidating for many professors; however, once the pressure to film the perfect lecture is replaced with the reality of simply sharing information with students on camera, as is done in class, the process can become fulfilling. As with most tasks, the key is preparation. Most, if not all, videos should be recorded before the semester begins. It is also advisable to start small. The first time a video is incorporated into an online course one may want to begin with only a few, key videos instead of attempting to record lectures for each chapter for the entire course.

Other issues discussed were the video format/style, note preparation, adding personal touches, and avoiding references to weather, holidays, or current events. The purpose of this display was to share these insights and other lessons learned from making instructional videos for three online courses.

2:00 – 2:50 PM ACHIEVEMENT Salon A

Presenter: Stephen K. Miller, University of Louisville

A Reexamination of the Relationship Between Socioeconomic Status and Student Achievement

Steve M. Bounds, Arkansas State University

The study examined the relationship between socioeconomic status (SES) and student achievement in the areas of math and literacy. NCLB has forced districts to reexamine strategies to increase student achievement. Previous studies have shown a significant relationship between SES and student achievement. If NCLB has been successful, the relationship between SES and achievement should be less significant. A sample consisting of school districts from a southern state was selected. The socioeconomic status of each district was defined as the percentage of students eligible for free and reduced-price meals. Student achievement was defined as the percentage of students scoring at the combined basic and below basic levels in third- through eighth-grade math and literacy on the state benchmark exams. The researcher compiled tables of data consisting of the percentage of students eligible for free and reduced-price and the percentage of students scoring at the basic and below basic level on the state benchmark exams. Pearson r was computed, and the relationship was examined. Matrices and charts displaying the data were developed and used to identify patterns. Tentative conclusions were drawn, and the findings suggested areas that warrant further investigation.

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What NAEP Data Has to Say About the Impact of NCLB on Teacher Staff Development and Associated Student Achievement

John J. Marshak, Virginia Commonwealth University

One requirement of Title I of the No Child Left Behind Act (NCLB) (PL 170-110) in its attempt to improve instruction of the disadvantaged is the improvement of the qualifications for teachers and paraprofessionals. Specifically, for this study, it was Section 1119(a) (B), which states, "Shall include an annual increase in the percentage of teachers who were receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers." The complete version of the NAEP data contains not only achievement information but information about teachers' staff development. While this is only the teachers of those students involved in the NAEP, it is a national sample. Furthermore, the data were longitudinal, starting in 1992 and continuing to the most recently available. The kind and number of staff development activities were compared before and after 2001 for differences in trends. This entailed examining data from 1992 to 2000 and comparing them with that of 2002 to 2005.

Repeated measures analysis of variance was used to determine if a discontinuity occurs. Then, there was an examination, state by state, of the frequency of these variables to determine which states' teachers (if any) had a "dominant mode" of staff development. Within each state with a dominant mode, the following question was posed: Were the students' Plausible NAEP values (PVs) in Reading and Math (for available years) significantly different (hopefully higher) for those whose teachers participated in the dominant mode of staff development than those that did not? For each state, a simple comparison, a two-sample t-test was applied. For those that had two dominant modes, an ANOVA and post-hoc tests were applied.

Review of Instruments Related to Self-regulated Learning of Internet Use

SungHee YangKim, Southern University - Baton Rouge

This proposal reviewed instruments related to self-regulated learning of internet use. Self-regulation is a key to achieve academic goal. Various instruments have been used to study self-regulated learning and internet use. Those instruments were used to measure students' motivational attitudes to achieve goal or self-regulation, and academic delay of gratification and academic achievement. An instrument has also been used to measure metacognitive self-regulation as has an instrument to measure internet self-efficacy. No review of instruments has been put together related to self-regulation. This review of those instruments was required to find the commonality or the difference between the instruments.

2:00 – 2:50 PM ADMINISTRATIONSalon B

Presenter: Christon G. Arthur, Tennessee State University

Critical Elements of Hiring New Teachers: What Administrators Value?

David Bell, Arkansas Tech University

The purpose of this study was to determine what characteristics and information Arkansas' administrators value when they make hiring decisions. Staff selection is one of the most difficult tasks facing a school administrator. Staff selection is also a very frustrating experience for a teacher candidate. Teacher selection involves a complex set of procedures that includes information gathering, encoding, interpretation, retrieval, an integration of information, and decision making.

Although literature in personnel administration and industrial psychology provides a research base about employment practices in the private sector, research focusing on the behavior of school administrators in hiring practices is limited. Studies that have been completed commonly were identified as either macro-analytical or micro-analytical. The former usually involved descriptive correlation

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techniques to assess predictors of job performance – the most common is the job interview. The latter entails experimental settings and the use of inferential statistics and employs the common method of comparing written materials for hypothetical teacher candidates.

Recently, authors and researchers have explored teacher selection as a process rather than a discrete event. They examined administrator behavior during paper screening and interviewing stages. Data for the study were obtained during the 2008 school year using a survey developed by the researchers that was designed to examine the ratings of importance by using rank order from 1—9 with 1 being the most important in the given area. The questionnaire, composed of recommendations from public school personnel, was mailed to 40 area school administrators. The instrument asked for ranking in the following five areas: teacher abilities, school management, personnel qualities, professional and social traits, and verification of information. The instrument included 45 items with an option for administrators to add additional items. Thirty useable instruments were returned (75% return rate). The findings of the study suggested implications for staff selection.

Transportation: Rising Gasoline Costs

Jack G. Blendinger, Mississippi State University

This case study examined how the rising cost of gasoline impacts school districts. Gasoline, oil, repair, equipment, supply (e.g., tires), salary, and benefit costs for a seven-year period, 2000-01 through 2006-07, were studied. Changes in the number of students transported and the number of bus routes were also analyzed. Three medium-sized Mississippi school districts comprised the case studied. The researchers collected transportation data for the study from public records and documents, school board minutes, and state regulations. Transportation reports filed with the state were also analyzed.

Findings showed that the rising cost of gasoline and transportation-related equipment impacts salaries, benefits, number of bus routes, and number of students transported. Student activity and athletic travel were equally impacted. Problems unique to transportation encountered by the districts were also identified.

2006 School Health Policies and Programs (SHPPS)

Linda C. McGrath and Vincent R. McGrath, Mississippi State University

This position paper discussed the School Health Policies and Programs Study (SHPPS) 2006, a comprehensive assessment of school health programs at the state, district, school, and classroom levels. Centers for Disease Control and Prevention (CDC) conduct this national assessment every six years. Public schools were mandated to implement a school wellness policy for the 2006-07 school year. The Wellness Policy is part of the Child Nutrition and WIC Reauthorization Act of 2004. The federal document, Healthy People 2010, includes six objectives related to the health status of children. The overview and summary of this assessment, known as SHPPS, serves as an important resource for everyone involved in the health and safety of children and their ability to succeed academically and socially.

Administrative Perceptions of Mental Health Trends and College Counseling Services

Renee G. Wyden, University of North Florida

The purpose of the study was to determine if viable constructs could be identified relative to administrative perceptions of mental health trends on campus and counseling center service effectiveness, and the extent to which perceptions might be explained by respondent role, level of funding, and institutional size. The study was conducted in two phases and applied a multivariate correlational design.

In Phase I, survey data were collected from a sample of counseling center directors (n = 60) and superordinate administrators (n = 65) at collegiate institutions and analyzed using factor analysis and

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alpha reliability analysis for psychometric integrity. Scores on the two factors, mental health trends ($\alpha = .6550$; $\alpha = .875$) and service effectiveness ($\alpha = 2.068$; $\alpha = .744$), were deemed adequately reliable for internal consistency.

In Phase II, data were collected from a second sample of counseling center directors ($n = 125$) and superordinate administrators ($n = 113$) at collegiate institutions, and, after evidence of repeated psychometric integrity, analyzed using canonical correlation statistics to explore correlations between multiple variable sets. Scores on the two factors, mental health trends ($\alpha = 5.731$; $\alpha = .884$) and service effectiveness ($\alpha = 2.824$; $\alpha = .800$), were accepted as reliable.

Canonical correlation analysis was used to test relationship between scores on these two dependent variables and a predictor variable set consisting of respondent role, level of funding, and institutional size. The analysis yielded two roots, root 1 ($\alpha = .037$; $p = .392$) and root 2 ($\alpha = .005$; $p = .678$), that were both negligible and statistically non-significant and could not be retained for further interpretation.

2:00 – 2:50 PM EDUCATION REFORM Salon C

Presenter: Mary B. Montgomery, Jacksonville State University

Predictors of Program Completion from a Court-Ordered Batterer Intervention Program: A Mixed-Method Study

Dawn M. Emerick, University of North Florida

Florida documented 115,150 domestic violence (DV) reports and 68,396 DV arrests (2007). Jacksonville experienced 6,832 DV offenses, 14 criminal DV homicides, and 2 manslaughters. In 2006, out of 8,640 court-ordered batterer intervention program (BIP) participants, 50% completed, and 50% were terminated for non-participation. This study assessed whether age, education, employment status, emotional intelligence, and stage of behavior change were predictors of BIP completion. In-depth interviews were conducted to develop a better understanding of the attitudes, perceptions, and motivational characteristics for completing a BIP.

It was hypothesized that participant's age, education level, employment status, emotional intelligence, and stage of behavior change would predict BIP completion. Logistic regression determined that BIP enrollees 33 years of age or older were 1.2 times more likely to complete BIP. Enrollees with some college education were 2.4 times more likely to complete BIP. Enrollees who worked full-time were 1.7 times more likely to complete a BIP. The EQ-i instrument revealed evidence of depression among the BIP enrollees. The URICA-DV-R instrument showed a significant difference between the means of completers and non-completers. In-depth interviews revealed partners, mothers, children, facilitators, and jail were motivators to completing BIP, while money and slow judicial consequences were reinforcements to attrition.

Researchers should examine the relationship between depression and BIP completion, examine why participants fail to attend their first session or choose incarceration rather than attend a BIP, consider customizing the curriculum to match individual risks for attrition and motivators, and push to include impacts of DV on children into the curricula. BIP managers should exam the perceived value of BIP and then redesign the entry point to improve retention. Finally, because of the gap between perceived consequences and the realities of not completing a court-ordered sentence, it was recommended that stakeholders develop and enforce swift consequences for non-compliant BIP enrollees.

Escuela Nueva: New Possibilities for Primary Schooling in Rural Uganda

Yvette P. Franklin, University of Tennessee

This position paper used the vehicle of cultural studies to address the problems found in the creation of a transformative and sustainable new primary school in Bundibugyo, Uganda using Escuela Nueva (EN) as an alternate education model. This paper was part of a deeply personal project that connects the author to the continent of her youth, Africa; to a social justice issue the author felt

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passionate about, access to quality schooling; and to dear friends in Africa in a working partnership. It was hoped that this paper would add to the voices of scholars interested in pedagogy and the field of education by looking at theoretical issues, issues of power, social justice issues, critical reflection on identity, and the concept of praxis in the context of attempting to implement the EN school model in Bundibugyo.

Philosophy offers a means to go beyond a case study of the current schooling context of Bundibugyo and of EN to make a normative argument for the way things should be for this community. By drawing on the works of education theorists, reviewing of literature regarding the efficacy of EN, and quoting voices from the community, it is the author's position that the children of this rural community should have greater access to progressive educational approaches. These approaches provide a balance between government top-down reforms and the organic adaptation of curriculum, materials, and pedagogy. Additionally, they offer the hope of a schooling system that fosters the development of primary children who believe in their abilities, were ready to be engaged in civic behavior for the sake of community uplift, and were academically able to continue their schooling. The findings indicated that, despite the many complexities in issues of pedagogy, power, social justice, and identity, the ideal is a worthy one for the community.

Transforming Rural High Schools: The Implementation of the New Technology High School Reform Model

Brian D. Reid and Mary Jo Rattermann, University of Indianapolis

As the 20th century came to an end, widespread appeals from every corner called for the redesign of American education—not a mere tinkering around the edges, but a wholesale, massive restructuring that was required to keep America strong in the global economics game. Beyond content expertise, 21st-century workers would need competencies and traits in areas such as self-discipline, the ability to work effectively in teams, and flexibility in responding quickly and appropriately in a rapidly changing environment.

At the heart of the New Tech High School approach is project-based learning in a technology-rich environment. State and local standards are addressed in new ways that rely less on the traditional instructional delivery methods such as lectures and textbooks, and more on the resolution of multi-disciplinary, real-life, complex problems through student teams guided by, rather than instructed by, a teacher. Short-and long-term collaborative projects emphasize the development of oral and written fluency, proficiency in the use of technology as a tool for learning, creative problem solving, the ability to think critically about information, as well as soft skills such as punctuality, industriousness, and time management.

The first New Technology High School opened in Napa in 1999, followed in rapid succession by schools opening elsewhere in California, Texas, North Carolina, and now Indiana, where three New Tech High Schools opened in 2007—two in metropolitan Indianapolis and one in rural northern Indiana. Three more schools plan to open in Indiana under the New Tech flag during the 2008-09 school year with an estimated 5-10 new schools opening in 2009-2010. A research consortium was developed with the University of Indianapolis, Indiana University, IUPUI, and Rockman ET AL, a private research firm. The authors examined the process of change and impact on student performance as a rural, suburban, and urban high school implemented the New Tech High School model.

The purpose of this session was to discuss the implementation of the New Technology High School model in a small rural school district currently in the process of transforming the entire district. Using data gathered from the year-long study of the implementation of the new high schools, the authors described the effects of transforming each into a New Tech High on teachers, school leaders, students, parents and their community. The authors presented data gathered from classroom observations, site visits, and the analysis of the New Tech High Learning Management System on the fidelity of implementation of the New Tech High model. The authors also discussed the impact of this transformation on student achievement. Finally, the authors addressed the unique challenges and opportunities associated with undertaking educational transformation in a rural community.

3:00 – 3:50 PM

IRRATIONAL REASONING FOR IMPROBABLE RESEARCH WITH IMPOSSIBLE REPLICABILITY AND IRREPRODUCIBLE RESULTS BY IRRESPONSIBLE RESEARCHERS--INEPTLY REPRESENTED (Symposium)..... Cumberland

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Organizer: Walter M. Mathews, Evaluation Associates of New York

Science, as we know it today, has grown out of the murk of sorcery, religious ritual, and cooking. But while witches, priests, and chefs were developing taller and taller hats, scientists worked out a method for determining the worth of their experimental results: Reliability, Validity and Replicability. Six years ago at MSERA/Chattanooga, we asserted that to be an outmoded standard, and instead of tediously demanding "Is it reproducible?" we boldly asked "Is it funny?" While other prestigious research conferences continue to exercise the tyranny of validity, reliability, and reproducibility, we are proud that this annual session distains them like original sin.

The "Perfect" Letter of Recommendation

James E. McLean, University of Alabama

Everything you need to know to write, or get someone to write about you, the letter that will get you your dream job--keep dreaming!

Research Results You Did Not Know You Needed to Know, Part Cuatro

David Morse, Mississippi State University

This was a follow-up to that presented by the same author two and four years ago. With over one million scholarly publications worldwide each year, it is easy to understand why you can't keep up with the literature--but he can, since he scoured lesser-known resources for those compelling empirical results that we can ignore no longer: a new collection of under-celebrated, trailing-edge research gets the attention it deserves.

Special Vocabularies: Terminology Interpretations: Common Phrases in Uncommon Formats

Harry L. Bowman, Council on Occupational Education, Atlanta

This presentation contained special vocabularies (two academic and one vernacular), interpretations of terminology from a research report, and several common phrases in uncommon formats.

Academia! Is it Real . . . Funny, or is it Memorex?

Robert L. Kennedy, University of Arkansas for Medical Science

"If there is one way of ruining an academic's reputation, it is by calling them a 'great wit' in their obituary (Wolff, 2008)." So, is there really such a thing as humor in academia? If I knew, would I ask? [Bring a comic book, in case academia is funny, but the presenter is not!]

Seeing Red--The Rubric as Five Levels of Faddishness, or Crossing the Rubricon

Jerry Robbins, Eastern Michigan University

The term rubric originated, innocently enough, as a letter, word, or section of text, written in red ink, to ornament or highlight. From there, rubric came to mean a set of actions to take or words to be said by the leader, as printed in a religious or ceremonial service book. Then, rubric was applied to the red-ink comments written by a teacher in evaluating a student paper. And somehow, rubric has come to mean "a scoring grid for subjective assessments." Are we now in the post-rational stage of the use of rubrics in educational assessment?

Philosophical Jargon and Twisted Humor in the Research Community: An Evaluation of Utter Nonsense

George Gaines, Outback International, Atlanta

Wednesday, November 5, 2008

This paper probed the depths of depraved academic thought and futile attempts at humor found in the research community. Having combed through countless archives, the paper revealed the best and worst of the genre.

3:00 – 3:50 PM DECREASING INAPPROPRIATE BEHAVIORS IN A CLASSROOM SETTING USING THE COLOR WHEEL (Symposium)Summitt II

Organizer: Emily R. Kirk, University of Tennessee

Christopher H. Skinner, Kathleen B. Aspiranti, and Emily Fuller, University of Tennessee

Although classroom teachers frequently have one set of classroom rules, they have often been vague and ineffective. The Color Wheel is a classroom management procedure that involves establishing, teaching, publicly posting three sets of rules (e.g., red, yellow, and green rules), and using the Color Wheel to indicate which set of rules is in place. As teachers switch activities, the Color Wheel is altered to switch from one set of rules to another, which establishes more appropriate behavioral expectations for the next activity. To allow students to meet behavioral expectations as rules change, educators deliver temporal warnings to indicate the pending change in colors.

In study 1, a B-C-D-C design was used to investigate whether supplementing group-oriented contingencies with Color Wheel procedures decreased inappropriate vocalizations. Participants included 20 third-grade students in a rural public school classroom. An independent group punishment system was already in place (B phase). During the C phase, an interdependent group reward with randomly selected criteria and rewards was also used. During the D phase, the CW procedure was added. Results indicated a decrease in inappropriate vocalizations during the phases that the Color Wheel was used. This study showed that supplementing group-oriented contingencies with Color Wheel procedures caused decreases in inappropriate vocalizations.

With study 2, an A-B design was used to evaluate the effectiveness of the Color Wheel intervention in a first-grade classroom with the intent to decrease students' out-of-seat behavior and inappropriate vocalizations. Data were collected for the out-of-seat behavior for three disruptive children and one average child. Inappropriate vocalizations were measured for the entire class. Results showed clear and immediate decreases in out-of-seat behavior and inappropriate vocalizations after the intervention was applied. These results provided evidence that the Color Wheel intervention can be used to decrease the inappropriate behavior of single student and an entire class simultaneously.

In study 3, the Color Wheel intervention was implemented in an urban kindergarten classroom that had high rates of inappropriate student vocalizations (calling out), accompanied by subsequent reprimands and instructions from the teacher to control the behavior problem. Class-wide data were collected each time a student called out and each time the teacher reprimanded student behavior. Results showed a sharp decrease in both calling out and non-academic teacher instructions and reprimands.

During the symposium the audience learned how the authors worked with teachers to develop and implement Color Wheel procedures. The authors also solicited opinions/advice for improving the Color Wheel procedures and/or adjusting rules or application of rules.

3:00 – 3:50 PM RESEARCH IN PROGRESS (RIP).....Board Room

Presiders: Michelle G. Haj-Boussard, McNeese State University,
and Pamela M. Broadston, Arkansas School for the Deaf

Standing in the Circle – Teacher ‘Voices’ Within the High-Stakes

Jan E. Blake, University of Tennessee

The current emphasis on high-stakes testing has caused a highly test-responsive teaching environment. High-stakes testing has become the moving bar to which teachers must increasingly direct their daily teaching and attention (Riddle Buly & Valencia, 2002). Throughout the profession, teachers under the “gun” of the No Child Left Behind Act (NCLB, 2002) have been finding that these high-stakes tests hold consequences for their teaching practice, pedagogy, and teacher identity (Johnston, 1998; Linn, 2003; Shepard, 2000).

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This study was in response to the current high-stakes testing environment, where high-stakes tests, holding intended and unintended effects, were viewed as highly efficient ways to obtain numbers and scores in the press to hold schools accountable for student achievement. This study made use of survey methodology to guide a research inquiry documenting the dynamic “voices” of teachers currently engaged in school communities, using quantitative data collection procedures to document an empirical and highly human perspective surrounding this study question.

Quantitative data were collected via internet survey methodology from respondents, representing six school counties, in southeastern Tennessee. Sampling was determined by representative methods. All teachers responding to the invitational email survey instrument (Pedulla et al., 2003) were included in the sample. Analysis of the data was framed by Stone’s (2002) epistemological stance of numbers as metaphors. Essential to this study was the current political assumption that high-stakes tests count what is “right and best”; this study recognized that within the mandate, homogenous testing environment it is highly advantageous to be interested in the discontinuity, the heterogeneity, the variability that is inherent to teaching and learning, (Foucault, 1972) within any testing environment. Choosing to view the empirical data within a metaphorical stance presents a seemingly provocative paradox where this study stands as a kind of “metaphorical praxis” between theory and practice, intent and consequence, education and schools, teacher “voice” and high-stakes test mandates. The author was interested in what is essential and central to this group of participants within the framing theoretical underpinnings of a critical, sociocultural perspective. Data collection concluded June 30, 2008. High-stakes testing so deeply impacts the educational setting that it is important the authors understand the consequential effects of high-stakes testing. The author has explored this question documenting the “voices” of teachers asking: What were teacher’s perceptions and experiences of the effects of high-stakes testing on their pedagogy, practice, and identity?

A Pilot Case Study of Workplace Use of Assistive Speech Technologies

David J. Horgan, University of Alabama

This pilot case study research explored an individual’s use of SpeechEasy™, an anti-stuttering device. The researcher uses an auto-ethnographic narrative framework. By using this approach, the study’s participant got an equitable opportunity to tell narrative on how he/she came to the decision to use the SpeechEasy™ device and how this device has affected the life of this individual (if any). According to both the Janus Development group and the SpeechEasy website, SpeechEasy™ is a fluency device that was developed based on the choral effect. The choral effect occurs when a stutterer speaks or sings in unison with others (e.g., a choir, karaoke, etc.). When this occurrence of the choral effect takes place, the stuttering is greatly reduced or eliminated entirely. The SpeechEasy™ device recreates this choral effect for individuals who desire a treatment of stuttering for everyday life.

In this case study, the researcher specifically explored, with the participant, the device’s impact on life in the workplace. An interview protocol was developed in order to obtain detail data regarding the participant’s stuttering experience before and after using the SpeechEasy™ device. The participant was asked 11 open-ended questions about stuttering experiences. The participant set boundaries and controlled the transitions that occurred in the verbalization of personal narrative. This presentation offered insight on how the researcher, himself a stutterer, developed this narrative framework and gathered and analyzed the data, helping him to further develop potential research.

The Relationship Between Organizational Health, Job Satisfaction, and Student Achievement in Middle Schools

Lon Fox, University of Tennessee

The passage of NCLB brought additional measures of accountability to schools with the goal of 100% proficiency of all students by 2014. To meet this goal, schools were required to meet Adequate Yearly Progress for each qualifying sub-group within the school. Tennessee publishes a Report Card each year showing the Adequate Yearly Progress, achievement scores, and value-added scores for each school system. William Sanders developed the Tennessee Value Added Assessment System (TVAAS), an alternative assessment employed in Tennessee to measure teacher and school effectiveness. Margaret Spellings has agreed to pilot the use of value-added scores to additional states throughout the

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nation. Christopher Henderson (2007) found in his research an inverse relationship between student achievement and the organizational health of the school: achievement scores increased while the organizational health of the school decreased.

This quantitative research study was conducted using secondary data collected from the Tennessee Department of Education Report Card and the collection of survey data concerning the job satisfaction and organizational health of middle schools across Tennessee. The secondary data analysis was used to separate Tennessee middle schools into four quadrants: high performance and achievement, high performance and low achievement; low performance and achievement, and low performance and high achievement. The researcher then collected a clustered random sample of schools within each quadrant to survey teachers concerning their demographics, job satisfaction, and organizational health of the school. The researcher used the Organizational Health Index instrument developed by Wayne Hoy to determine the organizational health.

The theoretical framework employed by this researcher was Hackman and Oldham's Job Characteristic Model. After the collection of all data, the researcher used the data to answer the following research questions: (1) Does a relationship exist between organizational health and teacher job satisfaction in Tennessee middle schools? (2) Does a relationship exist between organizational health and student performance/achievement (value added and achievement scores) in Tennessee Middle Schools? and (3) Does a relationship exist between teacher job satisfaction and student performance/achievement (value added and achievement scores) in Tennessee Middle Schools?

A Road to Success in Reading Nonfiction Texts for English Language Learners

Yuko Iwai, University of Southern Mississippi

English has been considered one of the significant tools to communicate with others in the global society. With such a demand, the population of those who were learning English as their second or foreign language has increased. Nonfiction texts were written to convey, describe, or explain factual information. They include biographies, essays, how-to books, encyclopedias, reference books, experimental books, scientific reports, newspaper articles, and so on. It is more difficult for English Language Learners (ELLs) to understand these types of materials than fiction texts because they have specific text structures, contain technical vocabulary, and require readers to have prior knowledge. Therefore, it is significant to consider how to help ELLs' reading achievement in nonfiction texts.

This paper explored effective strategies that enhance ELLs' understanding of nonfiction texts. It examined some features of nonfiction texts, including technical vocabulary, text structure, and prior knowledge. It then explored characteristics of more proficient readers. Research shows that metacognition plays an important role for reading comprehension. More advanced readers tend to employ a variety of metacognitive strategies than do less advanced readers. After the discussion of characteristics of more proficient readers, this paper provided some instructional recommendations for classroom teachers or instructors. Using prior knowledge, understanding text patterns, organizing information, and establishing vocabulary in a meaningful way were key factors for reading comprehension in nonfiction texts.

3:00 – 3:50 PM ATTITUDES Salon A

President: Jeffrey Oescher, Southeastern Louisiana University

An Examination of the Perceptions, Attitudes, and Job Satisfaction Levels for Faculty Providing Face-to-Face and Distance Online Instruction

Emily G. Lewis, Auburn University

This study examined the perceptions, attitudes, and job satisfaction levels for faculty providing face-to-face and distance online instruction. Distance education programs have been encumbered with numerous issues about the quality of the delivery of distance education courses in comparison to traditional face-to-face course delivery. There is limited research from a faculty perspective. This research is important because of the limited substantial research investigating the perceptions, attitudes, and possible relationship to job satisfaction for faculty providing face-to-face and

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distance education instruction. A review of literature identified some particular issues that related to distance education programs. Some issues identified in the literature suggested additional research should be accomplished that would involve the following components: quality issues; all higher education faculty employment types should be included in the research; the issues of continual faculty motivation over an extended period of time teaching online; the decrease in past distance education programs as a result of lost of faculty enthusiasm and interest over time; lack of research that related to the changes in faculty roles because of distance education programs; and the increase and possible impacts of using adjunct faculty to facilitate online and onsite courses. The participants in this study included faculty providing face-to-face, distance education and/or both types of instruction.

The analysis was performed as a quasi-experimental study using a Likert five-point, web-based survey instrument to gather information. The survey questionnaire included questions that would assist in determining if the research questions posed in this study were found to have any statistical significance. This presentation included the purpose, method, findings, and implications for future research as a result of the outcomes from this research study.

Survey of Ed.D. Graduates of the Department of Educational Leadership and Policy Analysis (1972-2008) - East Tennessee State University

Lisa A. Speer and James H. Lampley, East Tennessee State University

Colleges and universities go to great lengths to keep in touch with alumni. Alumni associations, university advancement offices, and university foundations make contact with alumni by telephone, newsletter, or email on a regular basis. However, the authors have much less official contact with alumni at the academic unit level (college, school, or department level). This study was designed to gather information from Ed.D. graduates of the Department of Educational Leadership and Policy Analysis (ELPA) at East Tennessee State University (ETSU). The ELPA department at ETSU has graduated approximately 570 doctoral students since 1972.

A five-part questionnaire was adapted, with permission, by the lead research from a Cornell University questionnaire. It was designed to gather information from ELPA alumni. The first four sections (demographics, family academic history, program enrollment information, and current employment) consisted of either short answer or Yes/No questions. The fifth section was based on three Likert-type questions that dealt with leadership competencies. Descriptive and inferential statistics were used to analyze the data. Gender, age, ethnicity, and citizenship were reported in the demographic data of ELPA graduates. Differences were also detected on Likert-scale items among age groups and between male and female graduates.

Aggression, Sports, and the Moral Development of Italian Adolescents

Franco Zengaro, Middle Tennessee State University; Sally Zengaro, University of Alabama; and Marcello Malfi, ICT Castrolibero, Italy

This study examined sports participation and Italian middle adolescents' moral reasoning. The following research questions guided the study: (1) Do younger adolescents report a difference in the acceptance of cheating or of gamesmanship than older adolescents? (2) Is there a difference in the way older vs. younger participants report an ability to keep winning in proportion? (3) Does an acceptance of cheating or gamesmanship or keeping winning in proportion have a relationship to prosocial behavior? and (4) Does an acceptance of cheating or gamesmanship or keeping winning in proportion have a relationship to moral disengagement? The participants were 569 adolescents 11-18 years of age from a mid-sized town in southern Italy. They completed the Attitudes about Moral Decision making in Youth Sport Questionnaire (Lee, Whitehead, & Ntoumanis, 2007), the Questionnaire on Prosocial Behavior (Caprara et al., 2005), and one on moral disengagement (Bandura et al., 2001).

In a preliminary analysis, results indicated that males and females differed significantly on all factors except prosocial behavior. Further, adolescents 15-16 years of age scored highest in aggression and moral disengagement and lowest on the prosocial behavior scale. Results also indicated that adolescents with 4-5 years of playing experience scored higher than those who had 0-2 years of experience in acceptance of cheating. They also scored significantly higher than those with more than eight years of playing experience, while there was no difference in acceptance of cheating between those

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significant differences ($p < .05$) in the psychosocial domain ($M = 4.30$) indicated that more intense mentoring occurred when compared to the career domain ($M = 3.97$). Statistically significant differences were not found across variables of age, gender, and race. An adapted, theoretically based, conceptual framework was created to provide a foundation for examining mentoring in counselor education. The results were discussed from the suggested framework's components.

Comparing Scores of Community College Students Against the Normative Sample of the Motivated Strategies for Learning Questionnaire

Sandra M. Harris and Rebecca Jacobson, Troy University-Montgomery

This study compared the performance of community college students on the Motivated Strategies for Learning Questionnaire (MSLQ) to the performance of the individuals in the normative sample of the instrument. The MSLQ is a self-report inventory that assesses college students' motivational orientation and learning strategies. The instrument contains 81 items that are distributed among two major sections and 15 subscales of the survey. The sample consisted of 158 participants from four community colleges located in the Western United States.

A reliability analysis of scores obtained from the MSLQ produced coefficient alphas which ranged from .49 to .93. Using a test value of $\alpha = .70$ and a $p = .05$, six of 15 subscales generated statistically significant reliability coefficients. They were: six scales were task value, self-efficacy for learning and performance, test anxiety, elaborating, metacognitive self-regulation, as well as time and study environment. The obtained reliability estimates were consistent with findings from other studies.

The means of two groups were compared using an independent samples t-test. When compared to the normative sample, community college students obtained statistically significant differences on six out of 15 subscales. Community college students received higher mean scores on the Extrinsic Goal Orientation, Test Anxiety, Rehearsal, Organization, and Peer Learning Subscales of the MSLQ. The normative sample had higher mean scores on the Control of Learning Beliefs Subscale. Findings were consistent with other studies on the MSLQ that found ethnic group differences on the Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task value, Self-efficacy for Learning/Performance, Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive Self-regulation, and the Time and Study Environment Subscales. Researchers concluded that, while the MSLQ may be valid for assessing motivational and learning strategies, users must take caution when interpreting scores obtained from different cultures. Suggestions for further research were discussed.

A National Study of Improving Participation in Student Self-Governance

Jennifer M. Miles, University of Arkansas

Student governance is a way for students to participate in the decision-making process of an institution. Through governance activities, students can be involved in decisions regarding many components of an institution, including academic affairs and student affairs. Student governance, however, can be difficult for administrators to manage. One of the barriers to the effectiveness of student governance, which is lack of participation, can cause administrators to question the validity of student governance bodies. The purpose for conducting the current study was to determine strategies that may increase participation in self-governance activities.

The study was designed to identify ways to increase student self-governance at three types of institutions, including research universities, regional colleges, and private liberal arts colleges. The survey instrument was adapted from a Delphi-technique survey and contained 18 items, including three demographic questions and 15 strategies for increasing student participation in governance activities. They were distributed to students at three public, research-focused universities, three public comprehensive universities, and three private colleges. Four hundred fifty surveys were used in the analysis.

Survey items receiving the highest ratings included the following: establish a relationship between student governments and student organizations; give students a feeling of ownership, demonstrate past accomplishments of the student government; and administrators should respect the decisions of student governments. Items receiving the lowest ratings included demonstrating the effectiveness of student governments and providing a consistent time and location for student

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government meetings. In conclusion, students saw governance as a way to connect student leaders, the student government, and administrators. The strategies may prove helpful for either increasing or decreasing the number of individuals involved. This information may be beneficial to student leaders and administrators.

3:00 – 3:50 PM HIGHER EDUCATION Salon C

Presenter: Jenelle M. Ouimette, University of South Alabama

Using Synchronous Online Interaction to Promote Dialogue and Engagement with Subject Matter in College Courses

Fred H. Groves, Missouri State University, and Ava F. Pugh, University of Louisiana - Monroe

Effective dialogue has been recognized as an essential component of instruction for promoting deeper and richer student engagement with subject matter. However, in face-to-face classroom interactions effective dialogue can be hindered by a few students who dominate class discussion. With asynchronous web-based courses, the long time spans separating discussion entries can also hinder development of effective dialogue. A possible solution to these problems is synchronous web-based discussion via chat rooms, live blogging sessions, or live Blackboard or Web CT that can enhance learning of subject matter by removing these hindrances to effective dialogue.

This study analyzed the effect of synchronous (live) computer-mediated communication in college education courses as a means of increasing student engagement with subject matter and to increase the amount and quality of class dialogue. Positive results were found along with a set of caveats that need to be considered in order for this to be an effective instructional approach.

Leadership Role of the Department Chair in Private Colleges

Adam A. Morris, University of Arkansas

The academic leader is among the most misunderstood management position in the modern world. Little empirical research has been conducted on the academic leader, especially department chairpersons. With many decisions being made at the department level, many researchers reiterate the importance of department chairs in institutions of higher education. Also, within the academic department the chair has the most influence over faculty and academic support staff members. However, many institutions fail to recognize the importance of this unique and challenging position. Since the majority of important decisions are being made at the department level, there is considerable pressure and stress on the department chair.

This study examined private college academic department chairs and their roles and responsibilities. The purpose for conducting this study was to understand the unique role and dimensions of the department chair in the private college setting. Specifically, the study analyzed characteristics, roles, and responsibilities of four-year private college department chairs. This was completed by exploring the research related to department chairs, and the completion of a survey adapted from the Study of Higher Education and Postsecondary Education at the University of Nebraska-Lincoln and the Maricopa Community College National Community College Chair Academy.

Emerging Technology: Clickers in the Classroom

Kristie G. Ramsey, University of Alabama - Tuscaloosa

Advancements in the use of technology in the college classroom are continually being modified and have increasingly become a pedagogical staple for instructors across the nation. Instructors are constantly searching for ways to actively engage students in classroom activities, whether it is through the use of course management systems like Blackboard on interactive whiteboards. In addition, one new technology that has become a strong player in the pool of technology candidates is classroom response systems or clickers. The concept behind a clicker system is for students to be able to anonymously respond to multiple choice questions in class, record attendance, and participate in class

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exercises. The results were displayed in a histogram on the screen, thereby allowing the instructor to either proceed to a new topic or review material related to the question.

Research into the use of clickers in the classroom was conducted by analyzing peer-reviewed articles and investigating case studies at institutions such as Vanderbilt University and Northwestern University where clickers were being used in disciplines such as math and science. Through an analysis of the literature that chronicles the use of the clickers in the classroom, several case studies found that supported the integration of these clicker systems in the classroom.

The results from such case studies were categorized into areas of interest such as instructors' perception, students' perception, affordability, market penetration, and clicker suppliers. Implications of the study were that incorporating clicker systems into classroom instruction helps increase student retention by decreasing classroom boredom. Also gained from the study was the increased awareness of the affordability of clicker systems and the support from instructors who were currently using the systems and finding them to be an asset to their pedagogical methodology.

The Integration of Technology in the Community College

Jennifer Styron, Tiffany Labon, and Beverly Lewis, University of Southern Mississippi

Community colleges have assumed an increasingly central role in the nation's education and training system and, in addition, have traditionally strived to increase access to higher education through an open admissions policy with low or no tuition costs (Kane & Rouse, 1999, p. 63). While it is important to incorporate technology's latest tools, community colleges need to ensure that the technologies put in place meet and exceed student's needs and expectations.

This literature review identified best practices and challenges associated with implementing technology present in the community college sector and the benefits they provide for students, and provided suggestions to these challenges. A preliminary search for articles relating to the incorporation of the community college and technology was conducted. This included library resources and electronic searches for peer-reviewed and/or published work. From the initial line of research found, the determination of the topic of implementing technology within community colleges was chosen.

Students expect the accessibility and convenience technology provides from colleges. In order to be successful beyond graduation, students need opportunities to use and incorporate technology in their collegiate experience. Lower enrollment numbers were also found to be high among those colleges that lacked the implementation of technologies within the institution. The cost associated with such technologies is high; however, the skills and learning experiences gained are extremely valuable to the students. During the search for ways to reform academic programs in colleges, technology is an asset that must be taken into consideration.

3:00 – 3:50 PM

**COLLEGE STUDENTS and POSTSECONDARY
EDUCATIONSummitt I**

President:

Megan R. Parker, University of Tennessee

Building Online Communities: Recruitment and Retention of Male Minorities in Distance Education

Sherri L. Restauri, Gordon Nelson, and Frank King, Jacksonville State University

On-going research within a distance education unit at a medium-sized, southeastern public university with a vision focused on providing learning to a broad group of students who may otherwise be underserved has indicated falling trends of male enrollment in the higher education sector. In the fall of 2007, data from an institution-wide analysis revealed that just over 40% of the local student population was male, while just over 28% of that same population was of an ethnic minority. Further, data compared between online and traditional enrollment indicated even lower percentages within male minority enrollment for that student group.

The reasons within current literature for the decline in enrollment within these particular student groups are ephemeral and most often unconnected to quantifiable data outcomes. For example, recent data from NSSE (2006) indicates that these groups of minority college students were more likely to

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remain in college with higher levels of campus “engagement,” while other studies (Grady, 2008) have similarly revealed suggested conversational style of females and males were indicative of different communication needs. How these “engagement” and “conversational styles” translate into effective recruitment and retention in the online environment, however, was not documented within these studies. Over several semesters, data collected from an online survey investigated students’ use of technology tools, preferred learning and communication styles, technological comfort levels, and other demographic variables.

Data collected from these surveys were utilized to determine means for proper recruitment and retention of ethnic minority males within the online teaching and learning environment, as revealed by trends in learning and communication patterns and preferences. Further, the data were used in the development and administration of a newly-established mentoring and enrichment program for minority male students on the face-to-face and virtual campuses.

Tenure in Higher Education: Property Right or No Rights?

Sheila A. Webb, Jacksonville State University

One may ask, “What is tenure today with its fuzzy parameters?” Is it a property right that a faculty member may earn and “hold” to retain employment? To understand the issue, educators must first understand what they were tenured to. Since the tenure process emanates from a department, were they tenured to a department or to a college or to the university? Although professors understand that tenure status is not automatically transferred to another institution but must be earned or negotiated again if the professor changes institutions, they often never ask to what they were tenured. This vital question may be their demise. Institutions that tenure faculty to departments or colleges versus the university itself may simply dismiss all tenured faculty by eliminating or restructuring the department or college. Collaborative administrators accomplish this through established processes and procedures often involving program review to establish productivity and programmatic need.

Procedures for this can encompass programmatic self-study reports and faculty review committees, including the Academic Senate. If groups of tenured faculty are removed from their positions through this process, benevolent administrators may offer options for the faculty such as funds for retraining personnel for needed positions in other areas of the university. Retraining offers no guarantees because tenured faculty who have lost their positions must compete for other positions; they need to interview, and, if hired, again seek the tenure track regulations to regain tenure in a new department or college. This paper discussed the pros and cons of tenure, as well as the changing definition and frequency of tenure-track positions.

Effect of Living and Learning Community on Excessive Absences for First-Year Freshmen

Sylvia Gaiko and Katherine E. Wright, Western Kentucky University

Western Kentucky University’s College of Health and Human Services (CHHS) coordinates a living/learning community (LLC) geared towards incoming freshmen interested in a career in health and human services. The program encompassed two years, which creates student opportunities and activities to enhance academic and professional success. Gump (2008) noted the negative relationship between absences and grades, stating that as absences increased, grades tended to decrease. Several other studies have also noted this relationship, thus raising the importance of attendance. Every fall, WKU’s Office of Institutional Research gathers fifth-week data assessment on first-year freshmen to examine any deficiencies in students classes, which includes the number of excessive absences, passing grades, and D/F grades.

The community’s first cohort (2005) showed that CHHS LLC students had an average of 0.05 excessive absences ($n = 38$). This number is markedly lower than the CHHS non-LLC student’s average of 0.20 ($n = 266$) and the WKU student’s average of 0.29 ($n = 2,786$). The second and third cohort (2006 & 2007) had an even lower number of excessive absences, with an average of 0.03 absences both years ($n = 36$ and 32 , respectively). These numbers were also markedly lower than CHHS non-LLC student’s averages (0.14 when $n = 365$ and 0.10 when $n = 381$, respectively) and WKU student’s averages (0.20 when $n = 2,792$ and 0.16 when $n = 2,695$, respectively). According to the data from this living/learning community, it can be assumed that the students were attending class more often

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because of the nature of the community and potentially could have higher GPAs in comparison to students not participating in a LLC program.

4:00 – 4:50 PM **MULTIPLE-BASELINE TAPED-PROBLEMS INTERVENTION ACROSS MULTIPLICATION SETS, BASIC ADDITION, AND NUMBER IDENTIFICATION (Symposium).....Summitt II**

Organizer: Daniel F. McCleary, University of Tennessee

Kathleen B. Aspiranti, Katherine R. Krohn, and Christopher H. Skinner, University of Tennessee

The taped-problems (TP) intervention was used to increase elementary students' math accuracy and fluency. TP is an automated system in which math fact prompts are recorded so that when played students hear a problem being read aloud, a delay occurs providing time for students to answer, then the correct answer is read allowed (immediate feedback), and an interval is provided for students to correct answers. The time delays (time to answer) varied as problems are repeated. To prevent finger counting and reduce errors, the initial delays are brief, then lengthened to allow students time to respond and then made briefer to encourage automaticity. These investigations across students, target behaviors, and schools, provide evidence of internal and external validity and sustainability.

In study 1, a class-wide, multiple-baseline across sets of problems was used to evaluate TP on multiplication fact fluency (factors 2-5) in an intact urban, low SES, fourth-grade classroom. The problems were separated into three mutually exclusive sets (2 digit-factors, 3 factors, and 4-5 factors). The first time a problem was read the delay was 0 seconds. On the next 2 trials the delay increased to 2 seconds, and the final two trials were delayed 1 second. Results showed immediate improvements in fluency across each set of problems after the intervention was applied, without a concomitant improvement in sets still in baseline, suggesting a treatment effect. Maintenance phase data showed an immediate decline in fluency scores after termination of the intervention; however, maintenance levels remained above baseline levels across all three sets. The students rated the intervention as acceptable.

In study 2, a multiple-baseline across behaviors (sets of additional problems) design was employed to evaluate the TP on basic addition fact fluency in an intact, rural first-grade classroom. Delay sequences were 0, 2, 2, 1, and 1 second. Students received individual feedback and rewards based on improvements in fluency. Group rewards were given contingent on class average fluency improving from the previous day. Results revealed increases in students' addition fact fluency (digits correct per minute) immediately after the intervention was applied to each set and no similar increases on sets still in baseline. In study 3, a multiple-baseline across students design was used to evaluate the effect of a TP intervention on number identification accuracy of four kindergarten students, three of whom were English language learners (ELL). Three students showed immediate increases in number identification accuracy after the intervention was applied and gains were maintained. One student demonstrated increased but highly variable performance during the intervention. Thus, reinforcement and overcorrection procedures were applied and accuracy increased to 100%.

The authors invited opinions and advice for further research such as applying the TP intervention across students and target behaviors. The applicability and effectiveness of TP to special populations such as ELL students and students with disabilities was discussed. Although the intervention is efficient and automated, the role of feedback and reinforcement was discussed along with other procedures designed to enhance the efficiency and effectiveness of TP procedures.

4:00 – 4:50 PM **SCHOOL IMPROVEMENT (Displays).....Board Room**

Sociopolitical Perspectives and News Choices of College Students

Megan R. Parker, University of Tennessee

The 21st century has yielded an overwhelming volume of information available to the general public regarding world events. For example, web pages are updated every minute, providing both valid information and misinformation. Citizen understanding of world events and the implications of those events are somewhat dependent on a citizen's choices of news sources. Among the factors that affect selection of news sources are the consumers' sociopolitical views. Of particular interest in the current study are the news-gathering practices of college students.

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Students (N = 235) in six sections of an undergraduate course in the teacher education program at a large state university participated in the study. The primary measure included in the study was an assessment of self-reported use of 10 different news sources: C-SPAN, Fox News Channel, CNN, Network News (ABC, CBS, and/or NBC), PBS, Comedy Channel, NPR, periodicals, New York Times, and Internet blogs. Students were asked to indicate how frequently they used each source for current information about world news on a 5-point scale. In addition, nine 10-item sociopolitical measures were included in the battery of inventories: critical patriotism, uncritical patriotism, respect for civil liberties, emphasis on national security, militarism, perceived threat of Saddam Hussein, support for the Iraq War, Christian politicism, and environmentalism. Of the sources in the survey, Network News was the most frequently reported news source. The three least used sources were C-SPAN, PBS, and the New York Times.

Only two sociopolitical variables (uncritical patriotism and emphasis on national security) were significantly correlated with the total news scores. The current study supported the notion that college students were not avid consumers of the news. In fact, the extent of accessing most news sources (an average of at least once a month) would hardly be adequate for staying abreast of major news events.

Implementing the Modality Principle into the Classroom

Jenelle M. Ouimette, University of South Alabama

Cognitive Overload is a complex problem solved with the simple introduction of the modality principle. Multiple audio software programs are available, fitting any budget or content need, to aid educators in implementing the modality principle. One such program that has been successful in the department and professional development needs is Audacity, an audio recording program that can be used to turn written text into spoken word, which can then be added to visual graphics. Audacity is not only a transparent, user-friendly program, but it is also a free download, making it ideal for educators in all situations. This form of technology can easily be adapted into the everyday classroom environment.

The presentation included graphics, text, and an interactive demonstration explaining cognitive overload and how implementation of the modality principle is one way to overcome this problem. Participants were shown how to download and apply the fundamental tools in the Audacity program. The display included laptops where participants could record sound using the Audacity program and experience the ease in which this program allows this important element to be added to the educational process. The implementation of the modality principle through the use of technology will increase students' motivation, as well as aid in the transfer of information.

In the demonstration, the problems of cognitive overload were addressed, and how, by using audio recording programs, specifically Audacity, provides a solution to this problem. Information about the theorists concerning the modality principle in education and implementation possibilities was provided. The display also illustrated before and after examples of how information can be enhanced through the use of audio recording, thus providing support for a dual modality delivery system of information.

A Day in the Life of a Japanese Teacher Education Student

Donald Snead, Middle Tennessee State University

Middle Tennessee State University and Naruto University of Education, located in Naruto, Japan, have a Friendship Project that is currently in place with the objectives: (1) to promote intercultural understanding of US and Japanese teacher education students through providing them with the opportunity to experience nature and life in a Japanese mountain village, (2) to promote the mutual understanding of US and Japanese teacher education students of each country's teaching methodologies through collaborative teaching activities, and (3) to promote the understanding of US and Japanese teacher education students about children's development and learning through interactions with elementary school students. An informational display session including slides - pictures and paper - was provided. This joint educational project involved not only MTSU and Naruto University of Education, but also the University of Puget Sound.

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Indicators of Success for Kentucky Secondary Schools

Robert Lyons, Murray State University, and David Barnett, Morehead State University

In Kentucky, only 46.1% of middle and 52.7% of high schools met the accountability goals of No Child Left Behind in 2007, as compared to 93.0% of the elementary schools (Kentucky Department of Education, 2007). The purpose of this study was to reexamine state school audit results to develop actionable best practices for use by secondary school leaders. The Kentucky Department of Education [KDE] is required to audit unsuccessful schools employing 88 indicators of best practice called the Standards and Indicators for School Improvement [SISI]. Schools were rated on a scale of one to four on each indicator based on data sources including interviews, document reviews, and surveys. A rating of "three" is considered as target, "four" is exceptional.

KDE was additionally required to audit a sample of successful schools each year, establishing a basis to determine whether any subset of the 88 SISI indicators is more related to school success than the others. KDE referenced this subset of indicators as "variance points" (Kentucky Department of Education, 2003). Researchers obtained a purposive sample of scholastic audits of 10 secondary schools (five successful and five unsuccessful) audited between 2004 and 2007. Audits were examined at the variance points and interpreted in terms of the practices that differentiated successful schools from unsuccessful schools.

P-5 Language and Literacy: Preservice Teachers Create Engaging Environments

Susan T. Franks and Judi Robbins, Georgia Southern University

This display presented methods and strategies that were utilized by university faculty members to engage preservice teachers in active learning. The session described a six-hour P-5 Language and Literacy course that was developed and taught by faculty, with input from classroom teachers, to uniquely involve preservice teachers in experiences based on accepted theoretical, empirical, and philosophical foundations of best practice. Special emphasis was placed on meeting the needs of diverse learners through group presentations of language arts concepts. Preservice teachers collaborated with each other to address specific language arts topics and to demonstrate specific, related teaching strategies that were appropriate for a diverse group of learners. Preservice teachers actually demonstrated how to adapt strategies to meet the needs of all learners in the P-5 classroom. These strategies revolved around thematic topics and included all modes of the language arts. In these presentations, the preservice teachers set up actual classroom environments with literacy centers, technology, a wide array of children's literature from various genres, and developmentally appropriate materials.

Data were collected through the use of surveys and interviews with the preservice teachers and classroom teachers. They were used to evaluate the effectiveness of the course and to make any necessary changes. The P-5 Language and Literacy course involved providing preservice teachers with meaningful classroom experiences that they took with them to their practicum sites. The preservice teacher presentations were built on accepted foundations of best practice for the P-5 classroom. Preservice teachers examined language and literacy development and become familiar with materials and methods to meet the needs of all learners. They made connections between the course and field experiences, implementing the various strategies in the primary classrooms.

4:00 – 4:50 PM CULTURESalon A

Presenter: Danjuma R. Saulawa, Alabama State University

Discipline Strategies from Successful Teachers of African American Adolescents

Carolyn P. Bowman, Midway College

This study explored discipline strategies of successful teachers of African American adolescents. Utilizing the qualitative approach, this researcher surveyed 100 middle school teachers from the Jefferson County Public School System in Louisville, Kentucky. The researcher sought to identify their perceptions of discipline strategies instrumental in their success with African American adolescents. The

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data showed that the factors instrumental to their success were: (1) building relationships, (2) extra motivation, (3) firmer limits, (4) mentors, (5) being proactive, (6) positive environment, (7) rewards and consequences, (8) culture, (9) learning and teaching styles, and (10) interesting lessons. These strategies pointed out the need for positive classroom management, mentoring programs, and family/community partnerships with students.

Further exploration of discipline strategies for African American adolescents on a national level, as well as comparisons with other groups, was recommended. Also recommended was the development of a college-level course in discipline strategies for African American adolescent students.

Lessons from Leading Knowledge Workers

Frank Fletcher and Charles Roberts, Midway College

Research supports that the academic leader's position is multifaceted. This often incorporates roles that include scholar, faculty developer, and manager. In fact, studies have reported that academic leadership often incorporates as many as 18 different roles. To improve their performance, academic leaders might look outside their institutions to organizations that successfully manage knowledge workers. The term "knowledge worker" was coined by Peter Drucker almost 50 years ago to describe anyone who works for a living at the tasks of developing or using knowledge. Knowledge workers are going to be the primary force determining the success of many organizations and what countries are winners in the new global economy. The work of faculty is most definitely the work of a knowledge worker.

Organizations designed to accommodate and maximize the performance of the knowledge worker usually effectively integrate the best elements of self-organization and networking with different styles of communication and leadership. They address the knowledge workers' desire for challenging assignments, effective leadership, and ample feedback. Key attributes of these kinds of organizations center on leadership that has: (1) character – the intention to do the right thing, (2) competence – knowing how to do the right thing, (3) influence – the ability to deliver and execute the right thing, and (4) relationship building – on a one-to-one basis. Managing human intellect is vital to the success of any academic unit or institutions as it is to an enterprise that employs knowledge workers. Organizations designed to maximize the performance of the knowledge worker integrate the best elements of self-organization and networking and are effective in leading, relationship building, allowing clever people to thrive, are authentic, can use integrative thinking, and, most of all can manage constant change effectively. They offer an organizational frame for academic leaders to consider and model.

A Correlational Study of Media Use and Violent Incidents in Three Rural Southern Schools

Linda H. Thornton and Stephen May, Trevecca Nazarene University

Violent behavior by students in school has been regarded as an especially notable concern since the news-making 1998 middle school violence in eastern Arkansas and the widely reported 1999 high school violence in Colorado. Violent media have been suggested as contributing factors, particularly in the Colorado case. This study examined the choices regarding television, music, and video games of 276 students in a high school and a junior high school in rural areas of western Tennessee and a high school in rural northern Mississippi, as well as a self-report of the number of violent incidents in school in which they had participated. There is some evidence in the literature of possible relationships between aggressive behavior and three variables chosen for this study: television (Huesmann, Moise-Titus, Podolski, & Eron, 2003), music (Jeanita & Scott, 2002), and video games (Anderson & Dill, 2000; Tamborini, Eastin, Skalski, Lachlan, Fediuk, & Brady, 2004).

Data were collected using anonymous surveys developed and administered by teachers. Preliminary data analysis has revealed a small, direct relationship ($r = .30$) between hours spent playing video games and violent behaviors in school. Relationships among data disaggregated by specific genres of television, music, and video games were explored. Among the 60 students who reported their favorite genre of video games to be racing games, such as Grand Theft Auto, the correlation was moderate ($r = .39$). Some qualitative interview data were also collected, and they also appeared to support the hypothesis of a positive relationship between violent media use and violent behavior in schools among

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junior high and high school students. Future research was recommended using a randomly-selected sample.

4:00 – 4:50 PM EVALUATION Salon B

Presenter: Barbara A. Salyer, Kennesaw State University

Using Program Data Portfolios for Accreditation Documentation

Nancy J. Fox, Kathleen Friery, and Donna F. Herring, Jacksonville State University

The presenters examined the utilization of LiveText in the development of an Electronic Program Data Portfolio for storing and organizing departmental data. Because of the importance accreditation agencies place on data collection, it has become important to place this information in an easily accessible location, one that is secure and easily shared. Further, departmental faculty members need to access various data in order to make curriculum decisions. The ease of having everything in one place to enhance the decision-making process contributed to the decision to use LiveText for the development of the Program Data Portfolio at Jacksonville State University. NCATE, CACREP, and the Educational Leadership Re-design through the Alabama State Department of Education provided motivation for evolving an electronic portfolio.

The Program Data Portfolio has been enormously helpful in providing data for accreditation reports. The department head of Education Resources developed a design to organize all program information in the Educational Resources Department. A Program Data Portfolio was provided to faculty members through the Educational Resources Faculty Newsletter, also provided through LiveText Program. Chairs also contributed by adding data and information within their individual program areas. Program Data Portfolios have been developed for each departmental program including Counselor Education, Educational Leadership, Instructional Technology, and Library Media. The EIM Program Chair contributes to the Instructional Technology Program Data Portfolio. She is also the Departmental Assessment Committee Chair and has contributed to the design of the assessment plan placed in the portfolios. The School Counseling Program Chair assists in the training of faculty with the Program Data Portfolio.

The Program Data Portfolio information includes program information, assessment plans, program data, annual program reports, annual action plans, continuous improvement results, a syllabi and vita repository, and minutes for all professional minutes. Implementation of the Program Data Portfolio has provided a secure place for faculty to access data easily and quickly at one site.

From SIRS to SETE: Changing a College Course Evaluation Instrument

John R. Petry, University of Memphis

A task force, the general faculty, and an academic administration team took two years to change from a 28-item, paper-administered instrument for evaluating the effectiveness of a college to a 9-item, online instrument. The change arose from a concern of members of the Faculty Senate who wanted to protect instructors of online courses when an online evaluation instrument was not available. The situation posed a potential threat to tenure and promotion attempts. A survey of the faculty (n=121) revealed that a low percentage wanted to retain the old instrument (SIRS—Student Instructional Rating System) and that one that measured what was happening in varying types of teaching situations (e.g., large and small lectures, one-one-one instruction, laboratories, internships, and readings and research courses) was preferred.

Task force members retained 9 of the 28 items, sent them to the Faculty Senate where they were slightly modified, and to the Provost, who accepted them. The items apply to each course and section offered by the university. Each department was given the opportunity to add up to five optional items per course, and each instructor was given the opportunity to add up to five items per section. Thusly, each course can have a different version of the new instrument, SETE (Student Evaluation of Teaching Effectiveness). Added to the instrument were six items seeking demographic data from each respondent and an optional comment section.

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Participation in the SIRS administration had been falling at an alarming rate. Many universities had gone online with their evaluations. Changing from SIRS to SETE was an attempt to correct the situation. The first online administration produced a 29.3% participation rate; the last, spring 2008, produced a 71.2 % participation rate, a significant turnaround for the university.

Coleman's Social Capital: Validation of Measures of Parenting Resources

Stephen K. Miller, University of Louisville

Coleman (1988) theorized social capital generally as relationships, contacts, and networks - both prevalence and intensity - that parents create and tap in passing human capital to their children. To date, little work exists on measures of Coleman's theory. This paper reported instrument validation for one portion of Coleman's framework, Parenting Resources. Two views of social capital were prevalent: (1) Coleman focuses on structure and functions that constitute relationships, noting that middle class families have better skills and more efficient networks than lower income parents, and (2) Bourdieu and Passeron (1977) posit that individuals' norms and values are governed primarily by access to institutional resources, which are controlled by elites. Dika and Singh (2002) summarize the distinction: effectiveness (skills and networks for Coleman) versus power (limited access to resources and accompanying norms for Bourdieu and Passeron). Measures described - Parental Work Status, Birth Order, Parenting Resources, and Family Networks - were developed for a larger study of factors influencing students' college placement scores at five historically black colleges/universities (HCBUs).

After extensive data gleaning, descriptive statistics and psychometric analyses (including factor analysis, Cronbach's alpha, inter-scale correlations, and criterion validity) were reported for a sample of 681. Factor analysis of Family Networks produced one component, explaining 46.3% of the variance with Cronbach's alpha of .76. Inter-scale correlations among the four constructs (ranging from .02 to .15) indicated distinct constructs. The four variables were regressed on 13 demographic factors; all but Birth Order had significance but with very small effect sizes (essentially independent of social stratification, consistent with Coleman's theory). None of the four influenced students' scores.

Results provided considerable support for construct validity. Despite select sample (lower scoring non-college students excluded from population) with concomitant restricted range and reduced power, the findings were consistent with Coleman's treatise. Implications were discussed vis-à-vis equity and black achievement.

4:00 – 4:50 PM QUALITATIVE.....Salon C

Presider: Abraham A. Andero, Albany State University

Creative Outlets for Students in Crisis: Any Teacher Can Do It, Any Scholar Can Benefit

Jean N. Clark, University of South Alabama

This paper was a research report, as well as application and available resources. When crisis strikes, entire schools and communities are affected. Two post-crisis research projects were presented, with applications for K-12 education; in addition, university-school research partnerships were reported. Finally, resources were given, with applications to all grades and all content areas. The first research project was a qualitative narrative analysis of 125 "Dear Katrina" letters written by third graders one month after the hurricane struck. Quantitative measures included chi square bifurcation of themes by gender; themes include types of affect, influence of media, hopefulness/hopelessness, and creative use of language. Qualitative analysis included Piagetian cognitive stages, moral development, and constructivist concepts. The second report was a semiotic analysis of 60 drawings, along with 40 descriptive written statements, from children in a community where a father threw his four children from a bridge. The children were directly affected, since the bridge was within two miles of the school, and most of them had family and neighbors involved in the 10-day search for the bodies. Analysis included thematic meaning, field reports from self-descriptions of the pictures, what the children say they were thinking, and comparison of written and pictorial elements. Both sets of data were treated holistically and analytically. Although the data held some measures for quantitative assessment (which were reported), the holistic

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experience included discussions, effects of the disasters on teachers and researchers, and other features that responded to tenets of qualitative analysis.

Variations of these and other interventions were presented for practitioners to use in most K-12 content areas. The authors also presented a description of university-school partnerships which were formed, and because of which the research endeavors were made possible. Finally, a CD containing over 100 sources of post-disaster lesson plans and teaching units was offered to participants.

Case Study of a Creative Writing Program and the Interplay of White Instructors' and African American Students' Social and Cultural Differences

Tammy C. Cook, University of Alabama

The study explored a creative writing program in a ninth-grade English classroom and how all of those involved in the program navigated their social and cultural backgrounds in order to form a learning community in which each member contributed to the overall discussions. The following theories guided the case study: (1) creative writing programs create opportunities for students to become a part of a learning community, (2) students from diverse social and cultural backgrounds can gain confidence about themselves when they were provided opportunities to explore their identities, and (3) creative writing will enhance teachers' success and communication with students who were from backgrounds much different than their own.

Over the course of the spring semester of the 2007-2008 school year, the author attended a high school freshman English class two to three days per week over the course of 14 weeks to observe their participation in, as well as the teacher's instruction of, a creative writing program. Participants included one class of 21 students who were African American, the English teacher who was Caucasian, and the two university instructors who were Caucasian. The research was an integrated system comprised of a broad range of data collection methods: recorded field notes, audio-taped classroom sessions, interviews of eight students, artifacts gathered from all students, and the collection of as much information as needed for successful fieldwork. All data were analyzed and coded for recurring patterns related to social and cultural differences.

Findings indicated the importance of teachers' understanding the specifics of socio-cultural learning theory in relation to their guiding students through creative writing that involves students' personal histories. The findings of this case study have implications for English teachers interested in providing a classroom of diverse adolescents with opportunities to tell their stories, in their own words, in a secure, structured environment with encouraging feedback.

Middle School Science Students' Photonarratives: Seeking Relevancy by Connecting Science and Community

M. Jenice Goldston and Sabrina Stanley, University of Alabama

The purpose of this study was to examine African American middle school students' views of science using visual-based methodologies. Eighteen students used digital photography to capture and explain their views of science in their neighborhood and community. Complementing the students' photos were narratives explaining their choices and connections. As students presented their photonarrative powerpoints, the class began to envision cultural relevancy in science for themselves and their classroom. The research, guided by three questions, included: (1) How do students engage their memories and experiences of science as they select and create a digital photonarratives of science in the community? (2) In what ways do photonarratives serve as referents for revealing middle school students science identity narratives? and (3) What photostory referents were disconnects to school science that were important toward envisioning cultural relevancy in their classroom? Anchored within sociocultural theory, visual methodology, and narrative inquiry, this study honed in on "individual and collective" understandings while recognizing the assumption that constructs of science, "identities as narratives," were socioculturally constituted (Sfard & Prusak 2005; Wertsch, 1998).

Photographs were analyzed for visual categories, while narratives were analyzed interpretatively. Initial themes suggested: (1) digital photonarratives provided a innovation "space" for student to begin to draw out their images of science and examine them in light of their memories and views of science in the community, and (2) digital photonarratives revealed relevancy connections and

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disjunctures between students' prior science experiences and their images of science as part of their neighborhood and community. Implications for the classroom suggested visual-based methodologies as useful pedagogical approaches included evoking discussion, discerning students' misconceptions, and in developing cultural relevancy within the science classroom.

Beginning Teachers' Culture Awareness While Working with Students of Diverse Backgrounds

Cary S. Smith, Mississippi State University

Research has shown that beginning teachers tend to experience critical challenges during their first few years of teaching. As a result, researchers have conducted numerous studies hoping to find the reasons causing the high teacher turnover rate; likewise, they hope to find effective solutions to amend the problem. One primary factor indicates that cultural backgrounds substantially impact the teacher-student relationship.

The present analysis used the qualitative case study method that provided deeper and richer data regarding how teachers perceived their own multicultural training. The study was informed by three lines of research addressing the experiences of beginning teachers employed in diverse school settings. The first line examined challenges beginning teachers faced when working with students with different racial and/or cultural backgrounds. The second line addressed beginning teachers' perceptions concerning the multicultural training they received from their teaching training institution. The third line addressed the degree regarding whether the differing cultures might had a deleterious impact on their teaching satisfaction. The researchers interviewed six beginning teachers: two African Americans, one Hispanic, one Indian, one Caucasian, and one who emigrated from Jamaica. They were employed as full-time teachers at several public schools all located in Miami, Florida. The data were collected during the fall 2007 semester. During this period, the researchers interviewed each participant twice and observed their classroom five times, with the primary goal of collecting as much relevant data as possible.

The findings of this study indicated that cultural issues within the school setting greatly affected teachers' job satisfaction. Although the teachers did not specify any preference regarding their students' culture, they explicitly stated that it was easier to communicate with students possessing similar cultural backgrounds with their own. In addition, how cultural awareness and preservice multicultural training affected their communication style with their students was also addressed.

4:00 – 4:50 PM CONSTRUCTIVISM Summitt I

President: Gordon R. Sutherlin, Harding University

The Sky Is Falling! No, Everything Is Wonderful! Complex Science Issues and How to Teach Them

Fred H. Groves, Missouri State University, and Ava F. Pugh, University of Louisiana - Monroe

Some science topics and concepts are controversial, and often textbooks do not do a proper job of presenting all sides of the controversy, so this task is left to the teacher. A number of studies show that misconceptions held by science teachers themselves can lead to K-12 students being taught these misconceptions. Thus, the teacher can "infect" students with misconceptions and, when these misconceptions involve complex scientific issues, this problem is further compounded.

In this presentation, a variety of instructional approaches that were found to help promote better understanding of such complex issues were shared, along with some instructional errors to avoid. Global warming was chosen as an example of a major environmental issue that involves complex issues encountered in science teaching. It is quite evident from current news reports and a plethora of conflicting scientific articles that global warming is a very complex issue in science.

Over a period of several semesters, an elementary science methods course was used to examine the effect of various instructional approaches for their effect on long-term learning with elementary preservice teachers. The results show that a variety of instructional approaches can raise short-term scores significantly and can increase to some degree long-term concept development and retention. But, in each case, many participants demonstrated a noticeable regression back to naïve misconceptions over time. However, some significant overall improvement in long-term learning was found.

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These results support the conclusion of several studies that many people, including preservice and inservice science teachers, naturally gravitate toward simplistic explanations instead of maintaining the more accurate, but complex, explanations currently accepted by science.

Alternative Assessment Necessary When Using A Constructivist Approach

Robert I. McDowell, University of South Alabama

This paper used the literature to compare and contrast the necessity of alternative assessment when a constructivist method was employed in an instructional setting. The purpose of the paper was to present evidence from the literature for the necessity of using alternative assessment in a constructivist atmosphere and then to present evidence from the literature for the use of tradition assessment. The author then presented his position on using alternative assessment when a constructivist method is used in an instructional setting.

The paper began with a traditional discussion of constructivism as seen in the literature. Following the constructivism discussion was a brief discussion and description of alternative assessments with a brief mention of the various types of alternative assessment that can be implemented. The paper then presented the argument for the necessity of alternative assessment when using a constructive approach citing various sources from the literature. After that discussion, the paper presented the argument for the use of tradition assessment and the necessity for using it. Finally, the author's position was presented using the literature to substantiate his claim while weaving a personal experience into the discussion.

Fostering an Environment of Comfort, Confidence, Motivation, and Value of Knowledge Within a Socio-Cultural Constructivist Mathematics/Statistics Classroom

Gholamreza Tashbin and Alan Chow, University of South Alabama

This qualitative study evaluated how students in Developmental Studies (DS) Mathematics classes learn best through their experience in a socio-cultural, constructivist classroom. While the evaluation focused specifically on a college algebra course, the results should transfer to other mathematics and statistics courses at the undergraduate level. The study was conducted in the Developmental Studies mathematics department classrooms and instructional laboratory.

Participants included 33 Developmental Studies mathematics students enrolled in elementary or pre-algebra classes taught by a teacher fostering a socio-cultural constructivist classroom. Students reported on teacher characteristics, behaviors, and classroom environment that they valued in their learning. Students that were in a class with a teacher fostering a socio-cultural constructivist classroom stated that their mathematical ability was greatly affected by their mathematical attitudes. They were primarily concerned with four major factors: comfort level, confidence level, motivational level, and their value of the knowledge, which affected their mathematic attitudes and their mathematics achievement. These factors were not stressed in the majority of the mathematics classes that where taught in a traditional lecture format.

Quantitative measures of achievement (quizzes, homework, and test scores) were stressed in the DS department rather than qualitative measures (comfort level, confidence level, motivational level, and their value of the knowledge). Students reported that their quantitative measures were affected by these qualitative measures. Students were not only seeking mathematics knowledge, but also to become better learners through other non-measurable factors such as comfort level, confidence level, motivational level, and their value of the knowledge. Students wanted to be in an environment that provided real "learning" with a caring teacher who fostered a socio-cultural constructivist classroom. This preliminary research indicated that more research needs to be done to better identify students' perceived needs in learning mathematics so that instruction can be tailored to meet those needs.