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PROCEEDINGS OF THE THIRTY-SIXTH ANNUAL MEETING OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR
LORRAINE ALLEN, ASSOCIATE EDITOR
ELIZABETH WELCH, ASSISTANT EDITOR

NOVEMBER 7-9, 2007
HOT SPRINGS, ARKANSAS

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Randy Parker has been a stellar Vice-President/President Elect, bringing so much energy to his office and being on top of things all during the year. The word invaluable is often overused but in this case, it is well deserved. He will be a great President. Sherry Shaw and Michell Haj-Broussard, with the support of the MSER Foundation and Rob Kennedy also did a great job encouraging graduate students to begin participating in MSERA early in their careers and Linda Morse followed up with two very effective Mentor sessions as well.

While there are many others who have contributed in so many ways, I must make a special effort to thank Linda Kondrick and Julie Holmes for their work as site co-chairs. Without their tireless and exemplary efforts, the conference could not have been as successful as it was. It has been a great year for MSERA and we look forward to another one in 2008.

Bill Spencer
MSERA President, 2007

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Wednesday, November 7, 2007

9:00 – 9:50 AM TECHNOLOGY .....Boardroom

Presider: Edward L. Shaw, Jr., University of South Alabama

A Study of Preservice Teachers' Perceived Technology Proficiencies

Jeff W. Anderson, University of Alabama - Birmingham

Technology competency is becoming more important for today's teachers. Over the past few years, technology has changed and students are beginning to adapt. Technology courses for preservice teachers once centered around learning to operate a computer and basic software, such as word processing and presentation software. As technology evolves, these courses need to adapt.

This study used quantitative data from a 2004 study of preservice teachers, and compared this with quantitative data from recent surveys of preservice teachers entering a technology course. The study attempted to identify which technology students have a high level of understanding, and what areas need more instructional focus.

Data were collected at a major southeastern university through an online survey instrument. The study provided valuable feedback for modification of instructional technology courses. Frequencies and percentages of responses were compared with that of the 2004 study to determine what changes may be needed to better prepare current preservice teachers for using technology in the classroom.

Inservice Teachers' Attitudes about the Use of Technology in the K-12 Classroom

Rebecca S. Watts, Dorothy Valcarcel Craig, and Kathy Patten,
Middle Tennessee State University

Davis (1989) proposed the Technology Acceptance Model (TAM) as a theoretical explanation for computer and information technology usage behavior. According to the TAM model, both perceived usefulness and perceived ease of use were related to the actual use of a technology system. Other researchers (Gong, Xu, and Yu, 2004; Lopez & Manson, 1997) included self-efficacy as an additional predictor of information technology usage behavior.

This research was the initial phase of a larger study that will test the TAM for explaining technology use among K-12 preservice and inservice teachers. Preservice teachers were surveyed about their perceptions regarding the usefulness, ease of usefulness, self-efficacy, and intent to use technology in the K-12 classroom. Preservice teacher responses to open-ended questions were analyzed to identify common themes that will be included as items on a Likert-scale survey.

This paper presented the common themes that emerged from preservice teachers' responses to their perceived usefulness of technology in the K-12 classroom. Themes that were identified included: (1) Classroom Management/Organization, (2) Provide Authentic Learning Experiences, (3) Accommodate Learning Styles, (4) Student Motivation/Engagement, (5) Facilitate Communication, (6) Teaching Methods, and (7) Resource for Information (Teacher and Student).

Integrating Video Technology with the Five Standards for Effective Pedagogy

Lee E. Allen and Allen H. Seed, University of Memphis

The study focused on the training of College of Education (COE) faculty in the use of digital video recording to enhance the training of prospective teachers by providing portable technology capable of capturing real-time classroom interactions between faculty and aspiring teachers, and preservice teachers and students. While the initial purpose of the grant project was to train faculty in the use of digital video recording technology, the project's outcome reflected more on ways to facilitate the pedagogical and communication skills of CoE faculty while using technological tools.

The COE faculty participants were surveyed three times, with one respondent required per the two-person teams, as the teams were to collaborate on the survey responses as they did on the project. The Five CREDE Standards for Effective Pedagogy (Tharp, Estrada, Dalton, & Yamauchi, 2000) were used as the framework for the project and constituted the basis for the survey questions.

A qualitative analysis of the responses was performed based on the CREDE standards' criteria to create the generalized response categorizations. The determination of the successful outcome of the faculty training and use of digital video recording technology were evaluated on the basis of participants' survey responses adapted from the criteria provided by the CREDE standards. Findings indicated few similarities in implementation among the five teams as indicated by the responses to the survey questions. In addition, some indicators in survey responses appeared to show that a factor in the faculty participants' outcomes was the overall predisposition of the faculty to use the technology themselves.

9:00 – 9:50 AM **EVALUATION ..... Tri-Lakes**

Presider: JoAnna Dickey, Eastern Kentucky University

Electronic Portfolio Implementation: Choices and Challenges

Paige V. Baggett, University of South Alabama

Teacher candidates are expected to provide detailed evidence of their pedagogical knowledge, skills, and, abilities as evidenced by years of SITE conference proceedings, adoption of electronic portfolios are increasing among teacher education programs. Electronic portfolios facilitate an array of purposes, audiences, and development practices of varied representational modes for teacher education, but often the driving force for adoption is the data collection abilities of the system. In an effort to meet NCATE 2000 Assessment Standard #2, as well as collect data and report outcomes related to various state standards, the implementation may be better described as online assessment management. Commercial systems that meet the assessment requirements may offer the ease of use that designing a digital portfolio from the ground up lacks and, given the increase of "eportfolio" solutions that are out there, they are apparently profitable.

The need for the assessment tools is often driving the online portfolio development, and it raises more questions: (1) In what ways can we integrate design decisions into this process so that it enhances students' learning and reflection? (2) In what ways are teacher educators asking students and teachers to represent themselves and their work online? and (3) How does the fact that these artifacts are available to a wider audience influence their production and presentation?

This presentation shared the portfolio implementation phase choices made and ongoing challenges faced by faculty in a college of education. Discussion included experiences with the exploration of two commercial web-based portfolio systems, integration with a course management system, and current customization to meet State Standard reporting requirements. The intent was to generate discussion about the purpose and possibilities of digital portfolios in teacher education.

Using TaskStream for NCATE Review

Dawn Basinger, Louisiana Tech University

Using the Concerns-Based Approach Model (C-BAM), the researcher investigated candidate and faculty levels of concern toward adoption and implementation of TaskStream, an electronic assessment system. The Stages of Concern About the Innovation Questionnaire (SoCQ) is the result of three and one-half years of initial research and development in the early 70s, including extensive study of individuals involved in "change" in both schools and universities. Even today, the model has proven to be valid and reliable. Typically, individuals have intense informational and personal concerns that can be addressed by providing a general overview of the innovation, plans for change, and appropriate training. As use of the innovation increases, higher management concerns can be addressed by providing additional training, coaching, and consultation.

Similar to C-BAM, Fullan (1991) describes the change process whereby individuals have different needs during each phase and progress through phases at different rates. According to Fullan, what is important to note is the time frame from initiation to institutionalization for moderately complex changes, 3 to 5 years.

Beginning in Summer 07, candidates enrolled in educator preparation courses and faculty teaching or observing educator preparation teachers, voluntarily completed the SoCQ electronically in

TaskStream. The National Council for Accreditation of Teacher Education (NCATE) sends a team to evaluate the College of Education's capacity to effectively deliver its programs and the quality of the unit's candidates and graduates, as measured by their ability to meet and apply professional, state, and institutional standards needed to help all students learn. Furthermore, new guidelines require that the unit, College of Education, use an electronic assessment system such as TaskStream to collect and analyze data. Therefore, in preparation for continued candidate, program, and unit assessment and NCATE accreditation, data from this research investigated candidate and faculty levels of concern toward the adoption and implementation of TaskStream.

9:00 – 9:50 AM **READING ..... Pageant**

Presider: Jerry D. Johnson, Eastern Kentucky University

The Reading, Writing, and Arts Connection

Jack G. Blendinger, Mississippi State University

This position paper focused attention on the rationale for using an arts-infused, hands-on approach for teaching children to read and write. The approach advocated is based on contemporary neurobehavioral research addressing how the dynamic interactions of hand and brain are developed and refined in relation to the successful encoding and decoding of written language in children. The paper postulated that children possess a primary heuristic for hand-based learning--natural manual-psychomotor proclivities--that should be utilized in teaching the language arts.

Neurobehavioral research suggests an integral relationship between the hand and brain. In relation to the hand, the brain does not end at the spinal cord, the spinal cord does not end at peripheral nerves, and peripheral nerves do not end at neuromuscular junctions. Learning to read and write is more than cognitive processing: it is a hands-on process, both literally and figuratively. Since words have no inherent meaning in themselves, reading and writing requires deciphering patterns of symbols which the child recognizes and endows with meaning. For children to read and write effectively, they must become proficient in the communication skills of listening, speaking, and writing. These skills are closely interrelated and interwoven with the arts.

The approach described in this paper featured hands-on experiences, experimentation, and exploration. To collect data for the paper, the authors critically reviewed published research on the topic. Results of the research suggested that reading and writing skills are closely interrelated and interwoven with the arts.

Linking Chaos Theory Analogically to Eye Movements During Reading

Gerald J. Calais, McNeese State University

Unfortunately, few theoreticians stress inter- and intrareader variability and idiosyncrasy in their models of reading because their research is predicated on data presuming linearity and direct relationships between specific variables and intended outcomes. Such reductionist perspectives focusing solely on one component of the reading process likely reflect an erroneous picture of what is really occurring during reading. Reading models incorporating both variability and unpredictability, while simultaneously enabling to perceive and analyze reading processes holistically, would provide a valuable perspective on reading. Chaos theory can furnish such a perspective.

Information gleaned from articles and empirical studies was selected from theoreticians and researchers, including, but not limited to, the following: June Barrow-Green, James Gleick, Yetta Goodman, Edward Lorenz, Benoît Mandelbrot, Eric Paulson, David Reinking, Louise Rosenblatt, Robert Siegler, Robert Tierney, Constance Weaver, and David Yaden.

Three fundamental principles underpinning chaos theory are analogically linked to eye movements during reading. Analogically, chaos theory's first principle, sensitive dependence on initial conditions, sheds light on why predicting distinct features of readers' eye movement regressions is so problematic. The second principle, fractal self-similarity, reflects the statistical similarity of readers' eye movements at different textual levels or varying scales of magnification: words fixated, fixation duration,

and saccade length. The third principle, nonlinearity, is manifested through eye movements' intersection with miscue analysis.

Theoretically, chaos theory suggests that reading research designs should evolve cautiously when equating causality with any single variable under investigation, and that the interpretation and application of research reports should have their educational contexts described in-depth. Accordingly, one may discover greater relevance for research that incorporates change, such as formative experiments and microgenetic analysis. Pedagogically, reading should be perceived as a process that spatially and temporally ebbs and flows across printed material based on individual readers' comprehension needs on a moment-by-moment basis.

Content Area Reading Strategies Among Elementary and Secondary Preservice Teachers

Bridgette L. Davis, University of Southern Mississippi

The study evaluated the awareness of content area reading strategies among senior-level elementary and secondary preservice teachers to compare the two groups in regard to: (1) general awareness of content area reading strategies, (2) familiarity with specific content area reading strategies, (3) familiarity with word walls, and (4) if they have taken an undergraduate course in content area reading.

Of the 62 preservice teachers who participate in this study, 35 were seeking elementary licensure, and 27 were seeking secondary licensure. Each of the participants, currently seniors who planned to student teach within the next year, were asked to participant during their regularly scheduled class meeting participation was voluntary. Participants completed two questionnaires: Attitudes Toward Content Area Reading (ATCAR) and Content Area Reading Strategies (CARS).

The results of this study found that elementary teachers (88.6%) were more likely to have taken a course in content area reading instruction as compared to secondary teachers (28.6%). Relatedly, elementary preservice teachers were more aware of specific strategies and more familiar with the uses of individual strategies. The findings of the study suggested implications for redesigning secondary preservice teacher curricula to include content area reading instruction.

9:00 – 9:50 AM MATHEMATICS EDUCATION ..... Mt. Tower

Presider: Matthew R. Smith, Tennessee Technological University

Snapshots of Mathematics Achievement

Jerrilyn Washington, Ava F. Pugh, and Mike Beutner, University of Louisiana - Monroe

Teaching can be accomplished only by caring teachers who have had a specified academic preparation. Thus, this study investigated the relationship standardized test scores, undergraduate mathematics course grades, and cumulative attempted and earned quality points have to cumulative grade point averages of teacher candidates. The participants of this action research consisted of 20 preservice elementary education majors who had completed the semester immediately prior to student teaching, had completed two elementary mathematics methodology courses, and were instructed by this researcher.

Data were derived through internal and external sources. Stepwise multiple regression was used to determine which predictors, American College Tests (ACT) scores, PRAXIS I and II test scores, quality points in five undergraduate mathematics courses, and cumulative attempted and earned quality points, would most contribute to the variance of the dependent variable. The dependent variable was the cumulative grade point averages immediately prior to student teaching.

The quality points of two mathematics courses were the most significant predictors of cumulative grade point averages. Both courses were designed for elementary education majors only. One course is entitled Numerical Foundations for Teachers and is a survey of elementary number theory, operations, and algorithms. The other course is entitled Mathematics Foundations for Elementary Teachers and is a survey of patterns, functions, and algebraic underpinnings. These two mathematics

course grades accounted for 62.1% of the variance of the cumulative grade point averages. When all of the variables were placed into the regression analysis, only 52.4% of the variance was accounted for. The mean cumulative grade point average was 3.107 on a 4.000 scale.

The results presented clear evidence that the two mathematics courses, designed specifically for elementary teachers, accounted for a majority of the variance in the cumulative grade point averages of these teacher candidates.

Teacher Quality Measures and Eighth-Grade Mathematics Achievement: Secondary Analysis of 2005 NAEP Data

Beverly M. Klecker, Morehead State University

This paper explored the relationships between teacher quality and students' eighth-grade mathematics achievement using the recently-released 2005 National Assessment of Educational Progress (NAEP) national public school data. The No Child Left Behind Act (2001) included teacher quality as a major factor that is likely to affect student learning. Teacher quality was defined by NCLB basically as teacher credentials (e.g., degree level, certification, experience). Through their research, Darling-Hammond (2000), Darling-Hammond and Youngs (2002), and Wayne and Youngs (2003) found strong links between the NCLB-defined teacher quality variables and student achievement. Additional researchers found that the quality of the teacher in the classroom was the most important schooling factor predicting student outcomes (Ferguson 1998; Goldhaber 2002; Goldhaber et al. 1999; Hanushek et al. 1999; Wright et al. 1997). The National Assessment of Educational Progress (NAEP) has, since 1969, been the only nationally representative and continuing assessment of what America's students know in various subject areas.

Demographic and questionnaire data were collected as the 2005 NAEP was administered. Teacher questionnaires were completed by the teachers of the eighth-grade students who took the mathematics test. NAEP national public school eighth-grade average scale scores were examined with the following (categorical) teacher quality variables: (1) major/minor in mathematics, (2) major/minor in mathematics education, (3) highest academic degree, (4) type of teaching certificate, and (5) years taught math.

One-way ANOVAs (alpha set a priori at .01) were used for the analyses. Through this secondary analysis of the 2005 NAEP data, statistically significant differences in the eighth-grade mathematics scores were found for each of the five teacher-quality variables. Effect sizes were calculated and were reported with a discussion about the use of effect size with NAEP data.

Math Anxiety in Preservice Teachers' Education Research

Lingqi Meng, Louisiana State University – Baton Rouge

In preservice teacher education, math anxiety is a very important issue because preservice teachers' math anxiety may pass to their students. However, researchers developed only a small number of investigations and experiments on math anxiety in preservice teachers' education during the past 25 years reviewed in the literature. Analyzing this small number of research can help one find the potential for conducting new research in this domain. Twenty articles that were published from 1981 to 2006 were selected in this review.

The methods and procedures for selecting these articles were: (1) navigating on the Educational Resource Information Center (ERIC) and Psychology and Behavioral Sciences Collection by input the key words "math anxiety" and "teacher," (2) narrowing down the topics to preservice teachers, (3) tracking back the citations from the articles we obtained from and seeking the articles in the citations with both anxiety and preservice teacher in their titles, and (4) extending the topics as math anxiety and searching at ERIC again to obtain some articles directly dealing with math anxiety or inservice teacher's math anxiety.

Twenty articles were summarized in four main topics; (1) attitude toward math, (2) factors causing math anxiety, (3) the course intervention on math anxiety, and (4) the counseling issues on math anxiety in preservice teachers' education. A common agreement in the literature that a "non-traditional course" can result in reducing math anxiety (Sovchik R., Meconi, L. J., & Steiner, E. 1981; Vinson, 2001;

Alsup, 2005; Harper & Daane, 1998). Meanwhile, math anxiety could affect learning in a math pedagogy course (Battista, 1986). Reported in the research were five aspects for developing new research in this domain.

9:00 – 9:50 AM **CULTURE ..... Desoto II**

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

Job Satisfaction and Performance in the Mississippi State Extension Service After Hurricane Katrina

John L. Long and Ronnie White, Mississippi State University

The purpose of this study was to determine job satisfaction and job performance in the Mississippi State University Extension Service (MSU-ES) after Hurricane Katrina. The study followed a descriptive correlational design. A version of the Job Satisfaction Index was sent to 180 Mississippi State University Extension agents. Agents who participated in the job satisfaction survey consented to the use of their 2005 performance evaluation score from the MSU-ES Performance Evaluation Instrument (PEI) in the study.

Data were analyzed by descriptive statistics, Cramer's V, point-biserial correlations, rank-order correlations. Based on 143 usable responses to the job satisfaction survey, agents were found to be very satisfied with jobs regardless of position, gender, age, race, length of service, and area in which they worked. Only a small percentage was dissatisfied with their jobs. Performance evaluation scores based on the performance evaluation instrument indicated an overall high level of job performance for all agents in the study.

The Impact of a Cross-Cultural Counseling Class on Understanding the Dynamic of the Virginia Tech Tragedy: Could it Make a Difference?

Ann D. Chapman, Eastern Kentucky University

This study compared the responses of graduate students (N=41) studying cross-cultural counseling (N=18) with those studying human development who had never studied the impact of culture on individuals (N=23) regarding potential dynamics of Virginia Technology University shootings during spring 2007. The purpose of the study was to determine if cross-cultural training increased students' understanding of cultural factors which might be involved in the current situation and knowledge of which cultural skills might prevent/ameliorate similar future incidents.

The American Counseling Association's 31 Multicultural Counseling Competencies are based on a theory that awareness, knowledge, and skills lead to practices that enable counselors to work with diverse populations effectively. If this is correct, then compared with those who have not, students who have been exposed to cross-cultural content should have more effective responses to the following questions: (1) What environmental factors could have impacted Cho to increase the potential that this shooting would happen? and (2) If you were to walk into your office/classroom tomorrow and see a young Korean immigrant sitting there to receive your services, what steps will you take to attempt to ensure that an incident like this does not re-occur? The questions were administered during class when it was ONLY known that the shooter was a Korean male who had come to this country as a young child.

The results confirmed the hypothesis. Cross-cultural students wrote about collectivism and including family if there were concerns, acculturation, high expectations, and other areas that were later revealed as part of Cho's environment. In contrast, human development students wrote about generalities: teacher empathy, gun laws, and security monitors. Although there are limitations to this research, the results indicated that in this situation, understanding the dynamics of cross-cultural factors led to a better understanding of some of the precipitating and potentially preventive factors.

9:00 – 9:50 AM **JOURNAL TALKS: TIPS ON GETTING PUBLISHED (Symposium) ..... Desoto III**

Organizer: Larry G. Daniel, University of North Florida

Anthony J. Onwuegbuzie, Sam Houston State University; Larry G. Daniel and Claribel Torres-Lugo, University of North Florida; and Gail D. Hughes, University of Arkansas - Little Rock;

Pursuit of an active scholarship agenda, realized via publication of one's work in relevant professional publications, is an expectation for faculty in many colleges and universities. Indeed, the faculty member's publication record plays an important part in annual performance reviews, merit pay decisions, and ultimately tenure reviews. Further, faculty scholarship informs faculty members' teaching and broadens their reputations within the larger intellectual community. In institutions that have a strong emphasis on research in their mission statements, scholarship is particularly significant; however, scholarship expectations are also rising in "teaching" institutions as well, and even community/junior colleges are beginning to recognize faculty scholarship as essential to their institutional missions. Nevertheless, faculty are often hampered in their ability to be productive in their scholarship due to competing time demands, inertia, or lack of guidance and mentorship. Further, negative publication decisions can sometimes discourage faculty members from continuing the writing process. Thus, keeping an active writing agenda and understanding how to construct a publishable manuscript are essential to success as a scholar.

This training session focused on the publication process from the viewpoints of the members of the Editorial Team for Research in the Schools, the Mid-South Educational Research Association's nationally/internationally refereed educational research journal. The session was designed for graduate students beginning their publication agendas, tenure-earning faculty who are working to get their scholarship published, and experienced faculty who would like to boost their scholarly productivity. Collectively, the panelists have over 30 years of editorial experience with Research in the Schools and other educational journals. Specific topics addressed in the workshop included removing barriers to publication, writing and organizing manuscripts, working with editors, and setting a scholarship agenda to assure progress toward tenure. Following the panelists' presentations, session participants were encouraged to interact with the panelists.

10:00 – 11:50 AM **UNITED WE STREAM WITH COLLEGE LIVETEXT: A HANDS-ON APPROACH (2-Hour Training Session).....Boardroom**

Natalie A. Johnson-Leslie and Meryl Worley, Arkansas State University

Sweeping changes in America's educational system including the No Child Left Behind initiative has led educational institutions to be even more accountable in measuring student competencies. To support and measure these reforms, state and federal legislators and accreditation agencies have issued thousands of standards and guidelines. College LiveText education solutions™ (CLT™)with Unitedstreaming www.livetext.com features a repository of these various videos, standards and benchmarks to help educational institutions assess, measure, and report their standards usage, linked with student competencies, to the respective accreditation agencies. The Unitedstreaming membership brings high quality educational content into the K-12 classroom, offering more than 5,000 core-curriculum videos, which have been separated into video clips. The Unitedstreaming website offers a searchable database of standards-based titles in science, social studies, math, language arts, guidance, and health for the school and higher education markets. At ASU CLT™ and Unitedstreaming have been used successfully. Participants were able to: (1) develop a general understanding of the features of College LiveText, (2) evaluate the features of College LiveText, (3) learn how to integrate Unitedstreaming into selected lessons, (4) critique the use of Unitedstreaming in lessons at different grade levels, (5) assess the benefits of College LiveText and Unitedstreaming, (6) practice how to access and use Unitedstreaming features. Participants used a guest log-in provided by participants. Participants created a "PROJECT" in College LiveText in order to understand the major features on College LiveText. Participants accessed Unitedstreaming and integrated any video of their choice in the College LixeText project created. Participants created a basic lesson plan; participants were required to select few standards from the library College LiveText that guided the lesson; participants integrated a video clip that will enhance the lesson. Participants assessed the benefits of the trained.

Wednesday, November 7, 2007

10:00 – 10:50 AM PRESERVICE TEACHERS ..... Tri-Lakes

Presider: Jennifer M. Good, Auburn University

Academic Service-Learning as Pedagogy: An Approach to Preparing Preservice Teachers for Urban Classrooms

Margaret-Mary Sulentic Dowell, Louisiana State University – Baton Rouge

Teacher education struggles with multifaceted and increasingly complex issues surrounding preparing majority (white) teachers to work effectively with minority (non-white) students, families, and communities. Novice teachers entering the workforce need to be culturally responsive. What are the benefits to students, community, and university when academic service-learning (AS-L) is a course component? How does AS-L impact the personal intellectual growth of preservice teachers?

This phenomenological qualitative study examined dispositions of 177 preservice teachers engaged in literacy and multicultural education courses with AS-L components. A nesting design was selected for this study situating preservice teachers in the center, surrounded by university teacher education coursework, which in turn, is surrounded by a larger circle encompassing local K-12 public schools and the community at large, where all are located. Data were collected over the course of five consecutive semesters, using four different data sources, with written reflection being the primary source. Ethnographic techniques of participant observation, informal and formal interviewing were also used to collect data. Artifacts and field notes resulting from observations and interview transcripts were considered when triangulating reflection data, comparing evidence from different sources, and using multiple perceptions to clarify meaning. Using different data sources permitted the examination of the same phenomena through different lens.

Data were analyzed using open coding, an inductive content analysis, and the constant comparative method, both systematic yet dynamic approaches. Comparing different data sources allowed for the comparison of views, situations, actions, and experiences of different individuals.

Data analysis led to four significant categories: displacement, transformation, acceptance, and moving from negative, judgmental attitudes to positive, non-judgemental attitudes. This investigation suggested that AS-L components improved and strengthened teacher education courses by adequately preparing preservice teachers to teach successfully in urban environments. This study resulted in an increase in the appreciation of diversity and culturally responsive teaching.

Preservice Teacher Understanding in a Field-Based Practicum

Franco Zengaro, Middle Tennessee State University,
and Sally Zengaro, University of Alabama - Tuscaloosa

Utilizing a practical knowledge and developmental framework, this study critically investigated the dynamics of preservice teacher learning through field experiences. The following questions guided the research: (1) What was the preservice teachers' understanding of their roles as teachers in a field-based practicum, and did that change over the course of the semester? and (2) What cognitive shifts, if any, took place as preservice teachers reshaped their knowledge of teaching?

The participants in this study were a group of 15 preservice teachers and their professor in a field-based physical education teaching practicum class at a major research university in the south. The class was chosen because of the professors' interest in teaching research. The field-based experiences took place at a local middle school.

Data were collected over 12 weeks. Data sources included nonparticipant observation, field notes, documents, video tapes, and informal interviews with the professor. Data were analyzed using constant comparison. Classroom discussions and field notes were coded for analysis. Because the authors sought to capture any qualitative shifts in thinking among the preservice teachers, they focused on capturing types of questions preservice teachers used which would provide clues in their thinking about teaching.

The results indicated that preservice teachers' thinking changed during the course of their field experience practicum. The following themes emerged in the early stage of the investigation: (1) holding students accountable, (2) keeping students on task, (3) having variety in lesson plans, and (4)

controlling student behavior. At the end of the semester, other themes emerged: (1) organization and preparation as teachers, (2) caring attitudes, and (3) teaching styles. The initial idea of control was replaced by a more complete understanding of the teaching situation provided during debriefing, which was found to be an important factor for cognitive restructuring.

Teaching Experience Days: Teacher Candidate Participation and Perceptions

Rebecca M. Giles, Edward L. Shaw, Jr., Paige V. Baggett, and Andrea M. Kent ,
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. To develop tentative hypotheses towards the effectiveness of this program, perceptions of participating elementary education candidates were explored. 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 are required to complete a minimum of 10 TEDs over three consecutive semesters as follows: two days, three days, and five days. Candidates who are certified as substitute teachers may, under specified conditions, receive substitute pay when completing TEDs requirement.

Participants were 134 female and 9 male elementary education majors enrolled during their final two semesters (84 juniors and 59 seniors) prior to student teaching. Eighty percent (114) of the participants were in the 19-29 age range, and 74% (106) were white. Data were collected using the Teaching Experience Days Questionnaire, a 10-item instrument developed to ascertain participants' perceptions of the effect their TEDs experiences had on 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), and each constraint was assessed using two alternately worded items. Negatively worded items were reverse scored to consistently assign the highest number value to the most positive perceptions.

Data in the form of frequencies and percentages were calculated using SPSS. Findings suggest that teacher candidates generally perceived TEDs as effective. Overall, the majority (at least 69%) viewed TEDs as effective in the five areas explored. The highest agreement (81%) was in behavior management, and the lowest percentage of agreement (69%) was in school operations.

10:00 – 10:50 AM **CULTURE ..... Pageant**

Presider: Jane Nell Luster, LSUHSC-HDC

The Influence of Identity Diffusion on High School Students' Psychosocial Well-Being

Tommy M. Phillips, Jacksonville State University

A study was conducted to explore the influence of identity diffusion on indicators of psychosocial well-being and future outlook in a sample of high school students. Previous scholars have identified a link between diffusion and a variety of problematic life outcomes. Because most identity research has focused on college-age students and adults, this study makes an important contribution by illuminating the diffusion-negative outcomes linkage in an age group that has largely escaped the attention of identity scholars.

The sample consisted of 169 adolescents (49% boys, 51% girls) attending a high school in the southeastern United States. The mean age was 15.47 years (SD = 1.69). By ethnicity, the sample was 52% white and 48% African American. Participants completed a questionnaire consisting of a revised version of the Ego Identity Process Questionnaire, the Delinquent Attitude Scale, brief versions of Rosenberg's Self-Esteem Scale and the Hopelessness Scale for Children, and single items to assess optimism/efficacy and educational expectations. Identity diffused individuals were identified on the basis of scores on the Ego Identity Process Questionnaire and were compared to the sample's non-diffused participants.

Results indicated that identity diffusion is antithetical to personal well-being and a positive, hopeful outlook toward the future. In this study, diffused individuals were characterized by: (1) lower self-esteem, (2) lower educational expectations, (3) higher delinquent attitude scores, (4) higher hopelessness scores, and (5) lower optimism/efficacy scores.

This study's findings have implications for, and should be of interest to, secondary school teachers, administrators, and counselors in that they demonstrate a clear relationship between identity diffusion and compromised psychological well-being and future outlook in high school-age adolescents. This research suggested that by identifying diffused adolescents (or adolescents at risk for diffusion) early on, it may be possible to alter their trajectories by promoting positive identity development via targeted interventions.

The Voice of a Covered Muslim-American Teen in a Southern Public School: A Case Study

Nawell N. Mossalli, Louisiana Tech University

Educational environments have been found to be socially, culturally, and operationally constructed primarily around specific ethnic, socioeconomic, gender, ideological and personal norms, values, assumptions, and beliefs (Friere, 1974). Using a constructivist and participatory approach by conducting interviews, observations, and involving the participant in her own self-definitions, the purpose of this qualitative study was to examine how Rana (pseudonym) has been able to illuminate an ethnic identity and sense of self as a muhajiba girl adhering to the Islamic practice of wearing a head scarf. The researcher observed the student in school, at home, at her local mosque, and during her youth-group activities. Interviews were conducted with the participants' classmates, principal, vice-principal and parent.

All data collected were dated, transcribed, and analyzed by identifying emerging themes. A framework of understanding identity used by Florence Guido-DiBrito & Alicia F. Chávez (2002) was adopted in the analysis process to focus the findings on five emerging themes from the data collected that consisted of: Sense of Self in Relation to Others, Sensing/Interpreting/Knowing, Ethnic Community Responsibility, Cultural Imprinting, and Ethnic/Racial Contrast. By documenting the experiences of a muhajiba (covered) student in a western society, the author is hopeful that it can assist other hijab wearing girls in taking an individual responsibility to gaining acceptance as they pursue educational goals in non-Islamic cultures.

Hurricane Katrina's Effect on an African American Sixteen-Year-Old: A Case Study

Valerie S. Tewson, University of Louisiana - Monroe

This qualitative case study investigated how a student coped with forced relocation, how a host society reacted to evacuees, and what emotions and feelings accompanied adolescents who evacuated because natural disasters. The literature that provides the theoretical grounding focused on adapting to new environments, the stress of past events, and mental health. Disaster refugees shared commonalities with evacuees who were forced to leave their homes as a result of a natural disaster like a hurricane. The setting for this study was a predominantly African American high school in Louisiana. The subject was a sixteen-year-old, African American female who had evacuated during Hurricane Katrina.

Data for this study were collected during classroom observations and semi-structured, open-ended interviews within the framework of ethnographic interview techniques. The field notes and interviews were transcribed, coded, and analyzed for emerging themes. The researcher gave voice to the participant and represented the meanings encoded in her language. The results of this study indicated that the participant experienced health problems as a result of hunger and poor nutrition. The participant's difficulty with relationships caused isolation and resulted in her building relationships with adults or peers who had also evacuated from New Orleans, which helped her deal with the stress associated with a new environment. The participant also indicated that she experienced stress, anxiety, and fear.

This study reinforced the findings of the literature regarding psychological and social issues. The participant felt isolated and found comfort in the company of fellow evacuees. Name calling made her

a target of jeering similar to that faced by homeless children. The reaction by the host society was compounded with the emotions and feelings that accompany adolescents who leave their homes as a result of natural disasters and have to find their way in a new cultural, social, and geographical space.

10:00 – 10:50 AM ADMINISTRATION ..... Mt. Tower

Presider: Randy Parker, Louisiana Tech University

Reconciling the Literature with Professional Judgment: An Evaluation of Assessment in Higher Education

Jerrid P. Freeman and Brent Burgess, University of Arkansas - Fayetteville

There is extensive literature decrying the ill effects of the increased role of the federal and state government in higher education assessment. While many of the assertions of this literature merit introspection and deference, there appears to be a disconnect between what the literature and what assessment professionals say is occurring. While scholars maintain a more unenthusiastic outlook on the federal and state governments' role in assessment, assessment professionals seem to be more cautiously optimistic about the results of such involvement.

The aim of this study was to evaluate and reconcile some of the differences with what the literature says about government's role in assessment and what assessment professionals maintain. It was postulated that while many of the contentions of the literature will in fact be verified by assessment professionals, many were countered as well.

In order to actualize this study, the researchers compiled 15 questionnaires that sought the opinions of assessment professionals regarding the role of external assessment. The questions also sought to find out the levels of involvement that has resulted from federal and state governments' increased role in assessment, and the influence that such involvement has had on their respective office. Most questions were written in a "yes" or "no" format with the expectation that respondents would expand on the rationale for their responses. Each of the "yes" or "no" responses was tabulated to recognize trends, while a qualitative analysis was used to recognize why each respective trend existed. The responses were forthcoming and yielded significant and at times surprising results.

An Enigma for Policy Persons and Educators: A Policy Study

Charles M. Achilles, Seton Hall University

The researcher examined one "gold standard" longitudinal study from the medical field and compared that study with a longitudinal experiment from education. Points of comparison included design, sample selection and size, intervention (or no intervention), data collection and analyses, and eventual dissemination and use of study results. Two long-term research efforts have dramatically different acceptance rates. The Framingham Study of Coronary Heart Disease (CHD) began in 1948 with 5,200 participants; its results are widely trusted and used. Class size research since about 1900 in the USA (more recently internationally), including the STAR long-term (1984-1990) randomized experiment (11,600 students) and continuing analyses (to 2007), provided a massive, robust, positive knowledge dynamic that remains contentious and has not been regularly taught in preparation programs or used correctly in school improvement. The Framingham CHD study affected adults directly (diet, exercise, smoking) but class size improvements in school settings are only about kids. Are youth the "collateral damage" of current and controversial education legislation (e.g., NCLB), policy, and privatization? Using class size as an example of research and theory-based alternatives to ideology, politics, policies, and laws that evaluations show have not been successful (e.g. Title I), the author proposed policy and preparation-program approaches to initiate an alignment of policy, preparation, and practice to improve the condition of young Americans.

10:00 – 10:50 PM DISPLAYS: STATISTICS, MATH, AND SCIENCE..... Mezzanine

Wednesday, November 7, 2007

Math Fair: 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 34 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 as such 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. Participants received a map of the numbered stations around the room, and they visited each station, marking off each station that they visited. Participants with a completed map received a certificate of participation. Teacher candidate 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. These data will be helpful in developing future experiences for teacher candidates.

Analysis of Math-to-Mastery Components and Generalization Evaluation

Curtis L. Wicker, Kristin Johnson-Gros, R. Anthony Doggett, Arthur Davis, Carlen Henington, and Jennifer M. Edwards, Mississippi State University

Previous research has shown a mathematics intervention package, Math to Mastery, to enhance computational skills of elementary school age children. This study completed a comparative analysis of the intervention components using a brief experimental analysis to identify the best intervention strategy to address skill deficits in basic mathematical computation and an evaluation of generalization of skill enhancement to performance on math word problems.

The sample population for this study was comprised of five students, grades 1st through 3rd, receiving academic interventions in a university setting during a summer academic clinic conducted across four weeks. Interventions were provided by graduate-level and senior-level undergraduate students from the university with treatment integrity data at above 90%. The researcher met individually with the students four times a week for four weeks. Curriculum-based assessment was conducted prior to the clinic to determine instructional placement. The format of the sessions was dependent upon which component of the intervention program is determined to be most effective for each student during a brief experimental analysis.

Components of the Math-to-Mastery package are: (1) previewing, (2) repeated practice with immediate corrective feedback, and (3) graphing with contingent reinforcement. An independent verification was conducted to determine which component, if any, resulted in the highest level of increase of digits correct per minute (DCPM). Once mastery of basic math facts was obtained, generalization to word problems was evaluated using a procedure in which the questions were read to the student to control for students' reading difficulties. A multiple-baseline design was used to analyze date with collection of percentage of word problems completed correct calculated during the baseline and again when mastery was obtained. Conclusions and implementations for application in educational and other intervention settings were discussed.

A Cross-sectional Study of Students' Epistemological Beliefs in Science

Vanessa Esparza, Mississippi State University, and Anastasia Elder, Mississippi State University

The purpose of this study was to investigate the development of beliefs about the nature of science over the course of elementary school, middle school, and high school. In addition, this study investigated the development of these epistemological beliefs in science over the course of an instructional period.

This research included 312 students (5th grade/elementary students = 168, 7th grade/middle school students = 104, and high school/physics students = 40) from five different public schools in Mississippi and an urban school district in southern California. Students answered a questionnaire asking them to indicate how much they agreed or disagreed with 25 Likert-scaled items (e.g., Scientific beliefs change over time) aimed at evaluating dimensions of students' beliefs. The Epistemological Beliefs Measure included scales describing knowledge in science as being created from reasoned experimentation versus being handed down as a certainty from authority figures. Data were analyzed with a one-between, two-within factor design. Grade was treated as a between subjects, fixed effects factor. Occasion (pre and post) was treated as a within-subjects, fixed effects factor.

The results of this study showed a developmental change in epistemological beliefs across time. That is, for the most part, students' epistemological beliefs develop more sophistication as students grow older, especially for the dimensions of the certainty of scientific knowledge and that scientific knowledge is handed down by authority. However, this investigation also indicated that even young children are capable of developing some sophisticated epistemological concepts when instructed about the nature of science in the classroom.

A Template for Teaching the Independent T-test Technique

Robert L. Kennedy, University of Arkansas for Medical Sciences

A template is a pattern that might be used for cutting out sections of material for recovering a couch, for sawing wood into pieces to assemble into a toy box, 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 correlation might be tried. Examples that have been derived from the literature include Java Applets, various other software programs, graphs, statistical labs, puzzles, and worksheets. All are reasonably effective tools for teaching correlation and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

Templates are distributed and/or sold for quizzes, certificates, posters, surveys, course management, syllabi, electronic portfolios, and interactive exercises, among 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 independent T-test 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.

A Template for Teaching the Dependent T-test Technique

Robert L. Kennedy, University of Arkansas for Medical Sciences

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 correlation might be tried. Examples that have been derived from the literature include graphic display calculators, videotapes, interactive scattergrams, animation, web pages, and simulations. All are

reasonably effective tools for teaching correlation and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

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 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 dependent T-test 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.

11:00 – 11:50 AM **REFLECTIVE OR CRITICAL THINKING ..... Tri-Lakes**

Presider: Dawn Basinger, Louisiana Tech University

Using Weblogs as an Instructional Strategy

Hans Gray, University of South Alabama

This presentation described weblogs and how they could be integrated into classroom activities. A short definition of weblogs presented first, followed by a brief description of weblogs, their history, educational uses, recommendations for use in the classroom, and some examples of how they are being currently used.

Weblogs or blogs are a fairly new means of sharing information, thoughts, and opinions with others by way of the Internet. Weblogs are Internet-based diaries or journals and offer the writer instant personal publishing. Weblog entries tend to be short and informal, focusing on the writer's personal style or area of interest. One of the most distinguishing features of weblogs is that they allow instant publication without having to know any programming language. The only requirement for creating and maintaining a weblog is having a computer, Internet access, and some experience with using the Internet. Free software and hosting are offered by many Internet connected companies. Software provides automatic formatting, date stamping of entries, and automatic archiving of postings.

Weblogs first appeared on the Internet around 1997. Since then, they have played a key role in defining the political and social perspectives in our country. The "Baghdad Blogger" in 2003, Howard Dean in the presidential campaign of 2004, and Dan Rather in 2004 have all contributed in some way to the prominence of blogs in our society. Maintaining a weblog affects many interconnected components that promote constructivist learning: writing, reading, reflecting, responding, searching, and sharing of ideas. When weblogs are used in an educational setting, the focus shifts from the instructor to the student. The instructor no longer directs and supplies information, but instead supports the learner in her or his search for meaning. Overall, ease of use is what makes weblogs so attractive in an educational setting.

The Effectiveness of Using Case-based Instruction in an Online Course

Joyce M. Guest, and Burke Johnson, University of South Alabama

The purpose of this research was to investigate the effectiveness of case-based instruction in a fully online course environment. The sample used in this study included 86 undergraduate students that were enrolled in an educational psychology course, EPY 251 online. Two of the EPY 251 courses were taught in the summer semester, and two of the classes were taught in the fall semester of 2006.

The independent variable for this study was instructional method, which was divided into three levels: case-based instruction and lecture with small groups, case-based instruction and lecture with individual work, and lecture only with no case-based instruction. The dependent variables for this study

were student performance and student satisfaction. Student performance was measured using application type quizzes given after each treatment condition. Student satisfaction was measured with voluntary questionnaires that were given after each treatment condition and at the end of the course.

The data on student performance were analyzed using paired sample t tests with a set Bonferroni Post Hoc adjusted alpha level of .017 (.05/3). The statistical significance that was found supported the fifth hypothesis that was tested in this study, which stated that in an online educational psychology course, student satisfaction would be higher when using individual case-based instruction with lecture as compared to a lecture only instructional approach (i.e., with no case-based instruction). Exploratory analyses on student performance related to course term (summer and fall) and course units were also provided. In the exploratory analysis, case-based instruction was shown to have a statistically significant difference over a lecture only approach in both summer and fall term.

Levels of Critical Thinking in Graduate Online Discussions

Eunice M. Luyegu, University of South Alabama

The purpose of the study was to examine how students think as they participate in fully web-based discussions in a graduate course. The focus of this study was to examine and analyze interactions from threaded discussions drawn from four weeks of a semester, to assess critical discourse and reflection. Garrison's four-stage critical-thinking model captured the levels of critical thinking of: (1) triggering, (2) exploration, (3) integration, and (4) resolution. Participants were enrolled in a fully online graduate course in the summer semester of the academic year 2005-2006. The threaded discussions occurred in the third, fifth, and seventh class sessions and were one of several session assignments. Each discussion question was related to the session topic.

Data of student responses to the questions and to each other were collected at the end of the term, after grades were posted. Names and other identifiers were removed to maintain confidentiality, and results were reported in aggregate form. Once the term ended, transcripts of the discussions were copied and coded. Out of 184 message-level units corresponding to what one participant posted into one threaded discussion on one occasion, 0.54% were at level 1, 55.43% were at level 2, 44.02% were at level 3, and 0.54% were at level 4. The majority of postings were focused on exploring ideas. The results seem appropriate for graduate students and are consistent with previous research. The study concluded that Garrison's model is an efficient and reliable instrument to assess the nature and quality of critical thinking, and that online discussions should be given consideration as a way of promoting critical thinking in distance education. Implications for practice were discussed further in the presentation, as well as directions for future research.

11:00 – 11:50 AM HIGHER EDUCATION ..... Pageant

Presider: **Carlen Henington**, Mississippi State University

The Relationship Between Reported Level of Faculty Participation in Institutional Decision Making and Organizational Commitment of Faculty in the Mississippi Community College System

William (Bill) H. Sumrall III and D. Adrian Doss, Belhaven College-Memphis,
and David W. Cox, Arkansas State University

This study tested the premise that the degree of organizational commitment of faculty in Mississippi community colleges is related to the reported level of their participation in institutional decision making. The first question was: What is the relationship between faculty participation in institutional decision making and their commitment to the organization? The second question was: What is the relationship between faculty demographic characteristics of age, gender, educational level achieved, and years of teaching experience and their commitment to the organization?

The population consisted of all full-time faculty in the public community colleges in Mississippi. Participants completed a three-section survey instrument. In section one, faculty reported their level of participation in institutional decision making. Section two measured the level of organizational

commitment respondents claimed to their institution by responding to the Organizational Commitment Questionnaire. In section three, participants reported their personal demographic variables of age, gender, educational level attained, and length of teaching experience.

Frequency data and descriptive statistics were calculated for all of the items on the questionnaire. A one-way Analysis of Variance (ANOVA) was used to compare commitment means for four levels of participation. Two-factor ANOVA was used to determine the relationship among the reported level of participation in decision making, adjusted for the demographic factors and organizational commitment. Two-way interactions of these factors were included in the ANOVA. A significant difference was found among the levels of participation in decision making and the commitment means reported by respondents. Higher levels of reported participation in institutional decision making were related to higher degrees of total commitment of faculty to their institutions. There was no significant relationship found between the personal characteristics of gender, age, education level attained, or length of teaching experience at present institution and the degree of commitment faculty in Mississippi community colleges claim to these institutions.

Predictors of Faculty Member Satisfaction

Rosalie C. Ward, University of South Alabama

When individuals consider education, they usually think of it as acquiring knowledge and skill through instruction, action, teaching, and transference of knowledge. Education is also viewed as a continuous process taking many forms. If education is an ongoing process, it may be suggested that education may occur any time, any place, and in any number of environments. Thus, learning is not bound by place, time, speed, or style because learning takes place when individuals are engaged. For many individuals, the method of learning offering the most freedom of choice, flexibility, and accessibility to education is online learning. Individuals, researching distance learning, indicate that while technology is a useful tool, faculty members developing and implementing online courses hold the keys to successful implementation of online learning. Whether or not they are satisfied with the tasks involved determines, to a great extent, the level of success and satisfaction experienced by students. It is important to be cognizant of the level of satisfaction experienced by faculty members. This was a study of satisfaction and predictors of satisfaction among higher education faculty at seven southern colleges. Another way of studying satisfaction is to determine what factors cause dissatisfaction.

The review of literature examined factors affecting satisfaction, including barriers, impediments, and conditions. Seven basic predictors of satisfaction were identified and studied. These predictors were competency, time, resources, participation, institutional rewards, intrinsic rewards, and course management systems. It was believed satisfaction would also be related to Rogers' (1995) three factors affecting implementation: (1) form (observable and physical appearance of online courses, (2) function (daily use of online instruction), and (3) meaning (providing evidence of the value and meaningfulness of online education to students, faculty, and universities). This presentation reported the results and how they are tied to the theory and practice of instructional design.

A Literature Review of Higher Education Faculty Participation in Institutional Decision Making

William (Bill) H. Sumrall III and D. Adrian Doss, Belhaven College-Memphis;
and David W. Cox, Arkansas State University

The problem statement addressed by this literature review was: Does a governance crisis exist in American higher education relative to the participation of faculty in institutional decision making? The literature related to the statement problem was reviewed from available journals, books, professional associations, and dissertations. Sources were found to be available in university libraries, and online data bases. A conflicting body of opinion was found concerning the existence of a governance crisis in American higher education relative to the participation of faculty in institutional decision making. Implications of the literature review suggested additional research in higher educational leadership and organizational governance is needed to solidify the conflicting opinions that currently exist concerning the role of faculty participation in institutional decision making in American higher education.

Wednesday, November 7, 2007

11:00 – 11:50 AM ACHIEVEMENT ..... Mt. Tower

Presider: Ann D. Chapman, Eastern Kentucky University

An Investigation of Achievement Equity among Rural Kentucky Students

Jerry D. Johnson, Eastern Kentucky University

The study investigated distributions of reading and math achievement among ninth-grade students in Kentucky's rural public schools (i.e., achievement gaps related to gender, ethnicity, and socioeconomic status), and considered the relationships that may prevail between school contextual characteristics (i.e., school poverty, school size, school ethnicity) and those distributions. Rural schools were identified based on the locale code system developed by the National Center for Education Statistics, and included all schools located in communities of 2,500 or fewer residents.

The research model relied on multilevel regression analyses using student-level and school-level data. Dependent variables were reading and math scores for grade nine students on reading and math components of the Comprehensive Test of Basic Skills (CTBS-5) administered in the 1999-2000 school year. Independent variables were student gender and student race; school size, school poverty level, and school-level aggregations of student gender and race variables; 10 cross-level interaction terms computed from student-level and school-level independent variables; and two same-level interaction terms computed from school-level independent variables.

Findings provide evidence that both student-level and school-level independent variables influence achievement, and that some influences vary with differences in the schooling environment. Of particular importance, investigations related to school size and student gender suggested that size exerts an indirect influence over achievement by mediating the influence of student gender on math (i.e., in larger schools, gender's influence over achievement is strengthened and gender-based achievement gaps are wider; in smaller schools, gender's influence over achievement is weakened and gender-based achievement gaps are narrower). Interpretation within the context of public schooling in Kentucky suggests that policy decisions related to school facilities are of vital importance in working toward educational equity.

Effect of Performance Management Strategies on the Quality of Learning and Achievement at Secondary Education Level

Muhammad Yousuf Sharjeel and Waseem Qazi, Iqra University

Strategies pertaining to the scholastic aspects including achievement at various levels in formal education have led the management of many Pakistani institutions to experiments that have often caused more frustrations than satisfaction. Performance of students at formal education level has not been adequately linked with one of the components of success-oriented strategies. This paper elaborated such practices that need alterations in actions and beliefs to improve performance of learners at the secondary level of education. The study also emancipated the notion that the quality of learning coupled with the institutional performance management strategies in formal scholastic situations needs to be defined as the significant pedagogical method intended to produce quantitatively desired result.

The sample of the study comprised management personnel of 127 public and private secondary schools in the district of Karachi. A Likert scale questionnaire was designed as the research instrument. Observations and interviews also formed part of the study. The study did not significantly support the hypothesis developed, and it was not statistically proved that quality of secondary education was dependent on performance management strategies directly as was the perception of the investigator.

Principal and School Factors That Impact Elementary School Student Achievement

Sharon R. Gieselmann, Murray State University; and Jeanne Fiene
Christopher Wagner, Western Kentucky University

This study examined principal and school factors associated with student achievement in elementary schools. The problem grounding this research is that elementary schools are under intense pressure to meet both state and federal assessment goals. Several studies describe a conceptual linkage between principal performance and student achievement; they are key players with helping schools accomplish high-stakes testing goals. A school's response to reform efforts may be short-term and superficial without strong principal leadership (Bista & Glasman, 1995; Hallinger & Heck, 1996; Keedy & Simpson, 2002).

Multiple regression was used in this study and included the following variables: (1) highest level of education obtained by the principal, (2) years of principal experience, (3) years of teaching experience by the principal, (4) years of principal experience at present site, (5) principal gender, (6) principal leadership determined by the Principal Instructional Management Rating Scale (Hallinger, 1986), and (7) free/reduced lunch population at the school. Their impact on student achievement measured by state assessment scores was determined.

Elementary principals, in their present positions for three years, participated in this study. Principals serving a minimum of three years presumably had applied leadership skills that impacted the educational environment at their school site and student performance on the state assessment. These principals were identified using the state school directory. Principals were mailed the PIMRS leadership survey and a principal biographical data sheet; 180 of the 340 principals returned survey instruments resulting in a 53% overall response rate.

Findings indicated that an elementary school's free and reduced lunch population was the only variable with statistical significance. Principal factors alone may be insufficient for raising student achievement. During the present reform era, collaborative leadership between the principal and teachers seems to be vital for increasing student achievement and warrants further research.

11:00 – 11:50 AM **MENTOR SESSION ..... Guest Suite (Room TBA)**

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 students and professional members of MSERA.

11:00 – 11:50 AM **DISPLAYS: EXCEPTIONAL EDUCATION ..... Mezzanine**

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

Factors That Contribute to the Overrepresentation of African American

Karyn V. Spann and Thelma Thompson, Southern University; Kimberley Davis, Southeastern Louisiana University; and Summer Stewart, Louisiana State University

Despite national and state efforts in the area of educational reform, the disproportionate placement of minorities into special education programs still remains as problematic today as it did 30 years ago. Among minorities, African American students account for over 30% of all students referred to classrooms in the category of Emotional Disturbance (ages 6-12), and they constitute 20% of the national school aged population (U.S. Department of Education, 2004). The minority student population is steadily growing, with one out of every three Americans being African American, Hispanic/Latino, Asian American, or American Indian (Lee, 2004). Therefore, the overrepresentation and inappropriate placement of minorities are definite causes for public concern. African American males are one and a half times more likely to be labeled as Emotionally Disturbed (ED) than other non-black students, and they are placed in special needs programs more frequently than their male and female peers (Lopes, 2005). According to Louisiana's Special Education Data Profile (2005), African American males represent 54% of students classified as Emotional Disturbed. African American males are also five times more likely to be placed in

an Emotional Disturbed classroom than Caucasian females, who are under identified for the special education category (Lee, 2004).

The purpose of this display session was to present current research to allow professionals to become more cognizant and knowledgeable of factors relating to the overrepresentation of African American males in special education classified as Emotional Disturbed in the state of Louisiana. The contributing factors discussed included: cultural, environmental, and educational factors, as well as the assessment and evaluation processes. A special education database of resources was presented that includes books, journal articles, websites, media, and organizations.

An Action Research Project an a Practicum Experience

Maud A. Kuykendall, Cozette Thigpen, Loretta Hunt, Kolandra Jackson, Equonda Jackson, Gina Exum, and Takisha Causey, Delta State University

Redesigning practicum experiences for teacher candidates in a special education masters' program resulted in an action research project. The primary author, as the instructor of the course, formed a research group with the six teacher candidates. At the time of the course, each of the candidates taught in regional public schools as either general or special education teachers. The purpose of the action research project was to provide the six candidates an opportunity to conduct a simple piece of research using their classrooms to implement an instructional strategy based on perceived student need.

The action research consisted of three phases: assessment, implementation, and a study/rethink phase. Candidates kept research logs from the initial phase through the implementation phase. During the assessment phase, the author introduced the candidates to the concept of action research using a model on another university's website. The research group, led by the instructor, discussed and refined individual research questions based on students' instructional needs. Candidates developed assessments to address the need and conducted their pre-assessments. During the implementation phase, Candidate implemented their instructional strategies for approximately two weeks and collected data.

Data collection included observations and student work samples, as well as continued research log entries. The research group met, shared their experiences and data collection instruments, and helped each other to solve problems. In addition, the instructor provided continuing instruction on action research. For the final phase, the research group, led by the instructor, shared post assessment results, went over their logs, and studied their student work samples. The candidates analyzed their data with the help of the instructor, shared their thoughts and tentative findings with each other, in a brief paper, and as informal presentations at the University for Two Separate Conferences.

The Parental Involvement Sources of Knowledge and Perceptions

Bridget A. Rey and Jimmy D. Lindsey, Southern University - Baton Rouge

This study identified whether special education teachers working with students with mild/moderate (M/M) disabilities rank their sources of parental involvement knowledge differently and if there are associations among these professionals' characteristics (highest degree earned, certification in M/M disabilities status, and years of teaching experience), instructional level (elementary, middle school, high school), and their sources of parental involvement knowledge (university coursework, professional conferences, inservice sessions or workshops, independent study, collaboration with other professionals, and interactions with parents). The study also identified whether the above three factors influence special education teachers' parental involvement perceptions, practices, recommendations, and overall effectiveness (competencies and program components).

The accessible population was 501 special education teachers working with students with M/M disabilities in an urban school district in a southeastern state. A power analysis and proportional, stratified random sampling procedure (stratum instructional level) were used to select 218 special education teachers from the accessible population, and 73 (79%) agreed to participate. Data obtained using a researcher-develop questionnaire were analyzed using between- and within-subjects designs and parametric (e.g., ANOVA) and nonparametric (e.g., χ ² test of difference) statistical procedures. Null hypotheses were tested (α < .05).

The findings indicated that: (1) participants rank their sources of parental involvement knowledge differently, (2) there was an association between the participants' certification in M/M disabilities and their parental involvement knowledge obtained through attending professional conferences, (3) there was an association between the participants' years of teaching experience and their parental involvement knowledge obtained through attending professional conferences and inservice sessions or workshops, (4) instructional level influenced participants' parental involvement perceptions, practices, and recommendations, and (5) number of sources of parental involvement knowledge experienced by the participants influenced their parental involvement perceptions, practices, and effectiveness. Limitations of the study and recommendations for future research were presented.

2:00 – 3:50 PM **USING MICROSOFT PRODUCER 2003 TO CREATE A PROFESSIONAL, RICH-MEDIA WEB PRESENTATION TO ENHANCE ONLINE INSTRUCTION DELIVERY SKILLS (2-Hour Training Session) .....Boardroom**

Feng Sun, University of Alabama - Birmingham

If one is an Office user who is familiar with PowerPoint, one can easily be on one's way to create exciting, media-rich presentations that incorporate video and audio through the Microsoft Producer for Microsoft Office PowerPoint 2003 add-in. Best of all, Producer is available as a free download for all licensed PowerPoint 2002 and 2003 users. In this two-hour workshop, all attendees were introduced about how to synchronize audio, video, slides, and images into a rich multimedia presentation, then publish it virtually anywhere for viewing in a Web browser. The training covered: (1) download and install Producer, (2) import and capture media (such as audio, video, and slides) and organize it in the appropriate order, (3)synchronize your media elements so that the audio and/or video plays in sync with your slides, and (4)) publish the presentation to a network drive, Web server, or the Internet. By using this free technology, online teaching and research presentation will be more meaningful and rich that is different from the normal PowerPoint presentation.

2:00 – 2:50 PM **TECHNOLOGY ..... Tri-Lakes**

Presider: David T. Morse, Mississippi State University

Dimensions of Educational Innovation

Daniel W. Surry and David Hall, University of South Alabama,
and David C. Ensminger, Loyola University - Chicago

Innovations come in a variety of forms. Many of the most well known educational innovations have been technology-based; for example computers, smart boards, and virtual reality simulations. Other innovations have involved new processes or theories. Constructivist learning environments, authentic assessment, social learning, and multiple intelligences are examples of process or theoretical innovations that have impacted the learning process in recent years. Still other innovations have had an organizational scope. Large scale school reform efforts, national curriculum restructuring movements, standardized assessments, and the emergence of fully online universities are all examples of organizational innovations that are currently in use. Every change is different. Every new product or process contains a unique combination of characteristics that interact in complex, unpredictable ways. In an effort to understand the various characteristics of an innovation, to develop a standard terminology, and to create distinctive categories of innovation, many researchers have discussed the various dimensions of change.

However, at this point, there is no single widely accepted typology of learning technology innovations. Developing such a typology would be an important step in better understanding the potential for different categories of learning technologies to enhance education and would lead to new insights into the complex problem of fostering innovative uses of learning technologies.

This paper discussed the literature related to the various dimensions of change that have been developed, and proposed a general typology of educational innovation. The typology contains four dimensions: gorm (technology, process, or system), scale (macro or micro), sequence (synchronous or

asynchronous), and intentionality (mandatory or voluntary). Two other dimensions that could be integrated into the typology – direction and formality – were also discussed. A graphic model of the typology was presented, and examples of each type were provided.

Profile of Online Programs in Private Colleges: From College to University with a Click

Adam A. Morris, University of Arkansas – Fayetteville

The number of private liberal arts colleges offering post-bachelor's degree programs through technology-mediated formats has grown dramatically in the past decade. Private colleges have implemented these non-traditional course offerings at a rapid pace to remain competitive and cutting edge in today's global marketplace. Some institutions have been unprepared to implement the technology necessary for these course offerings. Millennial students are demanding technological savvy programs, making institutions do a paradigm shift pertaining to academic offerings. In many instances, this has resulted in a changing mission and expanding revenue base for the traditional liberal arts college, and can present changing behaviors and focus of work. Private colleges have struggled with the new financial realities of higher education operation.

The current study was conducted to profile the activities of private colleges that have been reclassified as universities through the development and offering of graduate degree programs in technology-mediated formats. As an exploratory study, baseline data were collected and reported here using descriptive statistics. To inform data collection, a researcher-developed survey instrument was constructed based on existing, largely anecdotal literature related on online and technology-mediated instruction. A Likert-type survey was sent to 100 Director of Information technology professionals at traditional liberal arts colleges. The survey was sent in late July, and requested information on what if any adjustments have been made in order to maintain program offerings that required increased technology. The questions centered on staff and financial adjustments made to maintain the technology-mediated formats. All of the survey's results were put into a matrix to identify patterns that emerged from the data.

Preliminary conclusions were drawn from examining the results, as well as other relevant data sources. The findings of the study suggested implications for private colleges in developing and maintaining technology-mediated formats.

Masters or Servants: A Framework for Understanding Technology's Impact on Education

Daniel W. Surry and David Hall, University of South Alabama,
and David C. Ensminger, Loyola University - Chicago

Everyone is touched by the power of technology in some way, large or small, good or bad, every day. While few people would argue the importance of technology in our society, there is a great deal of debate about whether technology has had a profound impact in the field of education. That debate is made more confused by the great difficulty in separating the effects of any technology from the societal, political, technical, and economic contexts in which the technology is developed and used. Another key issue confusing the debate is the problem of fairly and accurately assessing the impact of technology, especially in educational settings. On a more philosophical level, there is debate about the very nature of technology, the extent to which technology is under human control, and, ultimately, whether technology has a positive or negative impact on human society.

This paper posed four questions: (1) What has been the impact of technology on education? (2) Is it possible to separate the impact of technology from the many other variables which influence learning? (3) If so, how can the impact of technology be fairly and accurately measured? For example, is "learning" the only, or even the most appropriate, outcome by which one should measure impact? and (4) Can one develop a philosophical framework to address the most important question – is technology making education better or worse?

In this presentation, the authors discussed and attempted to answer each of the questions in detail. The presentation provided the attendees with seminal literature sources, both empirical and philosophical, that inform each of the questions. Emphasis was placed on avoiding dogmatic, simplistic answers and attempting to give attendees information they can use to understand the complicated, nuanced nature of the questions and develop answers for themselves.

Wednesday, November 7, 2007

2:00 – 2:50 PM **READING AND EVALUATION..... Pageant**

Presider: Joe'l P. Lewis, University of South Alabama

An Evaluation of a Reading Recovery Program in an Urban School District

Anna W. Grehan and Lynn Harrison, University of Memphis; John Nunnery,
Old Dominion University; and Jim Wohlleb, Little Rock (AR) School District

The major goals of this research study were to evaluate African American student achievement outcomes, program implementation fidelity, and principal, teacher, and parent perceptions concerning the Reading Recovery tutoring program for first-grade students.

The Iowa test of Basic Skills (ITBS, 2005), Developmental Reading Assessment (DRA, 2005), Dynamic Indicators of Basic Early Literacy Skills ([DIBELS], Good & Kaminski, 2003), and An Observation Survey of Early Literacy Achievement ([OS], Clay, 2002) were analyzed to compare the progress of first graders enrolled in the Reading Recovery intervention program. In addition, Reading Recovery student outcome data were also collected for analysis. Reading Recovery has served more than one million students in schools in 49 states. The program reports that 80% of students who completed the full 12 to 20 weeks of lessons, and 59% of all students who have lessons, can read and write with the average range of performance of their class (Reading Recovery Council of North America, 2003).

This study examined all students in the district who participated in the program regardless of whether they were successfully "discontinued," "recommended" for further services, or did not receive the full program (Incomplete). This study used a mixed-method design to assess the perceptions and quality of program implementation through the use of observations, interviews, and surveys, as well as various student achievement data sources. Results indicated the Reading Recovery program had equal effects on African American and other students. Students receiving the complete program had significantly higher adjusted means than comparison students on Phoneme Segmentation and Hearing and Recording Sounds in Words. Classroom observations indicated that Reading Recovery teachers' instructional practices conformed to the recommendations and requirements of the program throughout the district. Reading Recovery teachers and principals had extremely favorable attitudes toward the Reading Recovery program, while parents were very pleased with the program.

Reading Attitude Assessment: Purposeful Instrument Assessment

Dana G. Thames, University of Southern Mississippi

Interest in the various theoretical models and perspectives that attempt to explain reading attitude and how these models have influenced the development of reading attitude instruments prompted the literature review. Specific purposes of the review were: (1) to examine the construct of reading attitude, (2) to identify variables associated with reading attitude, and (3) to analyze the content of selected reading attitude instruments. Several theoretical models and perspectives of reading attitude were identified. In general, the models suggested that reading attitude is composed of two broad categories: personal factors and environmental factors. Also, contemporary definitions of reading attitude included three components: (1) cognitive (represented by personal, evaluative beliefs), (2) affective (represented by feelings/emotions), and (3) connative (represented by action readiness/behavioral intentions).

The results of studies of the relationship between reading attitude and one or more variables indicated that 11 variables have attracted considerable interest among reading researchers, but findings among the studies are inconsistent. Several reading attitude instruments were selected and reviewed, using two procedures: (1) comparisons of the instruments based on characteristics, such as purpose, type of analysis available, response format, reliability, validity, etc.; and (2) content analysis of each instrument to identify items that appear to be representative of standards that should be met by a measure of reading affect. The findings indicated specific strengths and weaknesses associated with each instrument, and the items that composed each instrument tended to represent the range of standards that should be met. Results of the review pointed out the importance of purposeful instrument selection when planning for reading attitude assessment of students. The results were discussed covering the purposes for conducting reading attitude assessment.

Psychometric Analysis on the Test of Awareness of Language Segments

Sun Y. Lim, Dana Fuller, Diane Sawyer, and Jwa Kim, Middle Tennessee State University

An archival data set for 493 kindergarten and first-grade children was analyzed for psychometric properties of the Test of Awareness of Language Segments – Revised (TALS-R). The TALS-R is one of the measurements for phonological awareness that may be used to assess phonological segmenting ability. In order to improve the discriminatory power of the TALS-R, each item of the TALS-R was evaluated using Item Response Theory (IRT). Most of the items within each subtest of the TALS-R had strong discriminatory power and provided a fair amount of item information. However, some items did not fit the IRT model according to item fit statistics. Because of the items that did not fit, the model was suggested to be revised.

2:00 – 2:50 PM **STUDENT MOTIVATION..... Mt. Tower**

Presider: John L. Long, Mississippi State University

Comprehensive Character Education in Secondary Schools

Matthew R. Smith, Tennessee Technological University

The integration of character education into our secondary schools would help fulfill the goals of the authors of A Nation at Risk to improve student success in academics and student readiness for life's many challenges and opportunities. Indeed, the implementation of character education programs in secondary schools would complement student academic performance by providing positive and engaging learning environments focused on safety, caring, community, and ethical behavior. Character education should be integrated into all aspects of the secondary school environment and curriculum to have a meaningful and long-term impact on student character development. Indeed, secondary school officials should strive to implement a comprehensive character education program that focuses on meeting student needs, providing a caring community, and teaching universal values.

Berkowitz (1998) developed the taxonomy of character education to provide educators with a framework for integrating character education into the school curriculum. The taxonomy includes moral reasoning; moral education, living skills education, service learning, citizenship, health, drug, and violence prevention; conflict resolution and peer mediation; and ethics/religious education.

The following eight-step process can help secondary administrators and teachers initiate the process of educating students for character: (1) Identify and implement proven character education approaches that are in alignment with school improvement goals, (2) Identify the resources needed for initial and long-term program implementation, (3) Involve students, teachers, administrators, parents, and community members in program planning, training, implementation, and assessment, (4) secure and maintain program support from school district administrators and external stakeholders, (5) maintain a program focus on meeting student needs and building an ethical school community that promotes caring, safety, and academic excellence, (6) develop an adaptable program plan that integrates character education across the curriculum, (7) identify and utilize formative and summative program assessments, and (8) celebrate program accomplishments and address program challenges.

An Evaluation of the Character Education Curriculum in Shelby County Schools

Lavern Terrell, Christian Brothers University

In 1985, the Tennessee state legislature enacted a law requiring that character education be taught in all public schools in Tennessee {Acts 1985, ch. 296, §1.}. In 1987, the Shelby County School System produced a Character Education Curriculum for grades k-8 (Shelby County Schools, 2001). This curriculum has been amended two times, the last time being 2001 (Shelby County Schools, 2001). The Shelby County School's Character Education Curriculum is designed to impact two areas: school climate and student behavior (Shelby County Schools, 2001).

The purpose of this study was to evaluate the Character Education Curriculum of Shelby County Schools to determine its effectiveness. To that end, the following research questions guided this study: (1) What are the components of the Character Education Curriculum in Shelby County Schools? (2) What impact does the curriculum have on school climate? and (3) What impact does the curriculum have on student behavior?.

The methodology utilized in this study was a mixed methodology with qualitative data gathered through interviews with school administrators and counselors. Quantitative data were gathered through a sampling of six schools (four elementary schools and two middle schools). Data from these schools included information on the number of students referred to the principal's office for disciplinary action, and the number of students who were suspended during a specific time period. Qualitative data were analyzed by looking for themes and patterns. Quantitative data were analyzed using t-tests to compare means. Analysis of the data indicated that while there is a great deal of anecdotal information regarding the effectiveness of the curriculum in improving the climate of the schools, there were little to no evidence that the behavior of the students (as would be evidenced through a decrease in suspensions and referrals) improved.

The Case for Self Examination in the K-12 Curriculum

Angela Webster Smith, University of Central Arkansas

With the demands of No Child Left Behind, many school districts attempt to meet adequate yearly progress by eliminating self examination from the curriculum. Content knowledge is favored over self knowledge. Students are inculcated in the theories of others rather than guided in the process of looking within. Although achievement on standardized assessments is a worthy aspiration, students in low achieving schools may need additional curricular components to ensure widespread academic success. Demographic indicators reveal that an increasing number of students with fragile living conditions will be enrolled in school. These dynamics will increase the percentage of families that rely on the school and community for the identification of unassailable dreams for their youth, as well as the cultivation of corollary life skills to bolster the manifestation of such dreams. Therefore, when low performing schools marginalize self examination in the curriculum, they could ostensibly obstruct their academic targets as such students hardly ever discover their identity or self concept, learning or personality styles, and natural talents or intellectual strengths. Infrequently do they understand what they need from schools to craft their own success. Without critical self knowledge and life skills, students are likely to mirror the habits, character, and lifestyle of their surroundings.

This paper advocated the instructional practice of decisively including introspection in the curriculum by using formal models and propositions of learning and motivational principles, self mastery, responsibility and no-excuses accountability to counter the forces of hopelessness. This practice assists youth in self discovery and acceptance, as well as in the identification of their intellectual gifts and styles. It would equip and motivate students toward prudent dream aspiration that could improve the likelihood of adequate yearly progress and life success.

2:00 – 2:50 PM **DISPLAYS: ADMINISTRATION & ASSESSMENT ..... Mezzanine**

Presider: Eddie Shaw

School Finance: The 16th Section Fiasco

Jack G. Blendinger, Mississippi State University

This case study focused on the Jefferson County School District and its financial difficulties: a budget deficit estimated at more than $700,000 and S1.8 million in misspent 16th Section Funds. The study described how and why school district officials got themselves involved in the problem. It also describes the way that the state took over control of the district. The study was important because it yielded valuable information that can help other school district officials to not make similar mistakes. Both primary source material (field-based reports produced by journalists who investigated the problem) and secondary source material (documents produced by state officials who had the responsibility of taking over the troubled school district) were utilized.

Wednesday, November 7, 2007

The Steps (and Missteps) in One Educational Leadership Program's Process to Identify, Develop, and Implement its ELCC Assessments

Shelly L. Albritton, University of Central Arkansas

In one educational leadership program's journey to prepare for its next National Council for Accreditation of Teacher Education (NCATE) accreditation process in 2009, this display session highlighted the steps (and missteps) along the way to identify, develop, and implement its eight assessments based on the Educational Leadership Constituent Council (ELCC) Standards. The display highlighted the leadership program's process to develop scoring rubrics for each of the assessments to measure the three content areas: knowledge, performance skills and effects on student learning. After identifying the assessments, the challenge the program faced was to create scoring rubrics that were meaningful for programmatic improvement purposes as well as being meaningful to students to guide and assess their progress throughout the program. After a period of three semesters of using the scoring rubrics to gather data, the revisions that were made to the assessments and the scoring rubrics were shared. The display session shared the initial scoring rubrics, the mistakes made, the revisions for improving the rubrics, and the data results to date. Display participants were encouraged to share their stories as they engaged in the process to develop their program assessments and scoring rubrics for data collection and how the data results are being used to assess their programs and students' progress. Discussions with display participants included how the data results impact programmatic changes for continual improvements in the preparation of today's standards-based school leaders.

An Educational Specialist Activity for Assessing Candidate End of Program Capabilities Via a Real-World Simulation

Jack J. Klotz, University of Central Arkansas

This display session provided participants with the background information on a simulation's design, function, and capabilities to assess end of program skills, abilities, and dispositions of educational specialist students based upon the current national standards for central office administrative personnel. Individuals in the session had all information, documents, and strategies necessary to implement this simulation in a school leadership preparatory program. The following were provided to each participant in this display session: (1) background information necessary to set the stage for the simulation, (2) background information on each participant's role within the simulation, (3) task responsibility (ies) for each participant in the simulation, (4) timeline expectations for implementing and completing the specified tasks within the simulation, (5) formatting expectations for implementing the simulation, and (6) outcome expectations for determining the conclusion of this program capstone simulation activity.

General and Special Educators' Perceptions of Bullying in the Lower Grades

Celia B. Hilber and Elizabeth Engley, Jacksonville State University

This display session presented results of a research study conducted with 71 early childhood and special education teachers in the southeastern U.S. regarding their observations of bullying behaviors upon both general and special education students. Each participant completed a survey asking if their schools had official policies on bullying, whether they had had in service training for dealing with bullying, and their opinions of the causes of bullying.

The major findings of this survey showed that 60% of participants' schools do have official policies on bullying, and about 35% of participants had attended in service training regarding how to deal with the issue. More than 50% of those surveyed believed that the causes of bullying included learned behaviors from parents, siblings, peers, and other family members. According to participants surveyed, ostracizing and ignoring behaviors were the two areas that were used against special needs children, but the overall instances of bullying were perpetuated against general education students. Although the number of study participants precludes generalization, this research contributes to the field by adding to the literature on childhood aggression, particularly in comparisons between general and special needs students.

An overview of the literature on bullying, including descriptions of identified types of bullies and the different kinds of victims was presented. Possible causes of bullying were discussed. Preventative strategies and practical interventions were shared, including suggestions for anti-bullying plans for families, classroom activities, whole-school policy, and school/community collaboration.

Measuring Success in New Orleans Recovery School District

Jane Nell Luster, LSUHSC-HDC; and W. Alan Coulter, LSUHSC-HDC

Many hear the term Recovery School District (RSD) and think the district was formed because of the devastation of Hurricanes Katrina and Rita. RSD was actually created in response to the state's accountability plan requiring the state to take over repeatedly low-performing school districts. According to a Times-Picayune article, In November [2005], the Legislature voted to place 107 low-performing New Orleans public schools into a state-run recovery district, significantly reducing the empire of a local district that previously had oversight of 128 (Ritea, S., April 22, 2006). Once the city of New Orleans reopened and the RSD could begin to organize, many challenges remained. Among these challenges were the continuously changing enrollment of students as families returned, making facilities habitable and conducive to learning, hiring and retaining teachers and other personnel, as well as the coping with the realities of living and working in a devastated and rebuilding city. Even with operational obstacles, RSD had to make improving student learning and performance a priority.

One of the stated goals of the current educational reform movement is to identify and provide with effective intervention those children who are struggling with required academic tasks prior to a protracted failure experience. Powerful screening methods are needed to accomplish this goal (Witt & VanDerHeyden, 2005). The powerful screening approach chosen was curriculum-based assessment in reading and math. For the 2006-07 school year, screening was limited to fourth-grade classrooms. Students were screened in the fall and spring. The paired T-test showed statistically significant ($p<.01$) change in performance from the fall pretest to spring posttest in both reading and math. This session displayed district-wide and classroom comparisons. It also provided context for the assessment process – including the challenges of implementation. Finally, it will identified implications for the 2007-08 school year.

Moving Beyond a College Preparatory Curriculum: A College Participatory Experiment

Wade Smith, Albert Camburn, and Myra Broussard, Louisiana State University - Baton Rouge

A rigorous college preparatory high school curriculum has been identified as an important factor in the success of postsecondary students. College preparatory programs such as Advanced Placement are designed to provide students with a challenging and robust curriculum that culminates in an end-of-year assessment. Many colleges and universities accept successful outcomes on these assessments as equivalent credit for certain courses. Longitudinal research conducted by AP demonstrates that students engaged in a rigorous high school curriculum typically outperform their peers who took less demanding courses. States across the nation have employed various strategies in an effort to infuse demanding curriculums into their high schools.

This display documented a modified approach to the typical college preparatory curriculum. The modified approach had several core goals: (1) to move beyond college preparatory to a college participatory curriculum, (2) to provide heightened outcome expectancies for students engaged in the college participatory classes, (3) to create these outcome expectancies across a broad spectrum of student abilities, and (4) to facilitate a sense of student self-efficacy for successful engagement of college level courses. Unlike other initiatives where students typically take college courses on line or on the college campus, this program provides the opportunity for students to take college courses at their high school during their regular school day at no cost beyond books and supplies. Currently, five courses at the college level have been approved for concurrent enrollment for students at the high school.

The display elaborated on issues associated with the concurrent enrollment initiative (e.g., guidance demands and staff resourcing,) and provided data to demonstrate comparisons between the students' performance within the concurrently enrolled courses as compared to the general college population. It was expected that the display would provide valuable information to colleges, universities, and high schools interested in pursuing a similar path.

Wednesday, November 7, 2007

3:00 – 3:50 PM **RESEARCH IN PROGRESS (RIP)..... Tri-Lakes**

Presiders: Sherry L. Shaw, University of North Florida, and Michelle Georgette Haj-Boussard, McNeese State University

The Correlation Between ADHD Incidence and Prevalence and Corporal Punishment in Kentucky School Districts

Bonaventure C. Ogbechie, Eastern Kentucky University

The etiological risk factors of Attention Deficit Hyperactivity Disorder (ADHD) are multiple, with both hereditary and environmental factors playing a role. Less attention has been paid to the behavioral associations that are part of the environmental factors that may be associated with its increasing incidence. In order to test the hypothesis that corporal punishment abolition is positively correlated with increasing ADHD incidence, a retrospective study was carried out of the correlation between the use of corporal punishment in Kentucky school districts and the prevalence of ADHD among students aged below 18 years.

A stratified random sampling of schools districts still practicing corporal punishment between 2003 and 2005 was compared to a similar sample of school districts where corporal punishment was not in use in the same period, with data obtained from the Kentucky Center for School Safety (KCSS). The resulting data was matched with the prevalence of ADHD as obtained from a random digital dialing telephone survey of school districts. Preliminary results showed a similar distribution of the practice of corporal punishment between urban and rural counties.

Educational Psychology Journals: A Survey of American Psychological Association Division 15 Fellows

Jared M. Bartels, University of Memphis

The study obtained ratings of educational psychology journals from surveying American Psychological Association (APA) Division 15 (Educational Psychology) Fellows. Participants (n= 165) were e-mailed a link to the on-line survey and asked to rate 14 journals on (Likert-type scale; 0= very low; 5= very high) comprehensiveness, personal relevance, and relevance to the field of educational psychology. Additionally, Fellows were asked to generate a list of five journals not on the list provided and rate them on the aforementioned criteria.

Preliminary results (n= 8-21*) revealed that the Journal of Educational Psychology (M= 4.25, SD= .85), Educational Psychologist (M= 3.67, SD= 1.11), and Review of Educational Research (not on the list) (M= 3.63, SD= 1.06) were the most highly ranked in terms of comprehensiveness. The Journal of Educational Psychology (M= 4.10, SD= 1.18), Educational Psychologist (M= 3.43, SD= 1.29), and Review of Educational Research (M= 3.25, SD= 1.16) were also rated as the most frequently utilized journals among Fellows. These journals were also perceived as most relevant to the field with the Journal of Educational Psychology (M= 4.19, SD= 1.12), Review of Educational Research (M= 3.63, SD= .74), and Educational Psychologist (M= 3.62, SD= 1.16) receiving the highest ratings. Lastly, the Journal of Counseling Psychology (M= 2.12, SD= 1.11), the Journal of School Psychology (M= 1.05, SD= 1.24), and the Journal of Counseling Psychology (M= 2.12, SD= .93) were rated lowest in comprehensiveness, personal use, and relevance to the field, respectively.

Overall, results suggested that among APA Division 15 Fellows the Journal of Educational Psychology is the most comprehensive, personally utilized, and most relevant journal to the field of educational psychology. Furthermore, the Journal of Counseling Psychology and Journal of School Psychology were perceived as less comprehensive and less relevant to personal research interests and the field in general.

The Relationships Among Self-Regulation, Internet Use, Academic Achievement at Computer Literacy Course

SungHee YangKim, Southern University

This research was a correlational study of the relationships among self-regulation, students' internet use, and academic achievement in an undergraduate computer literacy class. "Self-regulation refers to self-regulated thoughts, feelings and actions which are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p 14). Internet use refers to nonacademic internet browsing during class. Research suggests that students who are self-determined and self-regulated have better attitudes and/or beliefs toward academic achievement.

The purpose of this research was to find out if self-regulated students utilized the internet more efficiently, which affects academic achievement in a computer literacy course. The Motivated Strategies for Learning Questionnaire (MSLQ) is a survey instrument which was employed to obtain information from the participants regarding levels of self-regulation. A questionnaire was used to collect demographic information and course grades. Computer software was utilized to measure individual student internet browsing during class periods. Quantitative research methodology was used to analyze the data. Variables were utilized in a correlation matrix and correlations analyzed. If warranted, further data analysis will utilize appropriate variables as predictors of academic achievement in computer literacy course.

3:00 – 3:50 PM **MATHEMATICS EDUCATION ..... Pageant**

Presider: Thillainatarajan Sivakumaran, University of Louisiana - Monroe

The Gender Gap in Mathematics Achievement Revisited Using Quantile Regression

Edward B. Reeves, Morehead State University

Recent studies show that girls and women are on par (and sometimes superior) to their male counterparts in most areas of educational achievement and attainment. Nevertheless, national probability samples of high school seniors (NELS 1992 and ELS 2004) confirm that girls still lag behind boys on standardized mathematics achievement tests. A factor that may contribute to this achievement gap is that girls earn fewer advanced mathematics credits in trigonometry, precalculus, and calculus. But does this disparity in course-taking explain the gender achievement gap in mathematics?

This study revisited this question using quantile regression. The advantage that quantile regression offers over more conventional multivariate techniques is that both the central tendency and the shape of the conditional distribution are comprehended. By using quantile regression the researcher is not confined to the estimation of conditional means; rather, this nonparametric technique simultaneously estimates selected conditional effects across the distribution of the response variable.

Using a nationally representative sample (ELS 2004 Restricted Database, N = 9752), the researcher determined the respective characteristics of the math achievement distributions of twelfth-grade boys and girls. First, the researcher calculated the raw achievement scores; then, estimated the achievement distributions while controlling for tenth-grade math achievement. After that, the effects on boys' and girls' achievement of one unit of advanced mathematics were examined.

The findings indicated that although both boys' and girls' achievement scores were increased significantly by taking advanced math, the gender gap was not eliminated. Regardless, the benefit of advanced math was remarkably consistent across the achievement distributions of both girls and boys. Interestingly, an especially strong rightward shift in the girls' distribution resulted from exposure to advanced math. These results supported a practice of offering advanced math classes to students of varying abilities. They also confirmed the value of encouraging girls to take such classes.

Using Constructivism for Mathematics and Statistics Education Reform

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

Mathematics and statistics being taught in the traditional lecture format is a contributing part to the alarming and ever-growing problem of quantitative illiterates that we have in this country today. The United States is lagging behind other nations in our overall mathematics and statistical abilities, as well as in applying them to real world situations. Mathematics is one of the most important skills to have as a

society, and the problem needs to be addressed before it is too late. People have become memorizers of concepts and not problem solvers. The traditional teaching method has not produced the results that were desired or that future generations will need.

To combat the downfall of our quantitative skills, a new method of teaching needs to be explored and developed, thus creating new methods of learning. In contrast to the traditional lecture-only classroom method of teaching and learning, constructivism, with its theory of learners as active participants in the learning process rather than passive recipients of information, can revamp the way that mathematics and statistics are taught and learned. Mathematics and statistics are higher order skills and need to be learned in a manner and environment that promotes higher order thinking. Constructivism can provide the principles and environment necessary to promote true learning of mathematics and statistics.

3:00 – 3:50 PM **SCHOOL ENVIRONMENT ..... Mt. Tower**

Presider: Lee E. Allen, University of Memphis

Cyberbullying: Taking the Fight to the Digital World

Donny Lee, Harding University

As states are creating legislation to address bullying in schools, and schools are responding with policies and enforcement to curb bullying, cyberbullying, a new generation of bullying is emerging as a formidable challenge. This study examined student attitudes and behaviors in the emerging reality of cyberbullying in four school districts in the state of Arkansas.

The sample for this study included more than 2000 responses on surveys provided students in grades 4 through 12. The school districts involved in the study included both rural and urban, and various sizes ranging from several hundred to several thousand students. The districts are in various geographical regions of Arkansas. The surveys included descriptive questions about students' age, gender, and grade in school. Students also provided information about personal habits with respect to using technology (i.e., Internet, email, cell phones). Further, students indicated what personal experiences they had had with electronically transmitted threats, taunts, and other inappropriate behaviors. They also included information about their and others' responses to these inappropriate behaviors. Most of the questions provided limited choices for answers, although one allowed for an open-ended response ("If you were being cyberbullied, what would you do?).

Each survey's data were analyzed to provide holistic areas, as well as an analytic representation, of cyberbullying in Arkansas. Along with a review of the literature in this emerging area of student conflict, these data provide an "on-the-ground" picture of students' experiences in cyberbullying. How extensive is the phenomenon? What are the implications for legislators and policy makers as they attempt to address this social issue? These questions and others were addressed in this study to provide tentative conclusions that could provide direction and legitimacy to current efforts to address cyberbullying.

Examining the Influence of Seventh-Grade Students' Backgrounds (Race, Gender, Family, School) and Victimization on Depression and Anxiety

Connie Tollett, University of Memphis

The purpose of this study was to estimate a path model examining the paths of influence from seventh grade student's background (race, gender, family, school) and victimization on depression and anxiety. Existing data from a Safe Schools/Healthy Students grant was used for this analysis. The questionnaire was administered to all seventh-grade students (N=1,394) attending eight middle schools located in a small southern city. Of these students, approximately 47% were male and approximately 53% were female. The majority of the students were African American (67%), followed by Caucasian (28%), and other (5%). Path analysis was conducted to examine the three hypotheses that: (1) the total effects of exposure to violence will be strong and positive, resulting in higher levels of exposure to violence being associated with higher levels of victimization, (2) the meditational model linking exposure to violence to anxiety and depression through victimization would also be associated with higher levels of

anxiety and depression, and (3) the association between exposure to violence and depression and anxiety would be observed for males, African Americans, single parent households, and neighborhood schools. To test the three hypotheses, two separate path analyses were examined based on the two dependent variables of anxiety and depression. The findings of the study indicate that exposure to violence and victimization were mediating variables for indirect effects on anxiety and depression. Exposure to violence is also a mediating variable for the indirect effects of gender on the anxiety model and the depression model. However, victimization is the dominant mediating variable in that it carried the indirect effects of four of the seven variables in the study. These findings offer the support of a theoretical formulation linking background variables (i.e. gender, race, and school), exposure to violence, and victimization to depression and anxiety which supports the hypothesized relationships of the causal model. With regards to this study, males, African Americans, and students attending magnet schools tend to experience higher levels of victimization, which mediates anxiety and depression. Victimization is a stronger mediator for race, gender, and school carrying indirect effects on anxiety and depression.

Leading for Learning: A Matter of Time

Lawrence J. Leonard, Louisiana Tech University

There are persistent indicators that many schools fail to take appropriate steps to consistently protect the teaching and learning environment from external interference and that, consequently, student achievement may be effected. The essential focus of this research was the nature and extent of externally imposed classroom interruptions in North Louisiana schools from the perspectives of school-based administrators.

Using insights gained in earlier research conducted in the United States and Canada and dealing with teacher perceptions of classroom interruptions, the researcher developed a survey questionnaire to be self-administered by principals and assistant principals in a dozen public school districts. Slightly more than half of the study's 214 participants estimated that their schools' classrooms were interrupted from the outside once or twice daily. Other external interference estimates ranged as high as 7 to 8 times per day. In addition to externally imposed interruption frequencies, there was considerable variation in the identified sources of those learning environment intrusions, both in school type and school size. Principal and assistant principal responses to two open-ended questions provided pointed insights into policies and procedures that many of the schools have taken to reduce the number of external interruptions, as well as to the extent that the various measures have succeeded.

The data presented clearly indicate that some school-based administrators have recognized that the teaching and learning process is subject to regular intrusion from outside sources and that they have overseen the implementation of procedures to lessen their occurrence with varying degrees of success. Implications for practice were discussed.

3:00 – 3:50 PM **DISPLAYS: TECHNOLOGY AND HIGHER EDUCATION ..... Mezzanine**

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

Accreditation is Important: How Teacher Educators Live and Learn With College LiveText

Natalie A. Johnson-Leslie, Arkansas State University

For teacher preparation programs to continue in the business of preparing preservice teachers for licensure, they have to be accredited by a reputable professional body such as: (1) the National Council for the Accreditation of Teacher Education (NCATE) developed over 50 years, and (2) the newer Teacher Education Accreditation Council (TEAC), which received its final formal approval in 2003. Accreditation spells alignment of learning outcomes with standards, as well as accountability.

In this display, a self-study was presented addressing how one mid-southern university lives and learns with College LiveText in preparation for NCATE accreditation fall 2009. Sharing this information regarding a new type of instrumentation for data collection and dissemination in preparation for accreditation is worthwhile. This is a timely topic addressing how one mid-southern university uses an electronic portal to help in their preparation for accreditation. Accreditation from reputable agencies is

required for institutions of higher education. As a result, this topic is significant in presenting how one institution is currently preparing for that process. All can learn from each other as are shared strategies and processes utilized in order to be successful in the accreditation process. A case-study approach was used to develop this display.

At this mid-southern university, researchers are currently conducting a self-study of the processes involved in being approved by the NCATE accreditation agency. Hence, the teacher education department is working assiduously to gather data and evidences that will support their measures of accountability for student learning. The lessons learned so far using College LiveText to collate and disseminate data were shared in this display.

Private College Faculty Workload: Developing a Baseline

Adam A. Morris and Michael Miller, University of Arkansas - Fayetteville

Faculty workload expectations at small, private colleges are uniquely different than for faculty at a doctoral research institution. Private college faculty are expected to spend their majority of their time teaching rather than on research related activities. Since they are not conducting research at most traditional liberal arts colleges faculty are engaged in other work related activities. There are many areas of service, and outside activities faculty are engaged in on a regular basis. In some instances, institutions require private college faculty to be involved in service projects as part of the institutional mission. Also, they maybe asked to be advisors, chair student organizations, as well as serve within the local community.

This study examined private college faculty and their workload. The purpose of this study is to develop a baseline for faculty workload at traditional liberal arts colleges. The data collected for this study were obtained by using the 2004 National Study of Post Secondary Faculty (NSOPF:04) data set and other research based literature. The study collected data only pertaining to private colleges and did not include public universities or community colleges. After the data was collected it was put into matrices to identify patterns of faculty work related activities.

The researchers analyzed data consisting of hours worked, number of published journal articles, percentage of time on activities, and other workload information. The findings of this study expounded on how private college faculty members allocated their time to different work related activities. Preliminary conclusions were drawn from examining the results, as well as other relevant data sources. The findings of the study suggested implications for private colleges in developing a baseline for faculty workload.

Predicting the Communication Style of Students in Online Discussion

Scott Tollison, Mississippi State University

The study analyzed the transcripts of college students participating in a series of discussion exercises within an online course. The purpose of the study was to find out: (1) how accurately could a student's communication style be predicted from a set of variables identified by previous research, and (2) which of these variables were most important with respect to predicting a student's style of communication. Numerous studies have identified several factors that influence the communication style of students in an online discussion forum.

This study expands on these studies by examining the simultaneous effect of previously identified predictor variables (e.g. gender, age, college grade point average, course satisfaction) on the online communication of students. In this study, the researcher analyzed discussion transcripts and classified students into different categories (e.g. frequent posters vs. infrequent poster, attenuated style vs. authoritative style) based on various counts such as the number of posts, the number of words in posts, and the types of words used. The researcher then determined how accurately the predictor variables predicted a student's membership in these groups.

The results of this study confirmed some aspects of the previous research but also contradicted other aspects of the previous research. The conclusions drawn from this study should serve to make faculty members utilizing online discussion forums aware of the possible differences in communication styles among students. This awareness should assist faculty in developing discussion

exercises, preparation materials, and instructional methods that better enable students to take full advantage of online discussion forums.

Do Online Students Exhibit Different Learning Styles from Onsite Students, and, If So, What Accommodations Relating to Learning Style Differences May be Made for Online Students?

Barbara N. Young, Jay Sanders, and Joel Hausler, Middle Tennessee State University

Instructors teaching online classes must consider a fundamental question that centers on the effectiveness of online instruction. Several measures were used to collect data. An online questionnaire to survey students at the beginning and end of online and onsite classes was developed. Also sampled were students who had previously taken online courses to see if their expectations were different from those of first time online students. The authors also wanted to measure any attitudinal changes occurring by the end of the course. The results confirmed many of the researcher's suspicions but also gave some new insights into student motivation within classes. Learning styles for online learners were examined and contrasted with those of students in traditional courses.

Of existing instruments surveyed, the Solomon and Felder survey from North Carolina State University was suited to our needs. It has high validity and has been used for some time. Results from the survey are returned quickly and could be correlated rather easily. The researchers have collected data for three years from a variety of groups in an attempt to gather learning profiles for students. Data were collected from graduate and undergraduate students in both online and traditional onsite classes. The authors had two purposes for collecting and analyzing the information, and thought this information would enhance online offerings by developing assignments that would meet an online student profile if one existed. Even if there was no difference in the learning styles of onsite/online learners, by ascertaining the current students' profiles, the authors could better adjust teaching styles and assignments from semester to semester.

Depression and Anxiety Screening With College Students: A Comparison of Negative versus Positive Item Formats on Self-Rating Measures

John D. Hall, Nola Christenberry, and Phil Hestand, Arkansas State University

This study examined effects of negative versus positive item formats on the assessment and subsequent classification of risk status associated with depression and anxiety for college students. The participants were 50 self-referred students who attended a voluntary mental screening session offered through a university counseling center. Participants completed the HANDS Depression Screening Questionnaire and the Carroll-Davidson Generalized Anxiety Disorder scale. Both of these instruments were self-rating measures composed of items presented in a negative item format. Participants also completed an alternative version of these measures which presented items according to a positive item format.

All instruments were administered in a counterbalanced fashion to control for the possibility of order effects. Non-parametric statistics (i.e., overall proportion of agreement, proportion of specific agreement, phi coefficient, and kappa) were used to analyze the classification agreement or decision reliability between the formats. Overall, the classification agreement or decision reliability between the two types of item formats was low to moderate. Furthermore, the alternative version of the HANDS Depression Screening Questionnaire and the Carroll-Davidson Generalized Anxiety Disorder scale which were based entirely on a positive item format functioned to identify more participants as "at-risk" for the disorders.

The results from this investigation suggests that mental health professionals who provide screening services to college students may need to consider the potential effects of item formats in addition to reliability, validity, comprehension, and cognitive complexity when selecting self-report measures and assessing risk status. Slight changes in item wording may have a considerable impact on classification outcomes. Additional implications for mental health practitioners providing screening services to college students, limitations of the study, and suggestions for future research were addressed.

eFolios for 21st Century Learners

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

Much has been written about the needs of the 21st century learner. Most agree that students want to be engaged and that media plays an enormous part in the lives of these learners. TIME Magazine reports that "Today's young people live media-saturated lives. They spend nearly 6.5 hours per day using media, during which time they are exposed to more than 8.5 hours per day of media messages, a result of the fact that a quarter of the time that kids use media, they use two or more media simultaneously" (Rideout, 2005). Almost 75 million people have space on My Space.com and the site is gaining an average of 200,000 users per day. "As of March 2005, a new blog is established every 2.2 seconds. That calculates to 38,000 new blogs every day. Bloggers post approximately 5.8 new articles every second, roughly 500,000 new posts a day" (Warlick, 2005). In a recent conference presentation, Mark Prensky stated, "For today's kids to learn, engagement is more important than content." He continued, "Content won't help students learn throughout their lives, but engagement will." (Prensky, 2005).

This presentation provided a practical solution for engaging students in their learning environment through web publishing that is easy, economical, and provides a safe working environment for students. The efolio begins with one project, in one subject area, and grows as students expand their work to encompass all subject areas. The ePortfolio is Internet based and easily follows the student throughout her/his educational career. The ability to share documents allows for peer editing and teacher commentary. Student efolios were shared, as well as research collected in the project. Techniques for replicating the project were available, including teacher training, student training, and portfolio development.

4:00 – 5:00 PM **HIGHER EDUCATION.....Boardroom**

Presider: **Brent Burgess,** University of Arkansas - Fayetteville

Articulation, Academic Progress, and Graduation: A Comparison of Community College Transfer and Native (FTIC) Students in Selected Florida Universities

Angela M. Falconetti, University of North Florida

The purpose of this concurrent mixed methods study was to explore how well Florida's 2+2 articulation agreement and transfer student services meet the needs of students. Phase I employed quantitative methodology to compare the academic success and persistence to graduation of a single cohort (n = 2,612) of Florida public community college Associate in Arts graduates (n = 1,738) and native (n = 874) juniors (60+ credit hours) who entered the same universities as FTIC.

Discriminant analysis results yielded statistically significant differences in the academic success and persistence of community college transfer and native student graduates and dropouts. On average, native students graduated with twice as many lower level credit hours and cumulative credit hours than community college transfers. Discriminant analysis results did not yield appreciable differences in the final grade point averages of student graduates, indicating that community college transfer students performed just as well academically as native students. However, the results of the chi-square tests of independence indicated that a greater percentage of native students graduated and a greater percentage of community college transfer students dropped out of academic degree programs.

These findings supported the conclusion that community college students are as academically capable as native students but may benefit from services that promote student engagement. The qualitative component provided a context for enhancing the interpretation of the quantitative findings and for addressing the structure of articulation services, availability of transfer student services, compliance with the statewide articulation agreement, and advocacy of transfer students on each campus. Interviews with 15 current and previous administrators led to the identification of three significant issues related to the rapidly evolving universities and their primary feeder community colleges.

Wednesday, November 7, 2007

Challenges and Opportunities in Advising Undergraduate Students Online in Private Higher Education

Adam A. Morris, University of Arkansas - Fayetteville

As online course offerings have substantially increased, online advising has been a challenge for many private liberal arts institutions. Private colleges have been allocating more resources to address the needs of the online learner. In an attempt to put courses online often the advising needs of the online learner have been overlooked. Several resources are available for advising traditional students, but not many for distance education learners. Online learners have needs and expectations that are different from the traditional college student. Moreover, they require specialized attention to address issues unique to students enrolled in technology-mediated formats.

The purpose of this study was to examine the opportunities and challenges facing faculty and professional advisors with online undergraduate programs. As an exploratory study, baseline data were collected and reported here using descriptive statistics. To inform data collection, a researcher-developed survey instrument was constructed based on existing, largely anecdotal literature related on online and technology-mediated advising. A Likert-type survey was sent to 100 Vice President's of Academic Affairs at traditional liberal arts colleges. The survey requested information on what, if any, adjustments have been made in order to meet the advising needs of online learners. The survey was sent in late July, and questions centered on adjustments made by professional and faculty advisors to accommodate this particular student population.

Each of the survey's results was put into a matrix to identify patterns that emerged from the data. Preliminary conclusions were drawn from examining the results, as well as other relevant data sources. The findings of the study suggested implications for private colleges in developing online advising programs.

Lifelong Learning in a New Society—Making Education Accessible Across All Ages

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

Trend analysis of student enrollment in higher education reveals shifts in gender, age, and full-time/part-time status across the United States. These changing trends have resulted in a shift in marketing strategies and service offerings to students, seeking students from pockets of society who may have previously had less interest in higher education opportunities.

This study investigated the trends in enrollment of the aged student (age 65 and up) in a higher education institution. This study evaluates both enrollment trends within this subset of college students, as well as personal student motivational and learning characteristics that are pertinent to recruiting, retaining, and best serving the needs of this population.

An initial study into this group from four subsequent semesters beginning in Fall 2005 indicated that less than 1% of the student population at the university was serving this age group. Of those students, the majority (approximately 80%) selected online courses for their preferred method of coursework. Interrogative interviews with students from this sample were conducted to further highlight individual characteristics that contributed to selection tendencies in course formats. Data on learning preferences, interaction preferences, computer skills, and other relevant personal characteristics associated with course selection and academic success were collected. Additionally, information on recommendations from these students about recruitment and needs for success in the online environment were also collected.

Findings from these interviews were presented, and recommendations for generalizations from these results were offered to the audience. Imperative considerations with this population related to the appropriate recruiting techniques for supporting this unique pool of students, as well as additional technological considerations differing from their younger peers. Androgogical differences, as well, may distinguish the learning preferences of this group from their younger peers; thus, considerations for course design must also be carefully reviewed and addressed.

The Economic Impact of Secondary Career and Technical Education in Tennessee

Haskel D. Harrison, Lee Grehan, David Earnest, and Jeffrey Wallace, University of Memphis

The purpose of this study was to examine the economic impact of secondary career and technical education on the individual and on the economy of the state of Tennessee. Secondary schools make up the earliest part of the career and technical education system. There are 342 secondary schools in Tennessee that offer career and technical education. The relationship between education and employment and earnings has been well documented (Becker, 1964; Jencks, 1979; Stallman, 1991; Raudenbush and Kasim, 1998; Grubb, 1999).

Economic benefits differ for individuals, businesses, and governments. Individual returns come in the form of overall quality of life to include enhanced earnings. Businesses experience increased revenues, and governments see reduced spending on services and receive increased work life tax revenues. To accomplish an economic analysis of the impact of career and technical education in Tennessee, the most recent year of comparable annual data for program completers and graduates and institutional/program budgets and employment were required. For graduates and program completers, the information generated from this analysis included employment and earnings, turnover effect, return on investment and taxes produced by concentration completers and graduates from secondary school programs.

The various economic impacts of the secondary career and technical education system were calculated using a well-established input/output model known as IMPLAN®. Tennessee secondary career and technical education was shown to have a total output impact of $52,851,513. The total labor income impact was shown to total $23,943,341, while the total tax impact totaled $4,923,155. Also, secondary program expenditures created or had an impact on over 715 jobs. Graduate/completer earnings were shown to have a total output impact of $146,896,131. The total labor income impact was shown to total $39,720,582, while the tax impact totaled $13,236,289.

4:00 – 5:00 PM **GENDER ISSUES AND CULTURE..... Tri-Lakes**

Presider: Jeff W. Anderson, University of Alabama Birmingham - Birmingham

A Cross-Cultural, Multilevel Study of Inquiry-Based Instruction Effects on Conceptual Understanding and Motivation in Physics

Meiko Negishi, Mississippi State University

Student achievement and motivation to learn physics is highly valued in many industrialized countries, including the United States and Japan. Science education curricula in these countries emphasize its importance and encourage classroom teachers to use an inquiry approach. This paper investigated high school students' motivational orientations and their understanding of physics concepts in a context of inquiry-based instruction. The goals were to explore the patterns of instructional effects on motivation and learning in each country and to examine cultural differences and similarities.

Participants consisted of 108 students (55 females, 53 males) and 9 physics teachers in the United States and 616 students (203 females and 413 males) and 11 physics teachers in Japan. Students were administered: (1) Force Concept Inventory measuring physics conceptual understanding, and (2) Attitudes about Science Questionnaire measuring student motivational orientations. Teachers were given a survey regarding their use of inquiry teaching practices and background information. Additionally, three teachers in each country were interviewed.

Two-level hierarchical linear modeling (HLM) methods were used to examine individual student differences (i.e., learning, motivation, and gender) within each classroom (i.e., inquiry-based teaching, teaching experience, and class size) in the U.S. and Japan. The results indicated that there was a cultural similarity in that current teaching practices had minimal influence on conceptual understanding as well as motivation of high school students. In contrast, cultural differences were observed in classroom structures and instructional approaches.

Furthermore, this study revealed gender inequity in Japanese students' conceptual understanding and self-efficacy. Implications for high school physics teachers were discussed. Future research in this line could explore students' use of cognitive strategies to overcome misconceptions in

different cultures. Also, exploring the best practices in changing student misconceptions and promoting motivation across cultures would enrich our understanding and current teaching practices.

Influences of Gender, Ethnicity, and SES on Self-regulation, Motivation, Anxiety, and Attributions

Melanie L. Shores, University of Alabama-Birmingham

The purpose of this study was to investigate whether or not individual learner variables (i.e., gender, ethnicity, SES) influence self-regulated learning, motivation, anxiety, and attributions in mathematics. The participants in this study were fifth- and sixth-grade (n=761) students taking a mathematics course. Group 1 consisted of 301 fifth graders, and group 2 consisted of 460 sixth graders. Of the participants, 58.1% were female, 42.6% were African American, 49.7% were white, 1.3% were Hispanic American, 2.1% were Native American, 1.7% were biracial/multiethnic, and 1.6% indicated something other than listed. In addition, 60.0% reported receiving free or reduced lunch, and 95% indicated that English was the primary language spoken at home.

The researcher used a factorial multivariate analysis of variance (factorial MANOVA) to examine differences between the independent variables (gender, ethnicity, SES) and the dependent variables (self-regulated learning, motivation, anxiety in mathematics, and attributions). Upon completion of the MSLQ, TAI-R-M, and the SRLIS, results indicated significant relationships among gender and ethnicity with respect to motivation. The Wilks' Lambda criteria indicated significant group differences in gender (Wilks' Λ=.967, F(10, 654)=2.201, p<.05, partial η2=.033) and free-reduced lunch (Wilks' Λ=.952, F(10, 654)=3.288, p<.001, partial η2=.048) categories with respect to self-regulated learning, motivation, anxiety, and attributions. Free-reduced lunch (SES) significantly affected motivation, anxiety, and attributions.

Further results indicated that, when combined, gender, ethnicity, and free-reduced lunch affected motivation. Post-hoc findings indicated that students not receiving free-reduced lunch had higher self-efficacy than those receiving free-reduced lunch. Those students receiving free-reduced lunch seemed to have higher test anxiety, allowed more factors to affect test performance (i.e., emotionality, worry, other), and attributed failure in mathematics to lack of ability, lack of effort, back luck, poor rapport with teacher, or task difficulty more so than those students not receiving free-reduced lunch

Alcohol and Gender: Is There a Difference; Do Girls Just Want to Have fun?

Angela L. White, University of Arkansas for Medical Sciences; Mark Edwards, Arkansas Children's Hospital; and Carol Amundson Lee, Child Development, Inc.

A new report by The Office of National Drug Control Policy, Girls and Drugs (2006), highlights the growing concern of female drug use. The report used the data from 2004 National survey on Drug Use and Health. The survey showed more girls (1,500,000) than boys (1,285,000) started using alcohol. The survey also showed 18% of girls and 17.25% of boys used alcohol in the past month. Arkansas 2005 YRBS data showed that 79.1% of females compared to 72.4% males had used alcohol in their lifetime. Female's 30-day use was also more than males: 45% and 40.5%, respectively. This research looked at the difference between genders related to student alcohol use and attitudes in a small town school district in Arkansas.

Findings before intervention showed that 17.2% of females vs. 14.9% of males had used alcohol in the past 30-days. Males showed more favorable attitudes toward alcohol use than females (9.09, 7.75, respectively). After intervention in the school system, there were less favorable attitudes toward alcohol use for both males and females (8.87, 8.09, respectively). In addition, 30-day use decreased for both males and females (14.6%, 12.1%, respectively) Students both male and female that had drunk alcohol in the past 30 days showed a drop of 0.38 in their mean score in attitude toward alcohol, while students that had not drunk in the past 30 days mean score went up by 0.22. The attitudes toward alcohol of non-drinking females became more favorable after intervention (6.96 to 7.43). The attitudes toward alcohol for non-drinking males remained unchanged as a result of intervention (7.50).

Additional research needs to further explore gender differences in alcohol use and attitudes. Such research can inform efforts to combat underage drinking.

Gender Differences in High School Physics Students' Motivation and Learning

Meiko Negishi, University of North Florida

This study examined high school students' motivation and its relationship to their learning to explore gender differences. Participants consisted of 108 students (55 females, 53 males) from 9 different high schools in a southern state. The participants were either 11th or 12th graders who took a physics course during the academic year of 2004-2005 or 2005-2006.

At the end of the year, the students were administered (1) Attitudes about Science Questionnaire (ASQ) and (2) Force Concept Inventory (FCI). The ASQ is a 32-item questionnaire measuring student motivation toward science in five constructs: Self-Efficacy (6 items), Task Value (6 items), Mastery Goals (7 items), Ability Goals (6 items), and Extrinsic Goals (7 items). Students were asked to rate themselves on a 5-point Likert scale (5 = strongly agree, 1 = strongly disagree). The FCI consists of 30 multiple-choice format items designed to assess students' understanding of Newtonian force concept.

The results found that there was no statistically significant gender difference in the average scores of the ASQ, $F(5, 102) = 1.36$, $p = .25$. Also, there was no statistically significant gender difference in the average scores of the FCI, $t(106) = -3.8$, $p = .71$. However, for female students, there were statistically significant positive correlations between the scores on the FCI and Task Value, $r = .31$, $p = .02$ and Mastery Goals, $r = .30$, $p = .03$. There was no statistically significant relationship between motivation and learning for male students. The current study indicated that there were no gender differences in high school physics students' motivational beliefs and conceptual understanding. However, it became clear that girls who valued learning science more and whose goals of learning science were mastery oriented performed better in high school physics. Implications for classroom practice were discussed.

4:00 – 5:00 PM **EXCEPTIONAL EDUCATION ..... Pageant**

Presider: Rebecca S. Watts, Middle Tennessee State University

The Empowerment Perceptions and Categorical Certification Preferences of Special Education Teachers

Regina Patterson and Jimmy D. Lindsey, Southern University - Baton Rouge

The primary purpose of this study determined whether instructional level (level), mild/moderate disabilities certification status (certification), and years of special education (SPED) teaching experience (experience) affect special educators' perception of their empowerment. The secondary purpose determined whether empowerment perceptions, level, certification, and experience affect special educators' preference for categorical certification to meet the needs of students with learning disabilities (LD).

The accessible population for this study was 501 special educators (urban school district, southeastern state): 210 were randomly selected to participate (stratified procedure), and 191 participated (62 elementary, 64 middle, and 65 high school special educators). A 3 X 2 X 2 between-subjects design structured the primary purpose, the dependent variable was empowerment scores, and ANOVA was used for data analysis. A 1 X 4 and a 3 X 2 X 2 between-subjects design were used for the secondary purpose. Empowerment level (groups 1 to 4) was the one-way factor. The dependent variable for both designs was participants' categorical certification preference scores for programmatic areas (e.g., assessment, behavior development/management, instruction in inclusive settings and SPED settings, collaboration, and home cooperation) obtained using a researcher-developed instrument. ANOVA, Kruskal-Wallis, and Mann-Whitney were used for data analysis. Null hypotheses were tested (α < .05). Fisher LSD was used for post hoc analysis.

Results indicated: (1) teaching experience affected participants' perception of empowerment, (2) certification affected participants' preference for categorical certification to meet the assessment needs of students with LD, (3) level and certification interacted to effect participants' preference for categorical certification for meeting instructional needs of students with LD in inclusive settings, and (4)

instructional level and certification interacted to effect participants' preference for categorical certification for home cooperation. Research findings provided empirical data regarding the empowerment of special educators and their preferences for categorical certification to meet the needs of students with LD.

How Can Research in Special Education and Alzheimer's Disease Assist Each Other?

Johan W. van der Jagt, Southeastern Louisiana University

The integration of different fields frequently does not occur because of the focused intensity of the research within each area. The reauthorization of IDEA 2004 in special education calls for "scientifically-and evidence based strategies" and "early intervening" as proactive measures for students to remain as independent as possible within inclusive or general education classrooms including those with the neurobiologically-based Attention-Deficit Disorder. Increased research is also done in the field of Alzheimer's disease as a preventive measure using similar strategies to assist those stricken to remain as independent as possible. Utilizing each others findings may be of significance although different causes of each have been discerned. However, assessments, characteristics, strategies, and outcomes have similarities.

This literature review utilized library resources, on-line databases including: Medline, Ebscohost e..g., Academic Premier, PsychINFO, CINAHL; Proquest Research Libraries; BioONE (1, 2) and the World Wide Web to compare and contrast information.

The findings indicated that causes of Alzheimer's and Attention Deficit Disorder include loss of executive functions, cholinergic deficits, hippocampus deterioration, lack of myelination and lesions for ADHD, and neurofibrillary tangles in Alzheimer's Disease in a variety of areas resulting in losses of e.g., executive function. Similar assessments are often used, e.g., digit span visual perceptual tests, memory and questionnaires. Characteristics of attention deficit, language, loss of working memory, and lack of awareness are attempted to be alleviated through strategies including problem solving, suggested by increased accumulation of knowledge, self-monitoring, mnemonics, and different medications. Implications for education were presented.

Functional Hearing Inventory: Validity and Reliability

Pamela M. Broadston, Roseanna Davidson, and Effie Larman, Arkansas School for the Deaf

The Functional Hearing Inventory (FHI), an observational instrument for functional hearing, provides information about how a deafblind child uses her/his residual hearing within a natural environment. Criterion-related validity was investigated by correlating it with teachers' and parents' ratings of functional hearing, and the traditional measure of hearing, the audiogram. Interrater reliability was studied through correlating the FHI ratings of deafblind subjects by two trained evaluators using point-by-point and consensus methods. The two raters included the researcher and another rater who was trained by the researcher.

The subjects for this study were a purposeful sample of students between the ages of five and 21 who were reported on the Federal Deafblind Census. There were 25 participants for whom there was complete information, comprising 12 females (48%) and 13 males (52%). The majority, 15 (79%), of the participants were in their teens, with three between 5 and 9 years of age, and one over 19. Over 42% of the participants had a primary handicapping condition of deafblind, and five of the participants had a secondary handicapping condition of either hearing or visual impairment, or Charge Syndrome.

Cohen's kappa was used to measure agreement for criterion validity, as well as to determine interrater reliability. There was a moderate relationship between the FHI ratings and the teachers' ratings ($k = 0.46$, $p = 0.0043$), with a somewhat weaker relationship between the FHI ratings and the parents' ratings ($k = 0.22$, $p = 0.01$). There was not a significant relationship between the FHI and the audiogram ($k = 0.13$, $p = 0.26$). The null hypothesis for interrater reliability could be rejected for environmental and speech background noise, environmental and speech signals, and environmental and speech signals response levels. The respective kappas were 0.85, 0.75, 0.79, 0.76, 0.69, and 0.72, all significant at $p < 0.001$.

Disciplinary Sanctioning of Students with Mental Retardation: Revisiting the Status Liability Hypothesis

Thomas Kellow, Mercer University, and Lyman Dukes III, University of South Florida - St. Petersburg

The researchers examined the impact of disability status on disciplinary sanctioning of a student committing a minor (slapping another student) or severe (hitting another student with a stapler drawing blood) behavioral infraction. The authors were interested in the following: (1) Is there an interaction between disability status and severity of a student code infraction as measured by participant reactions regarding the source of the behavior (situational versus dispositional)? (2) Is there an interaction between disability status and severity of a student code infraction as measured by participant assessments of the perceived severity of the offense? (3) Are students with disability status differentially assigned to an in-school suspension based on the severity of the offense? and (4) If a student is assigned to an in-school suspension, do differences in the length of suspension depend on disability status?

One hundred forty-three preservice teachers were randomly assigned to judge the behavior of a student with or without mental retardation committing a behavioral offense. The authors provided participants with written vignettes describing the: (1) individual, (2) context, and (3) behavior as stimulus materials in this 2 X 2 design. The student with mental retardation was seen as influenced by dispositional factors, regardless of the offense, while a student without a disability who committed a minor offense was seen as influenced by situational factors. The behavior of a student with mental retardation was judged as less severe, and the student was 50% less likely to incur an in-school suspension. When a student with mental retardation was sanctioned, the length of suspension was equal to a student without a disability.

Implications for disciplining students with disabilities who are in inclusive environments were discussed in the context of the Individuals with Disabilities Education Act (IDEA) legislation.

4:00 – 5:00 PM **AT-RISK STUDENTS ..... Mt. Tower**

Presider: Gaylynn A. Parker, University of Southern Mississippi

Mentoring for Minorities: A Pathway to Student Retention Focusing on the First Year of College

Shirley Scott-Harris, Jennifer Bell, Glennelle Halpin, and Gerald Halpin, Auburn University

There are many barriers that contribute to the success or failure of minority students during the first year of college including insufficient academic preparation, lack of financial assistance, inadequate support services, and deficient role modeling. Additionally, the climate at predominantly White universities reflects the dominant majority that can further create barriers for minority students. Effective mentoring and role modeling is often needed if minorities are to succeed and overcome the factors and barriers that affect enrollment and degree attainment in higher education. Mentoring is a factor key in providing a pathway for retention and academic success for minority students.

This paper addressed the aspects of the mentoring components of a diversity program at a large university in the southeast. The program objectives of retention and academic support were accomplished through a series of programs which included collaborative learning groups, interactive learning labs, and various forms of mentoring.

Research indicated that mentoring relationships can take various forms. The mentoring component of the program was structured whereby incoming freshman students are paired with upper-class students who have successfully navigated through the first-year transitional period of college and moved into their major. The program mentors assist new students with managing their academic schedule, developing study strategies, and navigating through the campus milieu.

The paper described how the mentoring program is implemented and how the students, both mentor and incoming freshman, benefit from the mentoring relationship. One of the most important aspects of the mentoring program is the ongoing impact. The students who have graduated are paving the way for career opportunities for the students who have not yet graduated. Mentoring has a domino effect.

Challenges to the Identity of African American Men in Predominantly White Settings

Andre' M. Green, University of South Alabama

The disenfranchisement of African American males in society is an area of continuous concern. Their acceptance as viable contributors in society is compounded by the remnants of a demeaning and dehumanizing historical past. This ethnographic study explored the influence of socially induced constraints on the African American males' livelihood.

Using a socio-cultural framework, the researchers examined these dynamics through the shared experiences of African American males working in predominantly white settings. Analysis concentrated on the African American male identity, relationships with colleagues, and relationships with supervisors. The participants had overcome the hurdles required for participation in these settings but still expressed feelings of not belonging. Their discussions depicted zones of cultural conflict that served as barriers to their productivity.

Mentoring At-risk Youth: Improving Academic Achievement In Middle School Students

James H. Lampley, East Tennessee State University

This research study examined a mentoring program entitled the LISTEN (Linking Individual Students To Educational Needs) mentoring program that was developed by the lead researcher in 2003. The goal of the LISTEN mentoring program was to identify at-risk students and provide them with positive adult role models outside the classroom. The mentors worked with the students to assist in developing positive behaviors and better decision-making skills.

Findings indicated that there were significant improvements in students' GPAs, school attendance rates, and the number of discipline referrals from the pre-intervention school year (2003-04) to the post-intervention school year (2004-05) among students who participated in the LISTEN mentoring program.

Empowering African American Males: Helping Boys Become Men

Andre' M. Green and Carl Cunningham, University of South Alabama

We are currently into the 21st century and the challenges that numerous African American males (AAM) face multiply each year. From an educational and professional standpoint many are experiencing a severe stifling of their achievement, ambitions, and dignity. Young AAM in the public schools consistently lag behind their African American female and white male peers in both school completion and employment rates; they make up the majority of non-promotions, suspensions, and expulsions; one fifth of all AAM drop out of high school and are more likely to be inaccurately placed in classes for slow learners than are their white male counterparts; and AAM are less likely to attend college than African American females and their white male counter parts even if they graduate from high school. Additionally, approximately 30% of young black males are involved with the judicial system, many lack marketable skills and functional literacy, and contributing to the family unit remains problematic for many AAM. T

The researchers teamed with the Mobile Alumni chapter of Kappa Alpha Psi Fraternity, a graduate fraternity of professional African American men that has been working with at risk AAM students, in hopes of achieving the desired outcomes of this project. The researchers' knowledge of educational theories in relation to student development and achievement helped to strengthen an existing program sponsored by this organization. Both parties involved guide, work with, and mentor, 100 AAM from various high schools in the southern region of Alabama. This research investigated several research questions with regard to whether African American male high school students in grades 9-12 would as a result of participating within a guide right program, increase their: self efficacy and esteem, social and leadership skills, community involvement, academic achievement, and overall outlook on life. This research will help in providing a model for assisting AAM.

Wednesday, November 7, 2007

4:00 – 5:00 PM **QUALITATIVE RESEARCH METHODOLOGY ..... Desoto II**

Presider: Anna W. Grehan, University of Memphis

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

Nancy L. Leech, University of Colorado - Denver;
and Anthony J. Onwuegbuzie, Sam Houston State University

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

The Effect of Category Threshold Parameters on Religiosity Scales Using

Jessica D. Waldrop, Middle Tennessee State University

In 1996, John Maltby claimed that a 3-point response format on the Age Universal I/E Religiosity Scale (IERS) was “better” then using the traditional 5-point Likert response format. The only proof given by Maltby at the time was factor analysis results and cronbach’s alpha. This study utilized a more modern approach, item response theory, to compare 5-point and 3-point response formats on the IERS and Cross Cultural Religiosity Scale (CCRS). PARSCALE was used to estimate the parameters in the polytomous IRT Graded Response Model (GRM) model and to calculate the item discrimination indices along with the item information function. During factor analysis, the CCRS did not conform to a three-factor solution and was excluded fro the final analysis. The 5-point response format of the IERS demonstrated a clearer factor structure than the 3-point response format and demonstrated a slightly higher average item discrimination index. It is important in future analysis to increase the sample size and broaden the scope of the sample.

Conducting Mixed Analyses: A General Typology

Anthony J. Onwuegbuzie and John R. Slate, Sam Houston State University; Nancy L. Leech,
University of Colorado – Denver; and Kathleen M. T. Collins, University of Arkansas

In this paper, the authors provided a typology of mixed analysis techniques, namely the Mixed Analysis Matrix, that helps researchers select a data analysis technique given the number of: (1) data types collected (i.e., quantitative or qualitative; or quantitative and qualitative), and (2) analysis types used (i.e., quantitative or qualitative; or quantitative and qualitative)—yielding a 2 x 2 representation involving four cells that each contain specific analytical techniques, with two of these cells containing a total of 15 mixed analysis techniques. Furthermore, the authors described the fundamental principle of mixed analysis, described the steps in a mixed analysis, and delineated the rationale and purpose for conducting mixed analyses. For each technique, readers were directed to published studies that serve as illustrative examples. Outlining the mixed-analysis techniques available for researchers hopefully increased awareness of the number of choices for analyzing data from mixed studies.

But You Are One of Us Aren’t You?: An Examination of Ethics

and Insider Status in Minority Research

Tony T. Latiker and Robert Z. Carr, Jr., Jackson State University

This paper examined the major ethical dilemmas and methodological challenges encountered by two African American researchers studying students at their undergraduate alma mater, a private black college. By critically examining their status or position as "insiders," they were able to expose some of the internal conflicts that minority researchers are likely to face while conducting research within their own communities. Drawing on personal experiences and the selected work of established minority researchers such as Vanessa Siddle Walker and Sophia Villenas, they discussed how to address the issues of positionality, representation, and researcher responsibility while conducting quality qualitative research. Furthermore, they argued that a researcher can strengthen her/his study by acknowledging the effects of cultural reference and addressing the challenges and dilemmas that arise from it through proper definition of researcher stance, triangulation in methodological approach, and critical reflexivity.

4:00 – 5:00 PM **LEADERSHIP ..... Desoto III**

Presider: Jack J. Klotz, University of Central Arkansas

The Effects of Teacher Leadership on School Climate

Kathleen T. Campbell, Thomas DeVaney, and Rayma Harchar, Southeastern Louisiana University

In an era of accountability and increasing demands on schools to deliver instructional and noninstructional services, teacher leadership is an important method of accomplishing the myriad duties of school leaders. The recent phenomenon of teacher leadership, however, constitutes a paradigm shift that recognizes the fundamental role of teachers in the school improvement process. Teacher leadership has been given new impetus because of an increased emphasis on transformational leadership, one characteristic of which is shared leadership, a concept that recognizes the value of teacher involvement in decision making. Furthermore, providing leadership opportunities to teachers should attract more qualified people to the profession and motivate competent teachers to remain in the profession.

In the present study, teacher perceptions were analyzed to determine whether the introduction of a teacher-led school improvement team impacted the school climate in a school that had traditionally operated under an authoritarian style leadership. Thirty-three teachers at a grade 7-12 rural school in the deep south answered an online School Climate Survey in October, shortly after the teacher-led school improvement team was activated, and again in April of the same year. The survey consisted of 62 items with a Likert-scale of Strongly Disagree to Strongly Agree. The April responses were compared to the October responses, using an analysis of variance procedure, to determine whether the presence and involvement of teacher leadership altered perceptions about the school climate.

Results indicated that school climate perceptions were positively impacted in several areas that research suggests are best practices: shared leadership, teacher empowerment, teacher collaboration, and strategies to support students. The fact that teacher perceptions changed positively, even in areas that were not directly related to the school improvement team process, seemed to imply that the presence alone of teacher leadership made a strong statement that teacher involvement was valued.

Training Leaders for the Future: Challenges in the Implementation of a Leadership Academy for At-Risk Middle School Students

Joe'l P. Lewis, Monica Hunter, and Andre' Green, University of South Alabama

The purpose of this research was to provide and analyze leadership training for students in the seventh and eighth grades at an inner-city middle school in order to develop effective interpersonal skills, identify leadership abilities, and increase knowledge of postsecondary opportunities. The principal

of a school with 97% free or reduced lunch and 99% African American students indicated a clear need for student development in leadership and asked of assistance in improving students' interpersonal skills, leadership skills, and overall achievement. There is a need to train students as leaders and engage them in meaningful activities.

A leadership program was designed based on components of many youth programs: seminar style training, guest speakers, volunteer projects, and interactive activities. An interdisciplinary team of researchers, educators, and facilitators provided training sessions every other week during the academic school year in the following areas: proper etiquette in different environments, using appropriate communication, increasing teamwork skills, developing servant leadership, becoming a volunteer, and increasing academic achievement. Throughout the implementation, researchers found several challenges in this environment that impacted the implementation of this style of leadership and meeting the needs of the students. Qualitative data were collected in the form of interviews, focus groups, worksheets, training session feedback, and evaluations. Baseline data were collected on 30 students at the beginning of the first semester by interviewing each applicant. During the school year, 25 students completed worksheets and participated in focus groups on various topics. This information was coded by the researchers based on patterns and topics in the responses.

The findings of this study provided recommendations for educators, practitioners, youth administrators, non-profit organizers, and any other professionals working with middle school students to increase leadership skills. Results have generated strategies in two areas: utilization of students as resources and implementation of leadership through action.

The Effect of Teacher Leadership on Student Achievement

Clara Carroll and Jan Morgan, Harding University

Is student achievement correlated with teacher leadership? A pilot study was conducted with an Arkansas School District that has been named by the Arkansas Department of Education as being on the Academic Distress list. According to Charlotte Danielson in *Teacher Leadership That Strengthens Professional Practice*, strong teacher leadership will improve student learning.

A review of literature was selected that examined models of teacher leadership, teacher leadership skills, school audits and best teacher practices. The basic findings were shared with the Arkansas school to learn the importance of teacher leadership, what teacher leadership is, and how to develop the skills of a teacher leader. The pilot study began August, 2007. It was partnered with the school on academic distress, Harding University, and the Wilbur D. Mills Education Cooperative. The proposed implications were that improving teacher leadership skills will directly improve student achievement, thus improve state mandated test scores. Specifically, the school in this pilot study will academically improve dramatically; therefore the school will not be on the Arkansas Department of Education Academic Distress list.

Perceptions about School Leadership: Disposition, Motivation, and Role Commitment

Irv G. Esters, and Nathan Roberts, University of Louisiana - Lafayette

A survey of school administrators and teachers who may aspire to administration was conducted as a part of a Wallace Foundation Grant partnership. Responses from practicing school leaders and teachers were elicited to illustrate the factors active in choosing school leadership as a vocation and being successful in the field. School leaders were also asked to indicate the factors they considered necessary to entice new, promising professionals into school leadership. Rankings of factors are included in the report. Demographic data regarding time at present position, years to retirement, age and sex were collected. These data described an emerging need for new school leadership necessitated, in part, by attrition and a lack of interest in school leadership among promising teachers.

Thursday, November 8, 2007

9:00 – 10:50 AM **USING BEST TEACHING PRACTICES AS THE CORNERSTONE FOR DESIGNING AND DELIVERING CONSTRUCTIVIST-BASED LEARNING EXPERIENCES FOR COHORT LEARNING GROUPS IN BLACKBOARD/ WEBCT COURSES (2-Hour Training Session) .....Boardroom**

Shelly L. Albritton, University of Central Arkansas

This training session presented the seven principles of best teaching practices (Chickering and Gamson, 1987) as the cornerstone for designing online course content and developing constructivist-based learning experiences for cohort learning groups enrolled in Blackboard/WebCT course management systems. According to the Penn State University (1998) Innovations in Distance Education (IDE) report, members of a cohort learning group "depend upon one another during at least part of the learning activity or experience" (p. 5).

This training session focused on cohort learning groups as opposed to independently enrolled students in online courses. The cohort design, coupled with an information- and technology-rich learning environment, lends itself well for the full application of the seven principles of best teaching (Chickering and Erhmann, 2003) in the design and delivery of constructivist-based learning experiences. Additionally, Chickering and Gamson (1987) assert that the principles "employ six powerful forces in education: (1) activity, (2) expectations, (3) cooperation, (4) interaction, (5) diversity, and (6) responsibility." With these forces in mind, and using the seven principles as the cornerstone for designing online courses, an ideal setting exists for collaborative learning, generative learning, problem-based learning, and inquiry-based learning, to name but a few constructivist-based practices.

Participants in this session: (1) revisited the seven principles of good teaching practices, (2) applied the seven principles to course design considerations in an online learning environment, (3) selected Blackboard/WebCT tools that facilitate the application of best practices for constructivist-based learning experiences, and (4) discovered tips to effectively manage the online course. Session participants were provided examples of course design tools and resources for building constructivist-based learning experiences in Blackboard/WebCT to illustrate the seven principles of best teaching and learning in action. Participants engaged in discussions and shared practices that have worked with online cohort learning groups.

9:00 – 9:50 AM **TEACHER EDUCATION..... Tri-Lakes**

Presider: Daniel W. Surry, University of South Alabama

Teacher Motivation in Arkansas Schools

Tamekia L. Brown and Gail D. Hughes, University of Arkansas - Little Rock

This study compared perceptions of teacher intrinsic and extrinsic motivation, dependent variables, among the independent variables of job type (teachers and administrators), years of experience (novice, experienced, and veteran), and gender. Teachers, N = 793, indicated their level of agreement with the motivation statements, and 90 administrators indicated what they believe motivates teachers. Because of a low correlation between the dependent variables and small cell sizes for the novice administrators, researchers conducted univariate, rather than multivariate analyses, using a Bonferroni adjusted alpha of .017. Two independent t-tests compared teacher and administrator responses to the scales.

Results indicated that teacher ratings of intrinsic motivation items (M = 4.350, SD = 0.411) were statistically significantly more than (t (803) = 2.620, p = .009) administers' perceptions of teachers' intrinsic motivation (M = 4.224, SD = 0.491). Extrinsic results indicated that teacher ratings (M = 3.460, SD = 0.612) were statistically significantly less than (t (112.508) = 5.311, p < .001) administrators' perceptions of teachers' extrinsic motivation (M = 3.757, SD = 0.449). Estimates of effect size, Cohen's d, were small at 0.300 and 0.357 standard deviations, respectively. Teacher responses were further analyzed with 2 x 3 ANOVAs for gender and experience on both the intrinsic and extrinsic scales. Interaction terms were nonsignificant for both analyses. The main effect for gender on the intrinsic scale was significant, F(1, 645) = 5.482, p = .020; with a very small effect size of = .008. Females indicated stronger agreement with intrinsic items (M = 4.371, SD = 0.397) than males (M = 4.249, SD = 0.410).

Findings indicated a discrepancy between teachers' indication of intrinsic motivation and administrators' indication of extrinsic motivation for teachers. Furthermore, female teachers indicated slightly higher intrinsic motivation scores than males. Findings and implications for teachers and administrators were discussed.

What Research from the Business World Says About the Qualities of the Next Generation of Teachers: Gen Y

John L. Marshak, Virginia Commonwealth University

The need for teachers is exceptionally high. Baby boomers are retiring at an accelerating rate, and research indicates little success in retaining neophytes in the teaching profession. Clearly, it is the best interest of principals to work harder at keeping teachers new to the profession. To this end, understanding the "idealism, forward thinking and optimism" of recent college graduates, known as Generation Y, is essential. Because of this group's already significant presence in the work force, a researcher in the business world has taken note of the uniqueness of the attributes of this generation of graduates. An example would be that these new graduates are "digital natives." Unlike their "boomer" predecessors, they have never known a time in which such things as computers, iPods, and text messaging have not been around.

What are the implications for building leaders as they deal with teachers with some very different attributes from those of the present generation of teachers? It is too early in the phenomenon to have a "best practice" to recommend. However, it is imperative that principals be alerted to the fact that their newest faculty members have needs that, in some ways, differ from those of their current staffs. In addition to any retention-centered programs (e.g. mentoring), understanding and responding to the uniqueness of the members of this next generation is a necessity to stem the tide of new teacher attrition.

Teacher Retention: Why Do K-12 Teachers Remain in Teaching?

Rebecca R. Robichaux, Mississippi State University; A. J. Guarino, Auburn University; and Wade Smith, Louisiana State University - Baton Rouge

Studies indicate that nationally 25% to 60% of K-12 teachers leave the profession within three years, while 27% of teachers in the southeast leave the profession within five years. Because of the paucity of research on the factors related teacher retention, the purposes of this study were to assess the proportion of teachers intending to remain in the teaching profession for the next five years and to identify predictors related to teachers' intention to remain in teaching. A 26-item survey was developed to assess the following five domains: (1) Rewards of Teaching, (2) Perks of Teaching, (3) Parental Support, (4) Professional Demands, and (5) Teaching Preparation. One thousand ninety teachers from 39 schools in a southeastern school district were participants for this study.

Ninety-two percent of the respondents stated that they intended to remain in teaching for the next five years. Results of the binomial chi-square revealed that the teachers in this sample were statistically significantly greater to report staying in teaching than the national rate of 50%, $p < .0001$. Results of a forward likelihood-ratio logistic regression with the 18 predictor variables indicated that teachers scoring higher on Perceived Rewards of Teaching were 4.27 more likely to indicate that they would remain in teaching than those scoring lower, those scoring higher on Perceived Perks of Teaching were 1.58 more likely to indicate that they would remain in teaching than those scoring lower, and those scoring higher on Preparation were 2.22 more likely to indicate that they would remain in teaching than those scoring lower.

Results of this study suggested that school personnel should evaluate teacher candidates on the following dimensions: (1) Passion for Teaching and Intrinsic Motivation, (2) Confidence in Teaching Preparation, and (3) Perceived Perks of Teaching.

9:00 – 9:50 AM **SCHOOL IMPROVEMENT ..... Pageant**

Presider: Lavern Terrell, Christian Brothers University

Environmental and Personal Factors Affecting the Development of Student Well-Being: A Case Study of a Midwestern Liberal Arts College

Debra S. Gentry, Cathy Ventura, Beverly Lewis, Kirk Prescott McKinley, Lekisha Alexander, and Tiffany Labon, University of Southern Mississippi

This study examined student development of well-being in a college setting to find out: (1) how student development of well-being varied across the 4-6 year span of the college years, and (2) how students defined ways their college environment promoted their own understanding and development of well-being. The framework that guided the study was found in theories of well-being including the physical, social, psychological, subjective, environmental, and spiritual dimensions; this framework was used to consider how theories help us understand the complex nature of well-being in the college student population. Social support theory and organizational theory were also considered to understand student well-being as an interaction between self and campus environment.

Qualitative data were gathered as part of a four-institution, mixed-method, pilot study for the Wabash National Study of Liberal Arts Education. This campus was chosen for its classification as a liberal arts institution. Data included 48 audio-taped, transcribed student interviews based on a random sample of freshmen, sophomores, and seniors, and approximately 11 audio taped, transcribed interviews with faculty and staff based on purposive sampling. Student interviews focused on student experiences and their interpreted meanings, while interviews with faculty/staff focused on their perceptions of campus life. Data were hand coded, and researchers followed a traditional case study format, looking for emergent themes or issues (Stake, 1995) and developing a holistic analysis of the case (Yin, 1989).

Results indicated well-being reported from student interviews as an interaction between the campus environment and their development of this outcome. There were no significant aggregate differences in well-being among freshmen, sophomores, and seniors; however, there were differences at the individual level. This research has implications for student affairs professionals and other faculty and staff at postsecondary institutions.

Disposition, Study Habits, and Achievement

Ronald L. Skidmore, Morehead State University

Dispositional factors that affect behaviors related to academic success and performance have garnered continued interest in the educational arena. The assumption is that an individual's general perceptions regarding the world (i.e., Life Orientation) affect their expectancy for success (i.e., optimistic orientation) or failure (i.e., pessimistic orientation). It follows that these expectancies should be related to the performance or non-performance of behaviors related to successful academic achievement (e.g., effective study strategies).

The purpose of this study was to determine whether Life Orientation (i.e., dispositional optimism or pessimism) was related to study habits in a sophomore level course required for entrance into the Teacher Education Program at a regional state university in the Mid-South. The Life Orientation Test – Revised (LOT-R) was administered at the beginning of the semester prior to the administration of the first examination to 107 undergraduate students across four sections of the sophomore-level course. The LOT-R is a 10-item, Likert-type scale that yields subscales of pessimism and optimism and a total LOT score. Additionally, students completed a study habits survey at the time of each of the four exams taken during the course. All three LOT variables were analyzed for a relationship to study habits.

Greater pessimism was consistently related to students not preparing at all for tests, not preparing ahead of time for the tests, and not reading the notes taken in class. Students earning a letter grade of A in the course had significantly less pessimism at the beginning of the semester than those earning a letter grade of C. Although not significantly different from the A and C students, those earning a letter grade of D or F had the second lowest level of pessimism. Implications for further research and practical interventions that foster student development of effective study habits were discussed.

The Effect of Immediate Feedback on the Achievement of Introductory Chemistry Students Using a Student Handheld Response System

Gordon R. Sutherlin, Harding University, and Autumn L. Sutherlin,
Abilene Christian University

One challenge to university instructors in science lecture courses has been lack of active participation by students in the learning process. While studies have shown the importance of immediate feedback, the use of technology for this instructional technique has not yet been shown to improve student performance on standard classroom assessment.

The learning benefits of immediate feedback using a handheld response system was studied in two sections of Introduction to General Chemistry at Abilene Christian University. It was hypothesized that students who received immediate electronic feedback on performance tasks would score higher on standard classroom assessments. Both sections were given review questions and in-class problems. The treatment group, responded using Qwizdom handheld response systems, while the control group answered using traditional classroom procedures. During the semester, both sections were administered the same four exams and 12 weekly quizzes. For Exams I and III the 8 a.m. section with 39 students was the treatment group and the 9 a.m. section with 50 students was the control group. The treatment and control groups switched for Exams II and IV. The treatment and control groups' scores on the assessments, university grade point averages, and the ACT/SAT math section scores were compared using descriptive statistics, correlations, and t-test. Students were also given pre- and post-study surveys to measure students' perceptions of the importance of participation and the benefits of technology use.

Preliminary results indicated no statistically significant difference between the treatment and control groups' achievement as measured by classroom exams and quizzes. Surveys indicated that students showed improved attitudes toward the value of both technology and immediate feedback in the learning process.

9:00 – 9:50 AM **READING AND SCIENCE ..... Mt. Tower**

Presider: Angela Webster Smith, University of Central Arkansas

Using Literature to Teach Social Studies and Science in Elementary Schools: A Review of the Literature

Andrea M. Kent, University of South Alabama

The emphasis on reading instruction has become an enormously high priority as evidenced by the revision of the Elementary and Secondary Education Act of 2000. As a result, many teachers feel that they must sacrifice instructional time in science and social studies in order to meet the needs of students who have deficits in reading and other academic areas. Therefore, teachers may consider using content area text to teach both content objectives and reading objectives simultaneously.

Articles were selected based on: (1) respected journals in the field representing varying types of research including empirical and non-empirical studies and action research, (2) content pertaining to teaching science and social studies in elementary schools, (3) using children's literature to teach science and social studies, and (4) the demands of meeting the needs of struggling readers in elementary schools.

Meeting the challenges faced by teachers and students for integrating content instruction with literacy can be overwhelming in today's classrooms because of pressures brought about from high stakes testing. One method to address these challenges is to incorporate reading strategy instruction in content area teaching in order to meet the standards in both areas. Teachers are required to introduce techniques for learning to read and comprehend through content area text. Therefore, teachers must not only be skilled in teaching reading strategies and techniques, but they must also be knowledgeable in several content areas in order to integrate teaching both.

Today's teachers are faced with countless challenges. Raising test scores and decreasing the number of struggling readers are top priorities for most school systems across the nation. As elementary educators face this challenge, it is important that they do not devalue or ignore teaching social studies and science. Research supports integrating the teaching of reading with content area texts to provide students with quality instruction in both.

Increasing the Achievement of Fourth-Grade Struggling Readers and Students Who Have Been Diagnosed with Reading Disabilities in the Content Area of Science

Leah H. Kinniburgh, University of South Alabama

This study examined the use of a reading comprehension strategy, the Question Answer Relationship (QAR), during science instruction in a fourth-grade classroom. The purpose of the study was to find if the implementation of a reading comprehension strategy taught and used during science instruction with science text would increase the reading achievement of struggling readers and readers who have been diagnosed with a reading disability.

A mixed method design was used in this study. A fourth-grade classroom teacher and her students were the participants. The rural school used in this study is located in a large, south Alabama school district. The researchers trained the fourth-grade teacher on the use of the Question Answer Relationship reading comprehension strategy, which was the intervention. A science expository passage from an informal reading inventory was administered to each student before the implementation of the intervention and at the end of the four-week period of instruction that served as the pre- and posttest. All 15 students in the class had been identified as struggling readers or students with reading disabilities. The teacher used the fourth-grade science textbook and children's books of expository text on the same topics of study throughout the four-week intervention period. The teacher was observed 1-2 times per week over the four-week period to ensure fidelity of the study and for the purpose of taking field notes. Field notes were analyzed and coded for descriptions of: (1) the effectiveness of strategy instruction, and (2) the use of the strategy by the students. Planned interviews were conducted with the teacher before and after the intervention of the strategy.

The findings of the study showed that reading achievement increased as a result of the intervention of the reading comprehension strategy during science instruction.

Interviews with Second Graders about the Nature of Science

Edward L. Shaw, Jr. and Gahan Bailey, University of South Alabama

The purpose of this qualitative study was to explore second-grade students' knowledge, perceptions, and attitudes about learning science, the nature of science, and working in the field of science. This study also explored where these students see, learn, and experience science; how they view the relevance of science in their everyday world; and, if boys or girls are better equipped learning science and becoming scientists.

Participants in this study were 18 second-grade students in a public elementary school in the southeast. Students were placed in six groups of three: three groups consisted of all girls, two groups of all boys, and one mixed group had two boys and one girl. The Interview Method, used for this study, focused on 11 predetermined questions, and each small group interview lasted 35 – 45 minutes.

Data were analyzed according to the qualitative method of coding responses into categories then grouping the categories into themes. The data results revealed students' knowledge of various concepts of the nature of science and the many ways of learning about science. Additionally, the results revealed that the students see the relevance of science more in their future than directly affecting their everyday lives in the present. Whereas all students thought science was fun, one student did not like learning science (it takes too long to teach), and two students had no desire to work in the field of science when they grow up. This study also produced a variety of interesting and humorous anecdotal comments made by the students, especially regarding the question if males or females are better at learning science and becoming scientists.

9:00 – 10:50 AM **IRRATIONAL REASONING FOR IMPROBABLE RESEARCH WITH IMPOSSIBLE REPLICABILITY AND IRREPRODUCIBLE RESULTS BY IRRESPONSIBLE RESEARCHERS (2 Hour Symposium)..... Desoto II**

Organizer: Walter M. Mathews, Evaluation Association of NY

Thursday, November 8, 2007

MSERA Memorable Moments: Real and Imagined
James E. McLean, University of Alabama - Tuscaloosa

Personnel Evaluation: Examples of Instruments Designed to Produce Specific Results
Harry L. Bowman, Council on Occupational Education

Inspiration from the Educational Research Community: How Past Presidents of MSERA Inspired Me to Retire
Richard Kazelskis, University of Southern Mississippi

Aunt Marguerite's Tobacco-Spitting Research
Carolyn Reeves Kazelskis, University of Southern Mississippi

Philosophical Jargon and Twisted Humor in the Research Community: An Evaluation of Utter Nonsense
George Gaines, Synovate

The Use of the Colon in Scholarly Titles: 125 Years of Progress: 1880-2005
Jerry Robbins, Eastern Michigan University

Five years ago "Irresponsible Research" was presented, four years ago "Irresponsible Research with Irreproducible Results;" three years ago "Improbable Research with Irreproducible Results by Irresponsible Researchers;" and last year, the presenters were certified by the MSERA Board to be irresponsible, and their presentations demonstrated characteristics of Improbability, Irreproduciblity and, of course, Impossibility.

This year the researcher tried to shine light on IR [pronounced 'error'] with a cast of characters that promises to continue the vainglorious tradition. Institutions listed should not be held responsible for the presenters, since, in most cases, they have been reassigned to different kinds of "institutions."

The presentation highlighted a number of happenings at MSERA over the past 30 plus years. Humorous elements of the events will be featured. Personnel Evaluation: Examples of Instruments Designed to Produce Specific Results Representative instruments designed for personnel evaluation will be considered. The instruments could be described as non-scientific psychometric tools that are structured to produce preconceived outcomes. Inspiration from the Educational Research Community: How Past Presidents of MSERA Inspired Me To Retire. Aunt Marguerite's Tobacco-Spitting Research Aunt Marguerite's oration on tobacco spitting was presented, along with its implications for researchers. A handout of ways to avoid becoming a tobacco-spitting researcher will be shared in the format of "You might be a tobacco-spitting researcher, if you . . ." Philosophical Jargon and Twisted Humor in the Research Community: An Evaluation of Utter Nonsense This paper probes the depths of depraved academic thought and futile attempts at humor found in the research community. Having combed through countless archives, the paper reveals the best and worst of the genre. The Use of the Colon in Scholarly Titles: 125 Years of Progress: 1880-2005 Expanding and updating J.T. Dillon's groundbreaking 1982 work on "titular colonicity," this paper demonstrated how the colon characterizes published scholarly titles but not unpublished scholarly titles or published unscholarly titles. There was a demonstration of how education traditionally lagged other fields in colonic titles, but is on a trend line such we are only months away from >100% use. Finally, there was speculation as to why the colon has exceeded the use in titles of other possible interesting punctuation marks, and what societal trends have caused this phenomenon.

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

Presider: Sumita Bhattacharyya, Nicholls State University

Online Course Delivery—Not An Option!!!: Bringing Your Staff On Board

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

Although technology skills are stressed as a must for students before granting them a diploma or certification, faculty members sometimes lag behind the learning curve as new technology environments are thrust into our colleges. Yes, all faculty members have computers, but there are those who still thrive in other environments. Because of their own feelings of insecurities, they may not provide an online component to coursework and may not require students to demonstrate a technology knowledge base through course requirements.

This session described how professors were required to deliver an online component to all courses taught and provided numerous ways to bring faculty members on board with technology integration without browbeating them. Techniques for delivering "just in time" training and strategies for integrating eLearning into academic courses were also shared.

Web Page Production Among University Faculty

Lesia C. Lennex, Morehead State University

Faculty at Regional State University produced some interesting Web pages between 1995 and 2005. At least one page was linked to a golf course and not any information about faculty or program. Other pages flashed "under construction." Of the 303 full-time, tenured and tenure track faculty in 2005-2006, one-third had Web pages on the university server.

One hundred one Web pages were analyzed for the following content and/or hyperlinks: (1) departmental page, (2) e-mail to the faculty member, (3) current office hours, (4) HTML-based or downloadable syllabi, (5) area resources, (6) anonymous sender form for feedback, and (7) a departmental link to the faculty page (Krug, 2006; Johnson-Eilola, 2002). In August 2006, the university launched a new faculty server. The research in this study included both information on pages prior to and after August 2006.

A two-tailed t analysis by rank and gender revealed no significant differences among either in presence of Web pages. Web pages were analyzed with TIDY (2005) and focus groups for usability. A group of 25 diverse endorsement undergraduate teacher education candidates was invited to review the "new" RSU server Web sites (Johnson-Eilola, 2002, 51-52). Usability of Web pages is foremost because it shows a first view of the university as crafted by faculty. The TIDY review showed 8% of all faculty ADA compliant. The candidates evaluated the sites for usability of three levels: (1) individual courses and programs, (2) instructor contact information, and (3) overall usability for students. More than half (56%) stated that it was "very important" to have information about courses on a Web page. Nearly half (44%) considered it "very important" to have program information on faculty Web pages. Regional University's Office of Marketing (2006) claimed that 9 out of 10 incoming freshmen listed the Internet as their primary research tool for choosing a college.

The Wikis Are Coming!: How Wikis Will Change the Future of Education

Ra Shaunda V. Sterling, University of South Alabama

Wikis, hypertext documents that can be edited by anyone, are at the forefront of a movement toward collaborative, web-based communication. Currently, there is little empirical research on wikis' impact on cognitive and instructional processes; the available literature, much of it anecdotal, is gleaned from trade journals and popular magazines. However, the information presented thus far has been convincing. Rigid, print-based modes of expression are being used less frequently, while newer methods of communicating via electronic devices (wikis, blogs, podcasts, RSS, etc.), labeled the Web 2.0, appear to be on the rise. Because of their relative ease-of-use, inexpensive set-up, collaborative capabilities, and supposed instructional and cognitive benefits, wikis are growing in popularity as a method of creating, editing, analyzing, and disseminating shared bodies of knowledge for large groups of people, whether students, researchers, or employees.

In this paper, the researcher discussed the history of wikis, described the most popular wiki engines and wiki hosting sites currently available, and explained how wikis can be used to facilitate communication and collaboration. Additionally, the researcher enumerated the advantages and disadvantages of wide-spread wiki adoption in educational institutions and enterprises. This information is

most beneficial for educational policymakers, researchers, teachers, or anyone who recognizes the problematic aspects of conventional communication methods that often result in missed deadlines, misplaced information, and poor feedback.

10:00 – 10:50 AM EARLY CHILDHOOD EDUCATION ..... Pageant

Presider: Eddie Shaw

Language Development Levels of Low-Income Four Year Olds: A Local-National Comparison

Kathleen A. Martin, Scott SnyderKay Emfinger, Marcia O'Neal, University of Alabama - Birmingham

This study examined the language development of three cohorts of an Early Reading First project and compared that development to a national sample. Peabody Picture Vocabulary (PPVT-III) pretests for the project cohorts, both treatment and comparison, revealed large numbers scoring in stanines 1-3. Children in the project treatment group were almost exclusively enrolled in income eligible preschool programs and were assumed to be low income. The comparison group children were assumed to be higher income, because they were enrolled in fee-for-service child care. Project directors wondered if this low level of expressive language was a local phenomenon or if it was typical for low-income four year olds.

PPVT-III results for three annual cohorts of four year olds (approximately 200 children) were compared to data available through a national database. Local PPVT-III data were collected both fall and spring as part of a larger battery of assessments. Data were analyzed to determine if an extensive early literacy intervention had resulted in change. For the present study, project data were also compared to data from the national database. For example, comparison of Year 3 fall project data for treatment group four-year-old children with four year olds in the national database revealed that the scores of local children were lower (local standard score of 78.73 versus the national database standard score of 88.30 – an effect size of .66). Spring data also revealed lower scores for the local group (85.34 locally versus 91.73 nationally – an effect size of .46).

Findings suggested implications for school districts, as well as state and local policy makers, regarding the need for high quality early education that emphasizes language and early literacy development.

Do Young Children Use Language of Different Complexity in Different Contexts? A Natural Language Approach

Shoudong Feng, University of Central Arkansas

This study applied Lee and Canter's (1977) Developmental Sentence Scoring (DSS) procedure to unsolicited language generated in natural contexts among preschool children to: (1) determine the syntactic difficulty of the language of each participant, (2) assess the impact of context on the level of syntactical difficulty, and (3) compare the syntactic level established by using natural language with that established by using elicited language.

Four preschool children participated in the study. Their interaction (16 30-minute sessions in total) at four different learning centers, i.e., science, art, computer and block, was recorded, transcribed and analyzed. Lee and Canter's DSS was used as the analytical framework to interpret the data. Specifically, the researcher perused the transcripts to look for the presence of the eight syntactic categories (noun modifiers, personal pronouns, main verbs, secondary verbs, negatives, interrogative reversals, conjunctions, and wh-questions) in the framework and assigned appropriate scores accordingly. Each participant's center-specific and overall syntactic level was thus determined. Results were also tested to see if there was any significance across individuals and across centers.

Findings suggested that the same participant showed different syntactic levels at different centers, but statistical tests did not suggest a significant difference in the majority of the contexts examined. However, differences in syntactic levels between individuals were found to be significant. Findings also revealed a gap between the syntactic level established by using natural language and that established by Lee and Canter by using elicited language. The author argued that natural language better

reflects the real level of the child's language than does the elicited language, which probably has elevated the syntactic level of children through adult support in previous studies. The author also discussed the issues involved in using natural language samples to study young children's syntactic level.

Wisdom of the Young: Writings of Children After a Natural Disaster

Jean N. Clark and Vaugh Millner, University of South Alabama

The purpose of the study was to analyze archival descriptive data involving the writings of children following a natural disaster. Questions included: (1) What developmental characteristics can be inferred from, or found within, the writings? (2) What themes, patterns, or common characteristics can be found in the writings of children in the same grade and location? and (3) What lessons can be applied while educatinge and counseling students who face disaster in the future?

This study was a qualitative one, involving grounded theory, descriptive research, and assumptions of generative, constructive, subjective and inductive strategies. One hundred twenty-six third-grade students in Mobile County, Alabama wrote "Dear Katrina" letters one month after Hurricane Katrina hit our coast. The letters were reviewed by a committee of four, and then three, in search of themes. The letters were further analyzed by the two authors. In addition to the aforementioned, the letters were analyzed with relation to the developmental theories of Abraham Maslow, Jean Piaget, and Lawrence Kohlberg. Writings were then analyzed, with attention to signs of post-traumatic stress disorder, and effectiveness as a therapeutic intervention following a natural disaster.

Analysis showed common affective themes of fear, anger, questioning, hope, and anxiety. Reactions and memories were divided into five categories that were discussed in depth. Specific applicable elements were found in the needs-based theory of Maslow, the cognitive theory of Piaget, and the moral development theory of Kohlberg. In addition to being qualitatively fascinating in and of themselves, the writings were found to demonstrate levels of PTSD, cognitive and moral reasoning, and characteristics which would concur with the proposal of Maslow's Hierarchy of Needs. There is clear evidence of the usefulness and effectiveness of this activity as an age- appropriated therapeutic intervention following a disaster.

10:00 – 10:50 AM EVALUATION AND PRESERVICE ..... Mt. Tower

Presider: Tillman Kennon, Arkansas State University

The Reflective Practices of Student Teachers

Rebecca R. Robichaux, Mississippi State University, and Paulette Rodrigue, Nicholls State University

Although it has been widely documented that reflection is an effective tool for improving teaching practices (Merryfield, 1993), teacher educators do not always explicitly teach preservice teachers how to meaningfully reflect on their teaching. Mackintosh (as cited in Imel, 1998) states, "Definitions that reveal differing theoretical orientations about reflection have resulted in confusion about its meaning and uses." According to Loughran (2002), some educators consider reflection to simply be "thinking about something, whereas for others, it is a well-defined and crafted practice that carries very specific meaning and associated action."

The purpose of this investigation was to examine the content of student teachers' teaching reflections. The researchers sought answers to the following questions: (1) What do student teachers concentrate on when they reflect on their teaching practices? and (2) What is the affect of the student teaching experience on the content of reflections?

Forty-one student teachers responded to the Student Teaching Reflection Survey (STRS) (Robichaux, 2001) at the beginning and end of their student teaching semester. The STRS is a 12-item inventory assessing three traits of reflection: Improvement, Performance, and Professionalism, scored on a 4-point scale. Although there was no significant Time effect, there was a statistically significant Trait effect with participants reporting greater scores on Improvement, followed by Professionalism, then Performance.

The content of student teachers' reflections focused on the Improvement trait. They reflected on four aspects of improvement: (1) how the lesson could be changed to make it better if it were to be taught again, (2) what parts of the lesson were successful, (3) what parts of the lesson were unsuccessful, and (4) how the students reacted to the lesson. The results indicated that the depth and content of a participant's reflections were not changed by the student teaching experience.

Making Assessment Real for Future Teachers

Jennifer M. Good and Karen Berry, Auburn University

Darling-Hammond and Bransford (2005) assert that understanding and appropriately using assessment to guide instruction is a critical skill for future teachers. Colleges of Education have improved assessment methods to demonstrate individual candidate growth (Olson, 2005), yet often teacher candidates do not make the connection between assessment methods used in their programs and those that could be adopted in their future classrooms.

This presentation shared a model for promoting good assessment practices to teacher education candidates at the beginning of their academic careers. The model, used during a required college orientation class, included a guest lecture by the college's coordinator of assessment, student self-ratings on the college's inventory of candidate proficiencies, interaction with observation tools based on a teaching video, and instructor ratings of a work sample related to the video, using a common rubric which the students will encounter again, prior to program completion. Because the orientation course was comprised of students (N=190) of varying academic standing, it was possible to validate students' understanding of the assessment ratings, assuming that upperclassman would have a better grasp of the college's required skills for program completion than their counterparts.

The mean ratings on all items per assessment were compared, with observably lower ratings yielded for freshmen and gradations of increase by academic standing on every item. In fact, 13 of the 15 self-ratings and 1 of the 4 instructor-ratings yielded significantly (p=.05 or better) lower mean ratings for freshmen. Effectively explaining assessment systems to teacher candidates through a structured model has important implications for other colleges of education: (1) to provide students with sufficient opportunity to interact with high-stakes program assessments early in their careers, (2) to model good assessment practices for adoption in the K-12 classroom, and (3) to provide opportunities to collect ongoing assessment data to track teacher candidate growth.

10:00 – 10:50 AM **RESEARCH ON THE RELATIONSHIP BETWEEN KNOWING AND UNDERSTANDING (Symposium)..... Desoto III**

Organizer: Asghar Iran-Nejad, University of Alabama - Tuscaloosa

Discussant: **James E. McLean, The University of Alabama**

Overview of the Relationship Between Knowing and Understanding

Asghar Iran-Nejad, University of Alabama

Bloom's taxonomy and mainstream education hold that knowledge is a prerequisite for understanding and that understanding is a more advanced or higher order form of knowing (see first presentation below). The presentations reported data comparing the alternative viewpoints that: (1) understanding is a prerequisite for knowing, (2) knowledge and understanding processes are fundamentally different, and (3) knowing and understanding processes are the same, and understanding is a more advanced or higher level form of knowing. This overview discussed the theory behind the radically different way of looking at understanding and its implications for current and future research, today's classrooms for knowing/understanding, and alternative classrooms for understanding. The symposium was seen to be of interest to researchers and practitioners in education generally and higher education specifically.

What the Literature Says about the Relationship between Knowing and Understanding
Terrance K. Harrington and Asghar Iran-Nejad, University of Alabama

This study conducted a literature search on the relationship between knowing and understanding to determine which of the two assumptions held prevalence among researchers, namely: (1) understanding is a more advanced extension of knowing, and (2) knowing and understanding involve fundamentally different processes. Based on the sources identified in the literature search, strict guidelines were used for categorizing the sources and a final decision was made on the basis of the solution to the Arrow's Paradox. The final decision, that experts in the field hold that understanding is an extension of knowing, was supported by an absolute majority, which May's Theorem claims will result in one definitive choice among many.

Some Fundamental Differences Between Knowing and Understanding Processes
Asghar Iran-Nejad and William H. Stewart III, University of Alabama

This study used undergraduate Ss to compare predictions of biofunctional science with mainstream information processing theory. The notion was tested that knowing and understanding involves different processes. Subjects read knowing/understanding statements like "I know that I pay attention/understand even though I do not really know how to pay attention/understand," and rated them on a disagree-agree scale. Sentences like the above two knowing/understanding statements have the feature of making an assertion and subsequently negating it, thereby declaring a contradiction. Consistent with the prediction that knowing and understanding are fundamentally different human capacities, results showed that knowing statements behaved differently from understanding statements. The findings in light of the original theory and their educational implications were discussed.

Differences in Knowing and Understanding Processes
Between Undergraduate and Graduate Students
William H. Stewart III and Asghar Iran-Nejad, University of Alabama

This study sought to replicate the findings of the above knowing/understanding study and extended them to possible differences between undergraduate and graduate Ss. The procedure was identical to the earlier study, except that this study compared undergraduate and graduate Ss. The differences between the two conditions along with educational implications were discussed.

10:00 – 10:50 AM **MENTOR SESSION..... Guest Suite (Room TBA)**

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.

11:00 – 12:50 AM **COLLECTING RESEARCH AND ACCREDITATION DATA WITH LIVETEXT (2-Hour Training) .....Boardroom**

Donna F. Herring, Jacksonville State University

Some of the most useful tools in the LiveText toolbox are those designed for data collection. These include, but are not limited to, forms, surveys, and rubrics. This session provided hands-on activities for creating forms, surveys, and rubrics as well as generating reports for each. Uses by college of education professors to collect data for research were shared. Ideas for use to collect data to support various accreditation agencies were discussed. Sample reports were shared along with tips for

disaggregating the data. Steps necessary for collecting data on conceptual framework standards were shown. Pros and cons for the use of forms, surveys, and/or rubrics were discussed.

11:00 – 11:50 AM COGNITION ..... Tri-Lakes

Presider: James H. Lampley, East Tennessee State University

College Students' Perceptions of the Usefulness and Value in Reading a Text

Linda W. Morse, Mississippi State University; and Tiffany Culver, Delta State University

This study investigated college students' perceptions of: (1) how they read and use a text for understanding course material, and (2) the perceived value of using various activities related to a critical reading of a college text. Participants included 210 volunteers from a variety of undergraduate behavioral sciences courses at two universities in the mid-south. Each participant responded to a 21-item questionnaire that included questions on: (1) basic demographics, (2) perceptions of text usefulness, (3) opinions about textbook aids, (4) perceptions of how instructors encourage reading of the text, (5) the types of activities they engage in as they read the text, and (6) their opinion on the course difficulty.

The results indicated that only 73% reported their instructors presented information from the text, while 71% indicated that their instructors encouraged them to read the text. Sixty percent indicated that they did not read the material in the text after a lecture, while 26% indicated that they read before the lecture. Perceived usefulness of various text aids found that the most often used aids were: (1) recommended readings, (2) chapter outlines, (3) chapter summaries, and (4) list of key concepts. Nearly 65% indicated that they highlight important terms in the text. A high percentage (83%) indicated that they did not revise their knowledge base after reading, and 95% said that they spent less than four hours a week reading the text. For the students who completed this survey, 71% indicated the course they were taking (and related text) was average in difficulty.

While most college instructors would indicate that a critical reading of a text would be important, the results from this study indicated that college students' perceptions on the usefulness of a text and how they read a text may not be conducive to course achievement. Additional research is needed to link such student practices to actual course outcomes.

The Influence of Metaphor and Plan of Development Introductions on the Evaluation of Student Essays

Sally A. Zengaro and Asghar Iran-Nejad, University of Alabama

Based on research by Townsend, Hicks, Thompson, Wilton, Tuck, and Moore (1993), this paper examined the influence of the type of introduction on the evaluation of student essays. It was guided by the following research questions: (1) Will students rate essays with manipulated introductions higher than those with original introductions even though any errors in the essays will not be changed? and (2) Will students think essays with metaphor introductions are the best essays?

Four student essays on teaching were chosen from a collection written in educational psychology classes, and two of these were selected for manipulation while the other two served as fillers. Two different introductions were written for the essays to be manipulated: (1) one that included a blueprint or plan of development (PoD) introduction, and (2) one that included several metaphors on teaching. The same introductions were used for both target essays that were chosen to be manipulated, except that the last phrases of the PoD introduction differed to reflect the development of each individual essay. All essays, including the fillers, were checked and slightly altered to include one sentence structure error, one spelling error, and one logic error where one sentence was awkward to read.

Eighty-eight undergraduate students in first-year writing classes were asked to read and to evaluate the essays according to which they thought was best and what grade it should receive. One-way ANOVA tests were conducted on the data resulting from the questionnaires. The essays with metaphor introductions received higher grades and were considered the best. These results seemed to follow Iran-Nejad (1987) on the causes of affect and liking; namely, that presenting a "clue" leads to greater interest than presenting all the information first and then elaborating.

College Students' Behavior on Multiple Choice, Self-Tailored Exams in Relation to Metacognitive Ability and Perceived Item Difficulty

Jasna Vuk, Mississippi State University

The study examined: (1) students' behavior on five self-tailored multiple choice exams, (2) students' metacognitive ability to distinguish between their correct and incorrect answers, and (3) students' perception of item difficulty in relation to item difficulty indicators. The participants were college undergraduate students enrolled in an educational psychology course in spring semester 2007. Ninety-five students signed the informed consent, and 84 students completed the procedure. There were 75% female and 28 % male students from 24 different majors. After answering 50 questions on a multiple choice exam, students marked on the back of their answer sheet up to five questions that they wanted to be excluded from their scoring. Students repeated the same procedure on five consecutive exams throughout the semester. The adjusted score for each student was calculated by the researcher.

The study attempted to answer the following research questions: (1) How did the self-tailoring procedure affected students' scores on five exams? (2) Did students improve their metacognitive ability to distinguish between correct and incorrect answers over five consecutive exams? and (3) Were the items that students selected as their incorrect answers related to item difficulty indicators?

The preliminary data analysis revealed the following results. Difference scores between original and adjusted scores for each exam were calculated and assessed by MANOVA. The changes between original and adjusted scores were statistically significant across five exams $F(79)=48.5$, $p < .01$. Ratios between incorrect and total number of responses omitted on each exam were calculated and assessed by repeated measures of ANOVA. The results showed that there was a statistically significant difference among ratios on five exams $F(4,188) = 2.77$, $MSE = .059$, $p < .05$. Additional data are available for further statistical analysis. The current results indicated that students improved their scores by self-tailoring their exams. The study has implications for improving learning, exam construction, and teaching in college classrooms.

11:00 – 11:50 AM **READING ..... Pageant**

Presider: Meiko Negishi, University of North Florida

Scaling Writing Proficiency via Prominent Features of Essays

David T. Morse, Mississippi State University; Sherry Swain, National Writing Institute; and Richard L. Graves, Auburn University

Direct writing samples are frequently used to assess student literacy or proficiency in language composition. The scoring is frequently holistic only, and the information or feedback offered by this scoring is minimal for concerned audiences. This paper detailed development of a proficiency scale for student writing that can describe the types of skills the student has or has not yet demonstrated. Thus, the scale offers the potential benefits of: (1) constructive feedback, (2) richer description of writing skill, and (3) sensitivity to changes in writing skill or maturity. The approach taken was to appraise the presence or absence of prominent features in students' work, then to scale these features using the Rasch item response theory model. Prominent features are aspects of writing that knowledgeable readers would flag when asked,"What stands out to you?" or "What do you see going on in this paper?" These elements can be positive, such as being well organized or having supporting details, or negative, such as changes in verb tense.

Two studies were conducted. In the first, 464 essays written by seventh graders in response to the same prompt were analyzed for the presence or absence of 33 prominent features. Though two of these features showed slight problems with fit, the set of elements appeared to form a coherent scale of writing performance. In the second study, 551 students' essays in grades 3-5 were similarly analyzed. Again, only two features of 40 showed slight fit problems. Both times, the individual elements tended to order comparably: lower (easier) elements to attain involved avoiding negative features whereas higher (more difficult) elements were generally the positive features. These scores were correlated with various holistic scores; the values were generally moderate (e.g., .50s). Thus, there is promise for using prominent features as the means to quantify writing skill.

"This Ain't No Ghetto Class": A Study of the Social Context of Ninth-Graders' Participation in Oral Reading Fluency Activities

Christian Z. Goering, University of Arkansas - Fayetteville

This participatory action research study provided a qualitative examination of the social context of a single ninth-grade class as students participated in dramatic oral reading activities to understand: (1) which social factors inhibited participation, (2) which social factors promoted participation, and (3) which social factors could be manipulated. The research site was purposefully selected because of its proximity to a major U.S. government installation. This classroom of students represented the international diversity provided by such location, a social context rich in economic and racial diversity.

Fourteen students, a student teacher, and a classroom teacher participated in this study. Of the 14 students (six male, eight female) participating in the study, four were African American, three were Korean-American, two were Hispanic-American, two identified as multiracial, and three were Caucasian. Additionally, the student teacher was an African American female, and the classroom teacher was a Caucasian male. The researcher assumed the role of a teacher during the study in collaboration with the classroom teacher and in cooperation with the student teacher. Together, these teachers led the students through the National Endowment for the Humanities' Poetry Out Loud Project.

By collecting data through videotaped performances, student interviews, and teacher interviews, the researcher sought to determine if oral reading fluency activities, oft reserved for elementary school students and fringe classes such as forensics and debate, could work in the socially diverse and jeopardizing context of a high school English classroom. The data were analyzed with a grounded theory approach. Open coding and axial coding developed three central contingent themes. Tentative conclusions were drawn that suggested implications for future research and classroom practice.

Implementing the Comprehensive Curriculum: The Effects of Mandated Curriculum Change

Katherine A. Adcock, University of Louisiana – Monroe

The study examined the implementation of the Louisiana Comprehensive Curriculum achievement as it focused on: (1) the advantages and disadvantages of state-mandated curriculum, (2) the different ways schools implemented the Comprehensive Curriculum, (3) how different schools monitored the implementation of the Comprehensive Curriculum, and (4) how might the Comprehensive Curriculum be improved.

Data were collected by both interview and observation. Two senior English teachers from the same school in the same parish were interviewed. A high school administrator was interviewed, as was a high school freshman English teacher from a nearby parish. Open-ended research questions were presented to all participants who were also observed on several occasions.

The researcher concluded that the Louisiana Comprehensive Curriculum did have problems, yet adaptations could be made the best fit the individual teachers and students. The forced implementation and pace proved to be problems that could be corrected if teachers and administrators reviewed the curriculum and revised the activities. The researcher found that effective activities should be kept and ineffective activities should be eliminated. No activity should be mandatory, and teachers should be given the freedom to modify and substitute as needed. The number of activities in each unit should also be reasonable. The activities in the curriculum should be used as a reference and a resource. The district and state must keep in mind that all students do not learn on the same level and all activities are not suited for all students. Teachers need to be trained about how to implement the curriculum, and the state and individual districts must realize that a new model curriculum takes patience and time.

11:00 – 11:50 AM **PRESERVICE ..... Mt. Tower**

Presider: Regina Patterson, Southern University - Baton Rouge

Disciplinary Action Committee

Charles E. Notar, Gena W. Riley, and Roland A. Thornburg, Jacksonville State University

The Disciplinary Action Committee (DAC) was created in summer 2007 after deliberation on students' inability to adhere to state and federal laws and the knowledge, skills, and dispositions (KSDs) of the College of Education and Professional Studies of Jacksonville State University. The DAC has the responsibility for the possible immediate removal of a student from the College of Education and Professional Studies and its programs. This presentation discussed the background, development of the program, and its structure. DAC policy, procedures, and forms were provided.

Examining Teacher Candidates' Classroom Management Capabilities

Anne E. Sylvest, University of Southern Mississippi

Database decision making of a university's undergraduate teacher education program with specific attention to preparation of classroom management skills and expertise in implementing successful strategies for handling special learning needs were the focus of this paper. Clear and detailed data reported that effective teachers incorporate a variety of strategies and procedures that facilitate productive classroom operation. Based upon this information and because of the challenges that new teachers face, the 2004 Mississippi legislature mandated that a stand-alone classroom management course for all university teacher licensure programs be adopted.

This study was designed to gather perceptual information from teacher candidates regarding their competency in classroom management, as well as an ability to accommodate instruction for individuals. Quantitative data were compiled from 130 teacher candidates in 17 areas of teacher licensure during the spring 2007 semester. There were 88% female and 12% male; 73% were junior college transfer students.

Pearson correlation coefficients were aggregated regarding all groups' perceptions and each gender's perception of whether or not they could effectively implement classroom management procedures. Within the reported 17 teacher licensure programs comprising the educational unit, statistical significance was determined for teacher candidates of Elementary K-4 and Instrumental Music. A strong relationship between managing student behavior in the classroom and accommodating the instructional needs of students was statistically significant for both male and female. A second analysis indicated that each gender was statistically significant in developing and implementing classroom management procedures. While this single survey indicated significance among several variables, the findings also suggested that future study of curriculum design regarding all students in classroom management courses is needed.

The Evolution of PRIME: Process for Remediating Identified Marginal Education Candidates

Charles E. Notar, Cynthia H. Harper, Lynetta A. Owens, and Gena W. Riley, Jacksonville State University

Jacksonville State University's College of Education and Professional Studies graduates the largest number of teachers each year in the state of Alabama. The College ranks 10th in the southeast and 38th in the United States in the production of highly qualified teachers. Therefore, the College of Education and Professional Studies has an obligation to ensure that only well-prepared individuals receive education degrees. The ability to teach involves knowledge, skills, and dispositions (KSDs). Jacksonville State University's preservice teachers follow a Conceptual Framework that provides the necessary KSDs to develop excellent teachers.

The purpose of the Process for Remediating Identified Marginal Education Candidates (PRIME) program is to identify, remediate, and counsel teacher education candidates who exhibit weakness in KSDs as early as possible in their preservice training. Teacher education candidates who fail to meet the expectations and requirements of the College are referred to the PRIME program. In the event of a referral, a PRIME Candidate Support Team is assembled to develop an "Action Plan" for remediation. This presentation discussed the 15-year evolution of the program, its structure, and results to date. Procedures and forms associated with PRIME were provided.

11:00 – 11:50 AM RESEARCH METHODOLOGY..... Desoto II

Thursday, November 8, 2007

Presider: Edward Reeves, Morehead State University

Exploring Gifted Literature: Searching for Evidenced-Based Practices

Megan R. Parker, Kelli Jordan, Sherry K. Bain, Kathleen Miller,
and Emily R. Kirk, University of Tennessee - Knoxville

The researchers examined four premier research journals in gifted education: Gifted Child Quarterly, Roeper Review, Journal for the Education of the Gifted, and Journal of Secondary Gifted Education, over the publication years of 2001-2006 to analyze the types of articles being published and whether or not diversification in research activities is needed in this field. The researchers noted if articles were narrative, correlational, or experimental in type. The researchers were specifically interested in the prevalence rates of evidence-based interventions. They also examined rates of publication for first authors and the prevalence rates of source institutions publishing in these journals. In general, results indicated the need for more empirically-based research in gifted education, as well as a need for an increase in scholars entering this specialty area.

Psychometric Analysis of the Curriculum, Instruction, and Leadership Standards from Kentucky's Standards and Indicators for School Improvement

Lonnie E. McKinney, Consultant on Organizational; D. Clayton Smith, Western
Kentucky University; and Stephen K. Miller, University of Louisville

The standards-based accountability movement is premised on the belief that students should learn and schools should teach the essential knowledge of a given content area, as embodied in disciplinary standards (Bolon, 2000; Fuhrman, 2001; Linn, 2001; Smith & O'Day, 1991). Kentucky is the only state that has extended this principle to whole school reform, nine Standards and Indicators for School Improvement (SISI). Alabama has adopted this model and several other states are interested. Schools are assessed by externally trained teams on the Scholastic Audit, rating some 88 indicators spread across the standards. Because the Kentucky Department of Education (KDE) has done no formal psychometric investigation of this model, that issue was addressed in this paper. Part of a larger study on instructional leadership, only Curriculum, Instruction, and Leadership were examined here. This study utilized a secondary data base from KDE composed of Scholastic Audits from 181 elementary schools from 2000-2005, across a range of achievement levels. Each standard has its own set of indicators, assessed on a 4-point behaviorally defined scale (4 high).

Psychometric analyses included Factor Analysis, Cronbach's alpha, inter-scale correlations, and criterion validity (multiple regression against the Academic Index, AI, obtained from Kentucky Performance Reports)--performed separately for each standard. All three sets of indicators produced a single factor, explaining 56.9%, 51.0%, and 54.6% of the variance for Curriculum, Instruction, and Leadership, respectively. Cronbach's alpha was .915, .872, and .857, respectively. Inter-correlations ranged from .595-.693. Adjusted R2 for the multiple regressions against the AI were .36 for the combined effect of Curriculum and Instruction and .26 for Leadership.

These results demonstrated exceptional psychometric quality; indicators for Curriculum, Instruction, and Leadership are both valid and reliable measures. Their presence and use in the Scholastic Audit provides an empirically tested and pragmatic resource for school improvement efforts in Kentucky's elementary schools.

Changing Trends in Learning Disability Research

Taylor K. Pelchar, Sherry K. Bain, Emily J. Fuller, and Daniel F. McCleary,
University of Tennessee - Knoxville

Given the high prevalence of students with learning disabilities, the authors were interested in analyzing the trends in the learning disability literature. In a pilot study, the authors reviewed articles published in 1995, 2000, and 2005 in the Journal of Learning Disabilities. In 1995, the majority of the

articles focused on general learning disabilities. A shift in the trend in the literature indicated more articles focusing on specific learning disabilities between 1995 and 2000. They found that there was not much of a difference in the literature trends between 2000 and 2005 and thus decided to further examine the trend of the literature between the years 1995-2000.

The authors reviewed all articles published in the Journal of Learning Disabilities during that 6-year time period. The authors noted several aspects of the articles, including type of learning disability, type of study, and author affiliation. The authors entered data into a spreadsheet for statistical analysis purposes and found that there was indeed a shift from general to specific learning disabilities during this time period. Also, most of the studies were empirical in nature. The majority of the authors were affiliated with American universities.

In the summary, the authors endeavored to establish timeline-related links between the publication trends displayed from 1995 to 2000 and historical events, such as reauthorization of public laws, educational reform in the 1990's, and recent focuses on evidence-based interventions. Interested participants heard summaries that included tabled information on types of disabilities and types of research. Participants were encouraged to use the tabled information to guide their own investigations into interventions for specific learning disabilities.

12:00 Noon – 12:50 PM TEACHER EDUCATION..... Tri-Lakes

Presider: Melanie L. Shores, University of Alabama - Birmingham

A Comparison of Alternative Certification Candidates and Experienced Teachers in the Choice and Application of Curriculum Philosophy

JoAnna Dickey, Delinda Lybrand, and Michael Martin, Eastern Kentucky University

Studies have found that alternative certification candidates choose or favor a curriculum philosophy only to feel that they must abandon that philosophy after entering into authentic school cultures. Experienced teachers also make philosophical choices. However, do they make the same types of choices as alternative certification candidates, and will they be more persistent when applying their philosophy to learning opportunities?

To answer these questions, this study collected curriculum philosophy data from activities completed by elementary alternative certification candidates and experienced elementary teachers. While fulfilling requirements in separate sections of an elementary school curriculum course, participants were asked to: (1) identify one of four curriculum philosophies that best represent their own philosophy, and (2) choose a learning opportunity that they would actually use in an elementary classroom and identify the philosophy that matched that learning opportunity.

Data from each group were collected, descriptively analyzed, and compared. A comparison of the types of philosophy model choices made by the alternative certification teachers as compared to the experience teachers demonstrated little similarities. A comparison of the types of philosophy model choices identified in the match to a learning opportunity also demonstrated little similarities between the two study groups. When observing if there was a change in philosophy model choice between the original choice and the learning opportunity match, a large majority of alternative certification participants made changes, while experienced teachers persisted and did not change from their original philosophy choice. The differences found between the alternative certification candidates and experienced teachers indicated that more studies are needed to find information about how curriculum philosophy choices are made and why they change. Such information can help develop alternative certification programs that prepare alternative certification candidates to enter authentic school cultures more effectively.

The Relationship Between Undergraduate Grade Point Average and Scores on the PRAXIS Series Exams for Students in an Alternate Route Teacher Education Program in the Mississippi Delta

Lindon J. Ratliff, Cheryl Cummins, and David Jay Hebert, Delta State University

The study examined the relationship between undergraduate grade point average (GPA) of Master of Arts in Teaching (MAT) applicants with their PRAXIS 1 scores in reading, writing, and

mathematics. The Mississippi Department of Education has created programs in which persons holding 4-year non-education degrees, who have not completed traditional teacher education programs, can, if they wish, become certified teachers. One of the most popular programs is the MAT program. In this program, qualified applicants who meet requirements, such as passing the Praxis I and Praxis II exams, may attempt to gain admission into a participating graduate school in order to receive a certificate. The candidate also begins the process of working on their graduate degree. The MAT program at Delta State University accepts applicants each spring. Because of the popularity of the program, a diverse population applies for acceptance.

Because each candidate has a differing undergraduate degree and experience, it was determined that there was a need to conduct a correlational analysis between GPA and the Praxis I scores. The researchers received permission from the university, as well as Institutional Review Board approval (protocol # 06-029). Each MAT applicant's information was stored in an Excel spreadsheet by the MAT coordinator. Upon IRB approval, the data were released to the researchers for analysis. Each data set was analyzed using the SPSS software package. Matrices displaying data obtained from the two data sets were developed and used to identify possible relationships.

The findings of this study have opened future research possibilities concerning alternate route teaching candidates' testing data, as well as success within the classroom. Specifically, the MAT coordinator is examining future research dealing with GPA and PRAXIS scores of non-traditional teachers with data sets obtained through principal evaluations received after their first year of teaching.

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

Antony D. Norman, Western Kentucky University

Without question, teacher preparation programs across the nation feel the 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 state required teacher preparation admission criteria) or to judge their ability to predict candidate success on teacher certification tests (such as Praxis II). In 2000, Western Kentucky University adopted the Teacher Work Sample as a culminating assessment for all 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.

This study reexamined these relationships based on data from 353 candidates enrolled in student teaching during the fall 2006 and spring 2007 semesters. Data collected from candidate records included ACT scores, Teacher Preparation Admission GPA, Overall and Major GPA prior to student teaching, Praxis II and Praxis Principles of Learning and Teaching scores, and Teacher Work Sample Analytic and Total scores. Furthermore, implementation of the Teacher Work Sample across all programs and work to establish scoring reliability allowed for greater confidence in the generalizablity and replicability of relationships.

Some results held to earlier findings, but others revealed variations based on now 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.

12:00– 12:50 PM **SCIENCE EDUCATION ..... Pageant**

Presider: Kaston D. Anderson, McNeese State University

Are Our Teachers Ready to Teach? A Case Study Approach to Student Teacher Confidence to Teach Science

Sumita Bhattacharyya, Nicholls State University

The purpose of this study was to examine the relationship between preservice elementary teachers' science teaching beliefs and their ability to effectively implement inquiry method in teaching science. Recent research has made it obvious that many teachers are actually not utilizing the inquiry method in teaching science because they lack the confidence to do so (The National Science Foundation,1996, National Research Council, 1996). The National Council for the Accreditation of Teacher Education requires a restructuring of the science teacher training curriculum so that science teachers would not only possess science content knowledge but also the ability to utilize the inquiry method in their teaching. Thus, teachers trained in content areas and in the pedagogy of inquiry would possess confidence in science teaching (Cannon and Scharmann, 1996).

Quantitative data were collected and analyzed by administering pre- and post-context Beliefs About Teaching Science along with Science Teaching Efficacy. The qualitative analysis included case studies about the seven subjects in the experimental group. It involved: (1) observation of classroom teaching, (2) assessment of lesson plans using the criterion established by Horizon Research, Inc. (1998), and (3) personal, open-ended interviews of the participants' beliefs about their teaching science.

Findings lent support to the idea that the inquiry method, as a mode of instruction, can be beneficial to build capability belief of preservice elementary teachers. As regards context belief, however, no significant impact was found. The analysis of qualitative data suggested that the perception of the inquiry method differs from person to person and that difference is associated with different self-confidence levels. The result is incorrect classroom practice. Second, the science teaching self-confidence also suffers from lack of science content knowledge. Finally, a highly overlooked factor is the level of support from the cooperating teachers and the teaching/learning environment in the schools.

Science Laboratory Safety Training for 7–12 Arkansas Teachers

Tillman Kennon and Ann Ross, Arkansas State University

The Arkansas Science Teachers Association (ASTA) and the Arkansas Math/Science Centers working with Jack Gerlovich and Dennis McElroy, nationally known science laboratory safety experts, have developed a science lab safety program specifically designed for Arkansas. This training program is providing safety training for a minimum of one 7-12 science teacher from every school district in Arkansas. Training began in the summer of 2006. A major component of this program is a safety CD. The Arkansas safety CD is a comprehensive safety tool designed to aid Arkansas science educators in locating and applying applicable federal and Arkansas laws, codes, and standards; performing and documenting safety audits; disposing of hazardous chemicals; and establishing and managing chemical storerooms.

In this presentation, the audience was given an opportunity to view the safety CD. The authors of this software prepared a pre-training science safety status survey and workshop evaluation forms to assess the status of safety in Arkansas schools and the effectiveness of training. Results of the pre-training and post-training surveys were announced at the 2007 NSTA National Conference and will be presented. In this presentation, the audience viewed the safety CD, as well as the results of the pre-training and post-training surveys.

Teaching-Specific and General Factors Influencing College Students' Perceptions of Science Teaching as a Career

Linda C. Kondrick and Wilson J. Gonzalez-Espada, Arkansas Tech University

Many factors make the recruitment of highly qualified prospective science teachers and the retention of trained teachers more difficult each year. Although several studies have examined the perceptions of teaching as a career among school and college students, few studies have focused upon attitudes of students at any level of education toward the prospect of teaching science in particular, and no study has explored the beliefs of first-year, undergraduate science majors about teaching as a career. The purpose of this study was to determine what factors freshmen physical science majors considered most important when choosing a career, what factors are perceived by students as most characteristic of

a teaching career, and whether a relationship existed between these factors. The authors were also interested in measuring whether a one-hour presentation on science education as a career alternative could change students' perceptions about the teaching profession.

It was concluded that the top five factors students consider as most important in career selection are: career enjoyment, job security, pleasant working environment, good starting salary, and high earning over time. In contrast, the top four factors students perceived to be characteristic of a teaching job are its ability to work with people, to contribute to society, to have long holiday and summer vacations, and job responsibility.

Statistical analysis revealed that there is an inverse relationship between the ranking for the categories "career importance" and "importance in teaching." In general, top rankings for "career importance" match low rankings for "importance in teaching" and vice versa. This relationship remains unchanged even after a one-hour presentation on science education as a career presented by an experienced physical science educator. Unless teaching can be promoted as an attractive career choice for physical science majors, the shortage of suitable qualified and experienced science teachers promises to worsen.

12:00– 12:50 PM NOVICE/EXPERT TEACHERS ..... Mt. Tower

Presider: Tamekia L. Brown, University of Arkansas - Little Rock

Coaching Talk: Providing The Communicative Context To Support Analysis

Anne C. Lindsay, University of Arkansas - Little Rock,
and Jody Edrington, North Little Rock (AR) School District

This presentation was based on a study of the classroom discourse of coaching. The study was done with PreK teachers, but as the conversation studied takes place between adults, the results should be generic to coaching at any level. The literature on coaching emphasizes the importance of the analysis of teaching and provides examples of some ways teacher-coach "conversation" can be structured to facilitate such analysis. However, the same literature also discusses other aspects of the coaching relationship and their importance to the success of the coaching process but provides only limited suggestions for how these conversations should be structured.

The purpose of this study was to identify explicit structures for coaching strategies that support analysis and to identify additional strategies that further support coaching conversations. The authors examined the conversations of a coach and the 10 PreK teachers with whom they worked over two semesters. Conversations were audiotaped and transcribed verbatim. The coach's talk was analyzed and coded using the constant comparative method.

The results provided a variety of explicit examples about how a coach could structure conversation to support the analysis of teaching. However, they also revealed a broad range of other strategies related to analysis as well as the identification of strategies that enact the other aspects of the coaching process mentioned in the literature but not explicitly described. The results also provided a range of explicit examples of how these strategies can be structured. The study revealed a much broader range of strategies used by a coach than generally indicated in the literature. It also provided explicit examples of how coaches can enact all of these strategies and discussed the reasons why these strategies may be effective.

A Participant Observer Investigation into the Development of Expertise in Teaching

Jeffery Knighton, Gordon College

While one can identify a number of traits of expert teachers, little is known about their development. Researchers have proposed stages of development of expertise, but these stages do not provide information regarding how teachers progress from one stage to another. In addition, little or no research has been conducted to determine how communities of practice assist teachers in the development of expertise.

In order to document the developmental path of expertise in teaching, the researcher spent

12 years teaching a standardized health curriculum, 10 of which were spent within a community of practice of expert trainers of the curriculum. The researcher progressed from novice teacher to expert teacher. Using qualitative research methods, particularly case study and grounded theory, experiences of the researcher and other teachers within the community were documented using the constant comparative method. It was determined that the path toward expertise in teaching is not a direct, upward path.

Rather, teachers experienced a decline in ability once they reached the competency stage and entered into the community of practice of expert trainers. The mentors in this community assisted the new trainers in reversing the decline in ability and progressing toward expertise by providing the new trainers with safe opportunities to practice and take risks, feedback on their performance, and familial caring. In order to reverse the decline in ability, the new trainers had to surrender to the fact that they were not perfect and could learn from their mentors, and they had to accept that they did not have to be perfect. Once an expert teaching level had been reached, “flow” and a solidified trainer identity motivated the expert trainers to continue developing their skills.

The Impact of Teaching Experience and Building Level on Professional Commitment and Professional Relations and Interactions

Luria S. Stubblefield, Southern University and A&M College; and John Rugutt and Caroline C. Chemosit, Illinois State University

New teachers want to be part of a larger professional learning community – one that supports their development as accomplished educators. Key to new teacher retention is an environment of professional commitment and professional relations and interactions where novice and experienced educators work together on problems of teaching and learning.

The measure used in the study was a revision (Olivier, et al., 1998) of the original School Culture Elements Questionnaire (SCEQ) developed by Cavanagh (1997) for use in Australian schools. The original SCEQ consists of two sections: actual and preferred. The actual survey addresses “how I and my school actually are” and requires participants to respond to statements according to how they see factors, events, and conditions actually occurring in their schools. The preferred survey measures teachers’ perceptions of how they would prefer things to be in a school in which they “wish” to work, thus detailing their preferences for characteristics of an ideal school.

Using survey data from a sample of 1,500 K-12 teachers from a midwestern state, this study examined relationships between teachers’ years of experience and building level on the combined effect of professional commitment and professional relations and interactions while controlling for collegial teaching and learning. The MANOVA results indicated no significant interaction between teacher teaching experience and school building level (Wilks’ Л =.998, F (8, 2668) = .279, p = .973). The main effects of teacher teaching experience (Wilks’ Л =.988, F (4, 2668) = 3.905, p<.004, multivariate η2 = .01) indicated significant effect on the combined dependent variable. Further, building level (Wilks’ Л. = .992, F (4, 2668) = 2.595, p = .035) indicated significant effect on the combined dependent variable. The covariate significantly influenced the combined dependent variable, Wilks’ Л = .510, F (2, 1334) = 640.067, p <.00l, multivariate η2 = .490.

12:00– 12:50 PM **BUILDING TEACHER CAPACITY: MATHEMATICS PROFESSIONAL DEVELOPMENT IN A RURAL SCHOOL DISTRICT (Symposium)..... Desoto II**

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

Celia Rousseau Anderson, University of Memphis, and Talana Vogel, Christian Brothers University

The papers included in this symposium reported on three aspects of the Delta Mathematics Project. The project was a result of a consortium among three universities and served a nearby school district in the Mississippi delta. The papers in this symposium described the efforts and perceptions of the team from the University of Memphis to improve mathematics education in the Tate County school district (a pseudonym). These efforts included a professional development program for junior and senior high

school teachers that involved three weeks in the summer of 2005 and monthly meetings during the 2005-06 school-year. In addition, the teachers received monthly follow-up observations and instructional support in their classrooms.

The papers examined this project from three different perspectives and with different foci on mathematics professional development, inclusion and a comparison and contrasting of policies between urban and rural schools. The first paper in the symposium described the professional development program of the Delta Mathematics Project, that was specifically tailored to the needs of the target population. In particular, the designers used data from state assessments to determine topics and approaches for the professional development sessions. The teachers also were consulted for input on topics and strategies that they believed would be most beneficial. In addition to the focus on rural mathematics education, participants identified concerns about "inclusion." The first year of the project was also the first year of the district's implementation of inclusion in mathematics. As a result, students with identified learning or emotional disabilities who had previously been "pulled out" to the resource room from the mathematics classroom for special education classes are now included in the regular mathematics classes. In an effort to ensure that these students' needs are being met, special education teachers are assigned to work with a teacher in the regular classroom. Inclusion has demanded that the classroom teachers adapt their instructional methods to meet the needs of a wide range of students and required the special education teachers to collaborate more closely with the classroom teacher and engage additional types of expertise in the content area (Salyer, Curran, & Thyfault, 2002). One of the goals of the Delta Math Project has been to help bridge this gap by including both special education and mathematics teachers in the professional development program.

In the final paper, the authors considered these issues of definition of rural education versus urban education and reflect on their experiences as "urban" faculty working in a rural setting. They examined their own preconceptions in undertaking the project and changes in their attitudes and beliefs as a result of working with the Tate County schools. They noted the similarities and differences between Tate County and the large, urban district with which they typically work. The authors concluded the paper with possible implications of their experiences for other efforts to improve mathematics education for African American students.

1:00 – 1:50 PM **INTERNATIONAL EDUCATION.....Boardroom**

Presider: **Gordon R. Sutherlin,** Abilene Christian University

Teacher Stress in Chinese Middle Schools

Lingqi Meng, Louisiana State University - Baton Rouge, and Shujie Liu, University of Southern Mississippi

Since Kyriacou and Sutcliffe first proposed the term "teacher stress" in 1977, studies about teacher stress have become voluminous (Cole & Walker, 1989; Cox & Brockley, 1984; Dunham & Varma, 1998; Kyriacou & Chien). However, most of the existing research has been the product of western countries; very few studies have been conducted in the People's Republic of China (hereafter called China), one of the major developing countries.

This study investigated the general level of teacher stress, the sources of teacher stress, and the copying methods used by teachers, their schools, and the government to reduce teacher stress in China. A stratified random sampling was used to select 200 middle school teachers, including 100 urban and 100 rural teachers, in Changchun, the capital of Jilin Province, China. These selected teachers were asked to answer a 55-item, four-dimension (the general level of teacher stress, the sources of teacher stress, the copying methods used by teachers, and school/government intervention strategies) teacher stress questionnaire. Before analyzing the data collected from the questionnaire, the score reliability/validity (e.g., internal consistency, construct-related validity) was assessed.

The multivariate analysis of variance (MANOVA) technique was used in this study to examine the differences between rural and urban teachers, between female and male teachers, and the possible interaction between urbanicity and gender, on the four dimensions of teacher stress. The significance of this project lies in its adding new information to the study of teacher stress. It is believed that the addition of Chinese sample to teacher stress database will do much to internationalize the field.

An Environmental Education Program in Western Kenya

Linda H. Thornton, Harding University

The purpose of this study was to describe the development of an environmental education program for P-16 students and teachers in western Kenya. In this part of Africa, environmental education is an important factor in reducing the severe poverty caused by environmental mismanagement. Many of the students are orphans because of the high incidence of AIDS in this part of central Africa. The program, located in Mibta, near Lake Victoria, is a dynamic program developed by Donald Richards, director of Environment and Resource Stewardship School. Since 1995 the program has been a 1- 4-day camp-based experience in which students from many area schools came for instruction to a camp at Kiboko Base for water studies, soil studies, bird studies, observation and critical thinking activities, and instruction in ecology and conservation. Instructional methods included scavenger hunts, team games for solving such problems as erosion and pollution, and stations along an ecology trail. The curriculum was an experiential process model based on the work of Dewey (1916), Piaget (1948), and Kohlberg (1969).

Assessment activities included student-created skits and "art in the field" activities. Ongoing data collection methods were primarily qualitative, including interviews and analysis of documents and visual media. The data revealed some success and some challenges. The developer has plans to expand the program to include an element called Environmental Education Across the Curriculum, a year-long, integrated, hands-on program for 12-year-old students based on the academic standards for all subjects students normally study, developed by Richards in the Zululand game preserves of South Africa (Richards, 1985), and also to upgrade the physical facilities to create opportunities for Asian, European and American universities to bring students to study Kenyan ecology and make the program self-supporting. This program may serve as a model for environmental education programs in other developing countries.

The Portrayal of the Middle East in School Textbooks From 1898 to the 1990's

Hani Morgan, University of Southern Mississippi

The portrayal of the Middle East in school textbooks was reported to be inaccurate and negative in the mid-1990's by the few researchers who investigated this topic. Several major studies showed that school textbooks written between 1970 and 1994 contributed to existing stereotypes that Americans have towards people from this region. But how were Middle Eastern people portrayed in school textbooks before this time?

This paper evaluated school textbooks that date back to 1898 and compared them to those written in later years. This qualitative study surveyed four time-periods: 1898-1920, 1920-1940, 1945-1965, and 1970-1994. It follows a research methodology similar to previous studies of this nature which consists of a textual analysis of school textbooks. There has been much more attention to the Middle East as a result of the events of 9/11/2001 and the current war in Iraq. The need for accurate knowledge about this area is more important than ever. Analyzing errors that were made in previous years will help educators to recognize negative stereotypes in the future and to assist them in avoiding selecting books with similar errors. Previous studies that investigated textbooks written between 1970 and 1994 focused on the culture, religion, politics, and photographic representation of the Middle East.

This study also used this thematic organization and evaluated the way these topics were discussed in textbooks written between 1898 and 1965. A discussion of the findings of the studies done between 1970 and 1994 by other researchers was also presented. The findings of this study discussed that, although there were vast improvements in the portrayal of the Middle East in the later periods, inaccuracies that misrepresent the culture, religion, and politics of the region were still made. In general, the earlier textbooks had many more inaccurate passages than those written in later years.

1:00 – 1:50 PM **MATHEMATICS EDUCATION ..... Tri-Lakes**

Presider: Debra S. Gentry, University of Southern Mississippi

A Component Analysis of Math to Mastery

Jennifer M. Edwards, Anthony Doggett, Adrian Griffin, Angela Wicker,
Carlen Henington, and Curtis Wicker, Mississippi State University

Math to Mastery is an intervention package that was developed for the school environment to increase mathematic computational skills in a brief intervention. The components of Math to Mastery include the empirically supported strategies of repeated practice with immediate corrective feedback, previewing combined with modeling, and contingent reinforcement. Previous research indicated that these strategies have been beneficial in increasing both reading and mathematic skill deficits. This study included a multielement component analysis of Math to Mastery and a comparison of possible effects on different skill domains. A brief experimental analysis of the intervention components was also performed.

Six elementary students (two females, four males) who were at least one grade below grade-level expectations in mathematics participated in this study. All participants were African American. Each intervention session consisted of three counterbalanced, individually administered components: previewing, repeated practice, and a contingent reinforcement. Two identified skill deficits were alternated between sessions for each participant. An Alternating Treatment Design (ATD) was used to compare the effectiveness of the intervention package on specific skill domains.

Preliminary results indicated the participants significantly increased digits correct per minute in each skill domain measured, and there is no significant difference between individual improvement on any specific domain. Preliminary, brief experimental analysis results indicated contingent reinforcement yields the biggest gains in digits correct per minute for all participants. The comparison components of the intervention package, as well as the comparison of the effects of the intervention on specific skill domains, were presented graphically, and implications for Tier II and Tier III interventions to be used in the school environment were discussed based on the component analysis and comparison.

The Effects of Teacher Mediation on Kindergarten Students' Computer-Assisted Mathematics Learning

Lisa H. Burkette, Milligan College

The purpose of this study was to examine the effects of teacher mediation on the mathematics learning of kindergarten students in a computer-assisted learning environment. Nir-Gal and Klein (2004) found that stronger interpersonal ties between students and teachers were necessary for computer technology to be an effective educational tool. They examined the learning outcomes of kindergarten children using computer software and found empirical evidence that teacher involvement improved computer-assisted learning outcomes.

The theory of mediated learning was used as a basis for describing and planning the requisite teacher/student interaction. Mediated learning experiences were first described and enumerated by Feuerstein (1986). Mediated learning occurred with children when the learning environment was altered by the intervention of an adult (teacher). The modifications were made to adapt the environment to the learner’s needs, interests, and abilities, and were a direct result of the adult mediation.

A sample of 26 students was randomly selected and assigned into experimental and control groups. The experimental group was mediated by a teacher during the computer-assisted learning activity. The control group received no teacher mediation. Data were collected for both groups for activity enjoyment and mathematics learning experience at the end of six weeks. Data were analyzed using independent t-tests at a .05 level of significance.

The results indicated a significant difference between experimental and control groups on levels of activity enjoyment. The experimental group showed higher levels of enjoyment compared to the control group. No significant difference was found in mathematics learning between the experimental and control group. The results on mathematics learning were not congruent with literature review. Further research was recommended.

Examination of PASS Cognitive Processes Relating to Academic Intervention

Daniel J. Krenzer, Mississippi State University

This study investigated the PASS theory of cognitive processes in relation to academic performance on tasks involving mathematics. The instrument used was the Cognitive Assessment System (CAS). The purpose on this study was to identify which math intervention worked best for a specific cognitive profile.

Participants of this study took part in a five-week summer academic clinic and received daily academic intervention services. The participant group consisted of elementary school-aged children that were Caucasian and African American. Throughout the duration of the clinic, the CAS was administered to the participants. The test protocols were scored after all intervention data were collected to avoid observer bias. Math interventions that the participants received included previewing, contingent reinforcement, and repeated practice paired with immediate corrective feedback. Curriculum-based assessment was used to determine the current grade level of math skill. After reaching a grade and skill level, baseline sessions were conducted prior to intervention. Math interventions were counterbalanced and implemented on a daily basis.

Data analysis included digits correct per minute for the baseline and intervention phases. The second analysis included calculating a percentage change in digits correct per minute. Additional analysis was conducted to examine which participants displayed differential improvement based on their cognitive profile. Cognitive profiles were divided into low and high scores for each of the PASS processes. Contrasts were analyzed to determine individual processes with low or high scores and which intervention was most effective. Tables were developed to display the results of the CAS and academic interventions. Results, limitations, future research, and practitioner use were discussed.

1:00 – 1:50 PM **EVALUATION AND TEACHER EDUCATION ..... Pageant**

Presider: **Margaret Mary Sulentic-Dowell,** Louisiana State University – Baton Rouge

Evaluation of Summit III: Charting a COE's Future

John R. Petry, University of Memphis

The COE's purpose for Summit III was to decide about which Big Ideas would be implemented in 2007-2008. Of the 177 registrants attending, 125 (or 71.2%) submitted a copy of the evaluation form. Participants were either faculty members, staff members, and students in the COE or stakeholders. Each item asking for an opinion (items 1-7) ranging from Strongly Disagree to Strongly Agree was answered except in a few instances (nine). Comments were sought for items 1-6 and for item 8 (suggestions for future Summit meetings) and item 9 (additional comments).

Respondents rated item 1, registration, highest with a mean of 4.62. Item 5d, dealing with the process enabling the discussion and sharing of diverse viewpoints, followed with a mean of 4.41. Item 6, "The process used to select the Big Ideas was effective," was ranked lowest with a mean of 4.01. One of five persons chose from among "Undecided," "Disagree," or "Strongly Disagree" to express an opinion about the voting process. Concerning the Shared Conversation: World Café experience, respondents were in close agreement about items related to it. They ranked 5d first, followed by "My voice was heard" (4.40), and items about the rounds process (item 5c, 4.34) and time allocated for discussion of Big Ideas (item 5b, 4.34). More than 80% of the responses for each item were in the Agree and Strongly Agree categories, ranging from a high of 95.9% for item 1, registration, to a low of 81.2% for item 7, the process for voting for the Big Ideas. The average for each item was 90.7%; the average for each category, 45.6%.

The level of agreement was indicative of the mood and morale of the group. It was overwhelmingly genial, cooperative, and participatory. The lack of negativism allowed for the promotion of good will, understanding, and collegiality.

Closing the Loop in Program Improvement: Using Advisory Groups to Strengthen Teacher Education Programs

Cynthia Harper, Jacksonville State University

Colleges of education have been under fire in recent years concerning candidates' degree of preparedness as they complete teacher education programs. Finding a path to ensure better teacher

quality has become an essential element as colleges of education strive to maintain their credibility. Education units that have achieved national accreditation often seek advisory group input through various professional involvements. Advisory groups are charged to review candidate and program data as these colleges seek input from outside the realms of the educational system to assist in determining program quality. In addition to faculty from education and arts and sciences, advisory group membership might include individuals from different professions including P/12 teachers, principals, superintendents, graduate and undergraduate students, and members from business and the community at large. Advisory groups that bring together faculty from colleges of arts and sciences and colleges of education can provide a forum through which the experts with content and pedagogy knowledge can communicate. Through this open communication faculty are encouraged to view how the other side operates and make suggestions toward program improvement. Both colleges work collaboratively to provide programming for candidates enrolled in teacher education programs.

This session demonstrated how collaborative efforts among professionals to strengthen and improve teacher education programs can impact teacher quality. Participants learned how to use candidate and program data gathered from varied sources to improve and/or change educational programs for teachers. Unit developed booklets used in advisory group meetings was made available for review. Specific data used to promote program change were provided.

Playing it Forward: The NCATE Visit from a Variety of Perspectives

Melissa E. Zacame and Eric Luce, University of Arkansas - Fort Smith,
and Margaret Mary Sulentic Dowell, Louisiana State University - Baton Rouge

The educational world is in the midst of profound shifts in theory, practice, and evaluation. Some might even call it a revolution! The changing requirements and demands of teaching impact how colleges of education and colleges holding secondary education programs structure programming and provide field-based experiences in order to prepare preservice teachers for the difficult job of teaching.

NCATE orchestrates the platform that guides the curricular and assessment processes affecting teacher education programs. For many institutions, the efficacy of their programming in teacher preparation can truly be judged by their success with the NCATE accreditation process. New guidelines for accreditation have recently been instituted for all Specialized Professional Associations (SPA), including all programs from early childhood education to special education to English education; in short, passing the SPA's is one major step in retaining accreditation.

New requirements can often be viewed two ways: (1) roadblocks to maintaining traditional approaches, or (2) ways of preparing teachers with genuine opportunities to improve the strength of programming by creating more authentic field components that better prepare teachers for increasingly complex demands. Every faculty member involved in teacher education should participate in the process by knowing what the actual accreditation requirements entail by conspicuously structuring courses and experiences to best prepare teachers, as well as by understanding the intricate elements of an NCATE institutional review. The stakes are high, but passing an NCATE review most assuredly results in a quality program that serves students as a means of coming to the educational arena informed and equipped.

1:00 – 1:50 PM ADMINSTRATION AND TEACHING ..... Mt. Tower

Presider: John J. Marshak, Virginia Commonwealth University

Mirror, Mirror: A Phenomenological Study of the Role of Reflection in the Teaching in Elementary School

Amy F. Morgan, Jerry Aldridge, and Nataliya Ivankova, University of Alabama - Birmingham

In this era of increasing accountability in education, teachers are being asked to move away from the role of intuitive guide to being a more deliberate, reflective practitioner. The need exists to understand the experience of reflection and its meaning from the perspective of practicing teachers. Existing studies describe an effective teacher as one who reflects upon her/his teaching. However, they do not illuminate the perspective of teachers to assist other teachers in knowing how to reflect effectively.

Guided by works of Dewey (1909/1933) and Schon (1983, 1987), this phenomenological study explored the reflective experiences of practicing teachers in order to understand, from the perspective of teachers, the meaning of reflection in teaching. The central research question was: What is the meaning of reflection in teaching? The purposeful sample included 11 female teachers and 1 male teacher, currently teaching in grades K through 5, with 3 to 29 years of teaching experience.

The data were collected through focus group interviews and subsequent follow-up individual interviews with each participant. The data analysis followed the procedures outlined by Moustakas (1994). After transcribing interviews verbatim, invariant horizons, or statements significant to the central phenomenon and reinforced by more than one participant, were pulled from the transcripts. The statements were organized into seven themes pertaining to reflection: (1) ongoing learning process, (2) way to solve problems, (3) way to deal with change, (4) sharing with others, (5) evolving with experience (6) being formal and informal, and (7) taking place in a nurturing environment. These findings can help school administrators hear the voices of practicing teachers so that they can better establish, monitor, and evaluate effective reflective practices. As teachers begin to understand the meaning of reflection for themselves and other teachers, they become empowered to use time in the classroom more efficiently.

My Soul Looked Back and Wondered: The Supervisory Styles of Two African American Principals of Segregated Schools in Georgia

Charlotte K. Eady and Isreal Eady, Jr., Jacksonville State University

The supervisory styles and dispositions of two African American principals of segregated African American schools in Georgia were examined in this study. Segregated southern schools provided the contextual framework for the study. A qualitative case study was conducted to gain an understanding of the supervisory styles and dispositions of the two principals. During a twelve-month period, three interviews were conducted with two (retired) principals who served during the era of segregation. The two principals lived and worked in small communities in middle and South Georgia. Within-case and cross-case analysis was conducted.

The methodological framework is defined in the existence of an African American epistemology or the knowledge and cultural artifacts produced by African Americans based on African American cultural, social, economic, historical, and political experience. The participants in the study were purposefully selected. Many of the African American principals of the era of segregation are deceased. The two principals interviewed for this study were physically frail, but mentally lucid and strong. A semi-structured interview protocol was used.

Even though the primary goal of this study was to understand the dispositions and supervisory styles of the two principals, the implications from the data may serve to inform the practices of prospective principals, current principals, and those who teach educational leadership. Additionally, data derived from the interviews have historical significance and interest.

Toward a Pedagogy of Opportunity and Inclusion: A Case Study

Franco Zengaro, Middle Tennessee State University,
and Sally Zengaro, University of Alabama - Tuscaloosa

This research examined the physical education and sports experiences of one student athlete with a physical disability. The purpose of this research was to present the perspective of a female wheelchair basketball student athlete on the challenges, motivations, and outcomes in pursuing participation in sports and activities organized around human interaction. This research was framed under a critical reflective approach. Two research questions guided this research: (1) What were the physical education learning experiences of this student? and (2) Did these experiences shape in her view of education? The participant was a young female wheelchair college student attending a major university in the south.

The researchers used standard non-participant observation methods. Data collection included multiple semistructured interviews and field notes collected during the course of one semester. Data were analyzed using constant comparison. Categories were combined into themes, and material

was coded as themes emerged from the data analysis. Through the use of interviews and field observations, a case study was developed.

Two main points emerged from the research. First, the participant was not allowed to participate in physical education in middle school. Second, the participant came to appreciate physical activity in her life for the cardiovascular and psychological benefits it gave her. Being involved in adaptive sports, she has gained a higher sense of independence and self-efficacy. She said, "[Participating in sports] proves to yourself that you can do anything." Her construction of reality has also taken on a critical perspective in calling for more integration and inclusion. She realized that her experiences in school were a reflection of society's views that people with disabilities are limited in what they can do. She stated, "I want other children with disabilities to have those opportunities because I didn't have them growing up."

1:00 – 1:50 PM **RESEARCH COLLABORATIONS: INSTITUTIONAL RESEARCH AND ACADEMICIANS GET ON THE SAME PAGE (Symposium)..... Desoto II**

Organizer: Beverly Moon, Delta State University

Marcie Moore and Tracy Mims, Delta State University

This symposium presented three papers on a collaboration effort at Delta State University that brought assessment analysis and academic research together in an effort to determine what factors influence students in a particular population to "stop out" of college.

The first paper: "Recognizing the Need for Collaboration: The Mandate for an Institutionalized Assessment Plan." In an overview of the particular project, the presenter discussed the need for institutionalized assessment plans and for seamless integration of institutional research functions into the larger academic functions of an institution. The further application of the methods used, the instrument developed, and the implications of the results were suggested.

The second paper: "What Factors Influence the Academic Persistence of Males at Delta State University?" A striking reality on the nation's campuses of higher education has been both the increase of the American college student population and an increasing inability to persist to graduation. The purpose of this study was to explore the affect of institutional and personal factors on the persistence of males who identified as white or black at Delta State University. Specifically, this study was to determine if a difference exists between ethnicity, personal factors and institutional factors regarding white and black males at Delta State University. Participants completed the Academic Persistence Survey.

The third paper: "Developing the Definitive Survey: How Institution and Research Come Together." This paper presented the methods and process used to conduct a random sample of Delta State University's student population for the study of academic persistence. More specifically, the process illustrated how the Institutional Research and Planning office assisted in the study of academic persistence and possible solutions to help identify how students can decrease some of the factors that may prevent them from completing their degree requirements.

The assessment analyst refined the initial draft survey: questions were combined in order to determine what factors inhibit students from completing college; contingency questions were asked throughout the survey to ensure accuracy. The sample was gathered by targeting those courses within specific areas of study determined by the primary researcher. This study could be expanded to include graduate students to measure what factors contributed to their staying in school and obtaining a graduate degree.

Audience participation was in the form of questions and answers at end of session, with the audience encouraged to pose questions relating to their home institutions and to share their successful collaborations.

2:00 – 2:50 PM **PROMOTING FACULTY CONTRACT AND GRANT PRODUCTIVITY (Symposium).....Boardroom**

Organizer: James E. McLean, University of Alabama - Tuscaloosa

Jamie F. Satcher, Rochelle Dail, David Hardy, and Lisa Scherff, University of Alabama,
and James E. McLean, University of Alabama - Tuscaloosa

Faculty members have many demands competing for their time. In most universities, these include various tasks that accompany their missions of teaching, research, and service. However, university budgets often fund only the teaching component. Thus, it becomes important for faculty to find other ways of supporting their research and service activities and even enhancing their teaching. The purpose of this symposium was to describe a program at one institution designed to prepare faculty for this aspect of their positions and to report results from this program. The program was described from both an administrative perspective and from the perspective of three different program participants who are in two different departments. The results of the program were also described.

The first paper, titled “Vision and Rationale for the Faculty Grant Development Program,” described the program and the rationale for its development. It also included information about practical matters such as its goals, cost, and its potential cost benefit. The paper discussed funding costs for starting and continuing such a program.

The second paper, titled “Doing Grant Writing the Right Way—Funded or Not,” was presented by a fifth-year faculty member in curriculum and instruction who participated in the program. This paper focused on how the program has provided her with the skills to write and submit her “first” federal grant. Additionally, the paper described how this process assisted those new to one university, but not new to the profession.

The third paper, titled “Grant Mentoring: Gateway to a Million Dollar Grant,” was presented by a faculty member in higher education administration who leveraged what he learned in the program in concert with his background and knowledge into a one million dollar grant. The paper described the author’s experience as a participant in the program and how he was able to take this new knowledge to a new level in an environment of decreasing resources.

The fourth paper, titled “From Idea to Project: The Role of Mentoring,” described the opportunities that participation in this program afforded one recently appointed assistant professor. This candid discussion included advantages and disadvantages linked to her involvement in this program and how it both supported her departmental work and sometimes strained relationships with colleagues.

A final paper, titled “Short and Middle Term Results of the Faculty Grant Development Program,” presented evidence about the success of the program including a summary of reactions from all the participants. Members of the first two cohorts (20 participants) submitted 17 grant proposals. Seven of these were funded for over 1.1 million dollars with three pending for over 3.5 million dollars. Only seven have not been rejected, and most of these will be revised and resubmitted.

2:00 – 2:50 PM **TECHNOLOGY ..... Tri-Lakes**

Presider: Rebecca R. Robichaux, Mississippi State University

Factors Influencing K-12 Technology Integration and Their Relationship to the RIPPELS Model of Technology Implementation

David C. Ensminger, Loyola University - Chicago

This paper provided a review of the literature related to technology integration within K-12 settings. Emphasis was placed on the literature within the last 10 years. Variables related to technology integration were identified and classified into factors. Additionally, this paper explored the relationship between the K-12 technology integration factors and the RIPPLES model. The RIPPELS model identifies seven areas that influence the successful implementation of the technology. Although the model was originally designed to explain technology implementation in higher education settings, this paper explored the feasibility of using the RIPPELS models as a foundation for technology integration at the K-12 level.

Parent Perceptions of Their Child's Computer Use at Home as a Result of Technology Use in the School

Carol S. Uline, Charles E. Notar, and Jordan Barkley, Jacksonville State University

The primary goal of the Education Technology Grant was to train preservice teachers to use technology in their K-6 classrooms. In a state-of-the-art technology lab, preservice teachers were instructed how to: (1) create learning environments using advanced technology to teach content standards, (2) design technology-connected lessons to enhance learning, (3) implement technology for use with children of diverse learning needs, and (4) create educational websites accessible to students and parents. Assessment data gathered to determine the degree to which the above objectives were met and included data collection from preservice teachers, university supervisors, cooperating teachers, outside evaluators, K-6 students, and students' parents. A parent survey was the means for obtaining information about the K-6 students' use of computers in their homes. Parents of children taught by the student teachers responded to 10 questions focused on interest, access, and increased use of technology during the three-year grant period.

Results of the parent survey were analyzed. During the grant period, 2004-2006, K-6 students, who were taught by the preservice teachers engaged in grant activities, enhanced their interest and use of technology. According to parental survey responses, both English-speaking and Spanish-speaking K-6 students increased their interest and access to computer use. Parents spent more time on the computer with their children, to include viewing the student teachers' websites. Children spent more time on the computer with siblings and friends. Some parents purchased or updated computer equipment, and some added internet access. Findings of this project indicated that by enhancing the skills of preservice teachers to use advanced technology in the classroom, the children taught by these student teachers increased their interest in using technology.

Rethinking Paivio: Using Digital Audio to Enhance Student Writing

Andy K. Stanfield and V. Dempsey, University of South Alabama

Three pilot studies were conducted in the 2006-7 academic year using several sections of British literature. The focus of the study was to establish a process where students could use digital audio recording to create content for podcasts rather than relying on using podcasts for reception learning. Students, using outlines, created digital audio files as first drafts of papers. Collaborative peer groups then listened to the files, giving written feedback. After this, focus groups were recorded, using the Critical Incident method. These questions were organized into four categories: editing, recording, process, and feedback. It was found that the method of gaining feedback should be expanded, in order to give the listeners several chances to take in the content of the podcasts. Participants agreed that time is a factor, which should be taken into consideration if conducting peer-review workshops. Because participants felt that listening to podcasts gives different perspectives on grammar than traditional methods, it might be helpful to mix traditional and audio drafts. Writers might find it beneficial to use audio drafting beginning the writing process to brainstorm or generate content. Many participants related that they felt unencumbered by worries of grammar or traditional rules. This method could possibly be used by beginning writers to create content without worrying about traditional rules of grammar and composition.

Data analysis revealed that language was being processed differently between written and spoken words, despite the teachings of Dual Code theory. Educational sensory input appears to be mostly limited to visual: images and written words, auditory, artificial and natural sounds and spoken language, and kinesthetic/tactile. This input model contradicts Paivio, who stated there are only verbal and visual channels. Dual Code theory does not account for the different ways language may be processed.

2:00 – 2:50 PM READING, ACHIEVEMENT, AND AT-RISK STUDENTS ..... Pageant

Presider: Ronald L. Skidmore, Morehead State University

Using Written Retellings of Narratives as a Method of Assessing Struggling Readers Reading and Writing Development

Rita C. Boydston, Jacksonville State University

The purpose of this study was to share the use of written retellings as an assessment tool to gain insight into troubled readers' literacy development and to increase teacher's awareness that struggling readers are more competent readers and writers than shown by traditional assessment methods. This study investigated the value of using written retellings to evaluate Title I children's ability to write a coherent story and orally read their version of the story.

This was a qualitative study in which a second-grade classroom teacher worked with six struggling readers during the Title I reading block. This study was conducted over an eight-week period. After analyzing the children's written retelling by examining each child's sentence structure, grammar, and spelling, it was determined that all of these children were more competent readers and writers than was evidenced by traditional assessments. The children's oral reading of their own retellings was evaluated by using miscue analysis.

This evaluation revealed that each child was reading for meaning, self-correcting their own mistakes, and making legitimate miscues when reading their own written retellings. It was apparent that their literacy development had been underestimated by traditional measures of their reading and writing ability. The results were discussed in terms of changes that could be initiated by classroom teachers to enhance the accuracy of struggling readers' literacy assessment and implications for improving the children's self-esteem.

Impact of the Use of Informational Text for Remediation of Reading Difficulties

Corlis L. Snow, Delta State University

This study examined the impact of the use of informational text to remediate reading difficulties in the areas of letter-word identification, passage comprehension, word attack, and vocabulary. Fifteen 1st through 10th-grade students from the Delta area schools participated in the sessions; however, 12 (seven males, five females, six African Americans, six Caucasians) received the full 14 weeks of remedial instruction. Parents cited transportation difficulties as the reason for attrition among the sample size. Each student was assigned to a graduate or undergraduate student majoring in elementary or special education and received 60 minutes of instruction per session for 14 weeks.

Eleven students were instructed three days per week, while one student received instruction two days per week. Each session followed a predictable format that included a review of previously-taught skills, word-study instruction, guided reading instruction using informational text, fluency practice, and writing pre- and post-assessments utilizing the following subtests of the Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB) were used to evaluate reading achievement among the 12 students who received the full 14 weeks of remedial instruction: Letter-Word Identification, Passage Comprehension, Word Attack, and Reading Vocabulary.

The findings indicated that the students made the following average gains in school months: 4.75 months in letter-word identification, 5.6 months in passage comprehension, 7.7 months in word attack, and 8.2 months in reading vocabulary. Statistical analysis utilizing SPSS indicated that mean differences in three of the four subtests were statistically significant : Letter-word Identification (M = .516), Passage Comprehension (M= .625), and Reading Vocabulary (M = .900). The findings suggested implications for the use of informational text during remedial instruction.

Fourth-Grade Reading Achievement in Kentucky: An In-Depth Look at 2005 NAEP Data

Beverly M. Klecker, Morehead State University

The purpose of this paper was to take an in-depth look at Kentucky's fourth-grade reading scores using the recently-released 2005 National Assessment of Educational Progress (NAEP) data. The Kentucky Board of Education included increasing NAEP scores in their strategic plan (KBE, 2006). A look at the overall 2005 Kentucky data found that the fourth-grade reading scores had not increased since the 2003 test. Statistically significant ($p.<01$) gaps by all NCLB demographic groups were unchanged from 2003. This in-depth look was taken to examine relationships to plan further research and strategies to increase reading achievement in the state.

Darling-Hammond (2000), Darling-Hammond and Youngs (2002), and Wayne and Youngs (2003) found strong links between the NCLB-defined teacher quality variables and student achievement.

Additional researchers found that the quality of the teacher was the most important schooling factor predicting student outcomes (Ferguson 1998; Goldhaber 2002;Goldhaber et al. 1999; Hanushek et al. 1999; Wright et al. 1997). Since 1969, NAEP has been the only nationally representative and continuing assessment of what America's students know in various subject areas. In addition to student scores, the fourth-grade 2005 NAEP data included school, student, teacher, and community variables. The 2005 dataset included teaching-reading strategies, many identified by Snow (2002).

Differences in Kentucky's fourth-grade reading scores were examined by demographics, teacher quality, and teaching strategy using one-way ANOVAs and multiple regression analyses. The unique sampling properties and matrixed nature of the NAEP data were accounted for in the analyses (NAEP, 2005). Results with effect sizes were reported. No statistically significant differences were found in Kentucky's fourth-grade reading scores by NCLB-defined teacher quality variables: (1) undergrad major/minor in elementary education, (2) graduate major/minor in reading and education, (3) highest academic degree, (4) type of teaching certificate, and (5) years of teaching experience. Discussion included implications for teacher education in Kentucky.

2:00 – 2:50 PM **RESEARCH IN PROGRESS (RIP)..... Mt. Tower**

Presiders: Sherry L. Shaw, University of North Florida, and Michelle Georgette and Haj-Boussard, McNeese State University

Personal Characteristics of Sign Language Interpreters: Perspectives of Graduates from Interpreter Education Program

Hemali McJunkins, University of Arkansas – Little Rock

Interpreter education research has shown that students face a challenge when transitioning from language courses within their program of study to interpreting courses. This study built upon two foundational studies that were conducted on student perceptions of critical personal characteristics (i.e. confidence, resilience, self-motivation, patience, persistence, goal-orientation, assertiveness, flexibility, curiosity, ambition) that were relevant to their success in interpreting programs (Shaw & Hughes, 2006; Shaw, Grbic, & Franklin, 2004). Thus far, no research has attempted to determine if these characteristics are still imperative to the working conditions of interpreters who graduated from these programs within the last five years.

This study focused on graduates and evaluated how their perceptions of critical characteristics may have changed as they worked as professional interpreters. Data about their perceptions of critical personal characteristics were collected from the interpreters (graduates of Interpretation programs within the last five years) through the means of a self-report questionnaire. Analysis of these data informed Interpreter Education programs about critical factors for graduates entering the workforce.

Curriculum Integration of Anger Management Strategies in Alternative High Schools

Delores Brazzell, Tennessee State University

Anger is often found at the root of the behavior problems for many of these students. Among the most powerful factors for school violence is anger, especially sudden rage. Students who have not learned to manage their anger are at-risk for aggression, perhaps even violent explosive behavior (Skiba & McElvey, 1999). This study examined the effectiveness of curriculum technology integration of academics and anger management strategies in alternative high school settings. Students, parents, educators, and society as a whole are the beneficiaries of anger management strategies that are effective and allow the educational process to progress. Included in this study was an examination of several areas of the anger experience and an analysis of the degree of effectiveness of technology integration of curriculum with anger management strategies on students in alternative schools. The areas include anger, school hostility, positive coping skills and destructive expression. Anger management strategies that are effective will open channels of communication for students, parents and educators. Curriculum integration of technology involves the infusion of technology as a tool to deepen the learning experience.

The same critical thinking skills used for academics are essential for students to effectively manage their anger.

In anger management, students are taught strategies and problems solving skills that enable them to control their anger in the face of conflicts. When effectively integrated into anger management curriculum, technology tools can provide opportunities for optimal student learning outcomes. Anger management strategies and activities that utilize technology integration will significantly impact students' academic achievements, behavioral. The importance of students developing these skills is vital to their educational, social, and economic growth.

The purpose of the study is to investigate and determine the degree of effectiveness of curriculum integration of anger management strategies utilizing technology in alternative high schools. A profile was constructed of alternative high schools and their discipline problems that can be specifically related to anger. Attention was given to technology infused anger management strategies that have been deemed to be effective in was reducing disruptive and violent behaviors.

Overview of Inclusion Efficacy in the Literature

Kaston Anderson, McNeese State University

A mainstreamed or inclusive learning environment for special education students is one in which the classroom environment contains both special education and general education students. Although there has been an increase in the attention given to inclusion, the benefits of inclusion are not always clear or described in terms of educational research. This paper analyzed the literature that has been written regarding inclusion education and its effects on students in the classroom in terms of their academic outcomes, affective outcomes, and student/teacher perceptions. Within each area, this paper analyzed previous studies, examined the demographics of these studies, and evaluated where research needs to be focused in order to fully analyze the efficacy of inclusion, based on these studies.

2:00 – 2:50 PM **MINORITY RECRUITMENT AND RETENTION..... Desoto II**

Presider: Jean N. Clark, University of South Alabama

African American Teacher Education Candidates: A Comparison of Social Attitudes and Preparation

Angela Webster Smith, University of Central Arkansas

This study employed a mixed methods approach to compare social attitudes and perceived preparation of African American teacher education candidates who matriculated at a predominantly white university (PWI) and an historically black university (HBCU). Participants included 89 undergraduates of which 51 matriculated at a PWI and 38 were enrolled at an HBCU. Respondents were 81% female, and the average age was 24.

All candidates completed surveys, and 26 participated in focus groups during routine assemblies for candidates. Candidates' social attitudes were measured using two standardized scales. Janet Helms' Black Racial Identity Attitude Scale (BRIAS) is a 50-item scale based upon the Nigrescence Identity Model. Robert Sellers' Multidimentional Inventory of Black Identity (MIBI) is a 56-item scale based on the Multidimensional Model of Racial Identity. Candidates' perceived preparation was gauged by qualitative instruments that included a short answer inventory and focus group. A demographic data form was also used. The study examined the differences between: (1) BRIAS stages, (2) MIBI stages, (3) the university's influence on social attitudes, (4) the university's influence on preparation to teach in a culturally responsible manner, and (5) grade point averages.

Quantitative results showed statistically significant differences between the two groups in BRIAS and MIBI stages, GPAs, and ages. Qualitative differences were revealed in their collegiate experiences. This study's design and results contribute to the body of knowledge with conclusions that impact teacher education preparation and bear out what is intuitive by showing a mutual validation of two standardized, independent instruments (BRIAS and MIBI) that corroborated what is theoretically the same construct in both samples.

Exposing the Teachers and Scientists of Tomorrow: The 21st Century Community Learning Science Education Camp

Andre´ M. Green and Phillip Feldman, University of South Alabama

High school students rarely consider teaching or science as a viable option for a career choice when entering college. Furthermore, students who demonstrate an aptitude for science often do not consider teaching science as a career choice. Many plausible explanations exist as to why this phenomenon is occurring, and part of that problem is rooted in the fact that students are not properly exposed to the education or science profession. To address the problem of exposure, the College of Education at the University of South Alabama hosted a 21st Century Community Learning Science Camp for 30 students in grades 10 through 12.

The six-day camp used science as an avenue to encourage the participants to consider careers in education or science as viable career choices. To meet this goal, part of each day of the summer camp was used to enhance the participant's interest in reading, math, science, and art. A second ambition of the camp was to encourage the participants to set a goal of attending college. Activities were designed to expose participants to different aspects of college life. Participants were also asked to journal and discuss issues pertinent to them as African American students. The participants were given pre- and post-assessments of the camp, as well as an overall evaluation of the camp.

The experiences of the participants, the effectiveness of the science camp, and the thoughts of African American high school students about issues that affect them as youth were discussed in this presentation.

African American Preservice Candidates Perceptions of Elementary Education

Robert Z. Carr and Tony Latiker, Jackson State University

This study was inspired by the lack of relevant research pertaining to African American, male, primary teachers. After an extensive review of the literature, it was discovered that African American, male preservice and inservice elementary teacher candidates are almost always excluded from the discussion concerning increasing the male population within the field of elementary education. The purpose of this study was to investigate the perceptions of African American male preservice candidates concerning African American males teaching in elementary school settings.

Qualitative research methods such as document analysis, participant observation, interviewing, and shadowing were used in order to provide an in-depth examination of their perspectives. The analysis of data was an ongoing process that utilized the constant comparative research method. Themes were derived from the data by writing memos during field observations, creating displays from coded data sources, and by labeling collected data into categories.

This study yielded eight overall themes. The themes consisted of challenges facing African American male preservice teachers, teacher expectations, lack of African American male role models, African American male teachers ethic of care, you better mind, I've done nothing wrong, the armless men, and influence and support. This study concluded that the perceptions of African American, male, preservice teachers are essential in understanding why there are so few African American males in the elementary education and how to reverse this trend.

2:00 – 2:50 PM **DISPLAYS: TEACHER EDUCATION ..... Mezzanine**

Presider: **Eddie Shaw**

About the Teachers of Teachers: Research and Action Projects

Ellen S. Faith, Christian Brothers University

Academic achievement in the nation's K-12 schools continues to be a matter of concern and controversy, with associated issues about the possibly problematic role of teacher education in the production of learning in children and young people. Teacher education journals present a rich body of

research on curriculum, instruction, and assessment of educators in preparation and induction stages, while K-12 literature emphasizes the development of capacity and quality in teachers. Yet, relatively little attention has been paid to the development of capacity and quality in teacher educators as a group related to but not co-identical with the broader education professoriate.

This display session presented an ongoing inquiry into teacher educators together with related proposals for action projects. Through mixed-method pilot studies in Tennessee, three broad lines of inquiry are being pursued: (1) Who is a teacher educator? And what does a teacher educator need to know, be able to do? What foci drive the work life of a teacher educator? (2) As no doctoral program prepares teacher educators specifically (unlike the field of counselor education), how do teacher educators choose or find this work? What are the characteristics of teacher educator careers? and (3) How do teacher educators learn what they need to know so that they add quality and capacity to the programs for which they share responsibility?

Beyond presenting instruments and initial results from the pilot studies and plans for further research, this display session proposes specialized forms of faculty development appropriate to those choosing careers in teacher education. Standards for teacher educators from the Association of Teacher Educators were disseminated, and visitors to the display were invited to: (1) evaluate the research project and/or proposals for specialized faculty development; and/or (2) respond to, critique, and refine instruments.

Contributions of African Americans

Rebecca M. Giles and Paige V. Baggett, University of South Alabama;
and Alicia L. Moore, Southwestern University

Black History Month has been celebrated annually for more than 30 years, sparking an annual debate regarding its continued usefulness. Regardless of one's position in this debate, it is clear that for American history taught in public schools to adequately reflect the contributions of all groups involved in its formation, teachers must be well-informed about the role played by these groups. This study investigated future teachers' knowledge of famous African Americans and the Civil Rights Movement.

Approximately 100 (92 female and 5 male) preservice elementary teachers from an institution in southern Alabama were anonymously surveyed. Although participants' ages ranged from 19 to over 50, the majority (62) were 19 to 24 years olds. While 75 participants were white, black (19), American Indian (2), and Asian (1) ethnicities were also represented.

Participants responded to a Black History quiz developed by the authors. This 20-item multiple choice quiz contained 10 questions pertaining to famous African Americans and 10 questions pertaining to the Civil Rights Movement. Each question was followed by a list of three possible responses with the correct choice for each question being the middle option (letter B).

Findings revealed that participants' Black History knowledge varied greatly. Total number of correct responses ranged from 3 t0 20 with an average of 9.39 with black participants average number of correct responses ($M = 12.42$) substantially higher than white participants' average number correct ($M = 8.47$). Further, these future teachers were significantly ($t(1,99) = 6.84$, $p < .05$) more knowledgeable regarding civil rights ($M = 5.40$) than contributions of African Americans ($M = 4.11$) not surprising taking into consideration that many noteworthy events surrounding this movement occurred in the state in which they reside.

Combining Looping with Action Research in the College Classroom: A Three-Year Study

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

Looping is an instructional technique where the teacher remains with the same group of students for an extended period of time. In an elementary school setting the time period is usually for two years. At the university level, a modified version of this technique was implemented with students in the graduate teacher education program. This presentation demonstrated how a regional institution successfully demonstrated the looping concept with graduate students, as well as maintained program integrity related to the requirement for action research.

The implications for policy change are evident in the literature review and through the observations of practicing professionals. The concept of looping has been successful in several areas: gains in academic achievement, development of closer personal relationships between teacher and student, willingness to participate in classroom activities, positive attitudes toward learning, and ability to focus on instructional objectives while spending less time on re-teaching concepts.

This modified version of looping at the university level has been successful. Research and practice have demonstrated successful exemplary practices that modified and then implemented for all levels of teacher education.

Students graduating during the Spring 2006 and Spring 2007 responded to the following reflection at the beginning of the first course – Describe your feelings about research as you begin this EED 631 course. Then, students responded to a brief questionnaire at the beginning of the third course – What are the advantages and/or disadvantages to having the same professor for the four classes? Finally, students responded to the following reflection at the end of the fourth course – Now that you have completed your Ed.S. program, describe your feelings about research.

Accreditation: Developing a Performance-Based Assessment System

Glenn Sheets and David Bell, Arkansas Tech University

The US Department of Education recognizes the National Council for Accreditation of Teacher Education (NCATE) as the accrediting body for schools, colleges, and departments of education (SCDEs). NCATE institutions produce more than two-thirds of the new teachers in the country each year. NCATE supports systemic standards-based reform in teacher education. The NCATE standards require the use of performance-based evidence to demonstrate that teacher candidates in all programs are gaining the knowledge, skills, and dispositions necessary to have a positive impact on K-12 student learning. Emphasis is placed on systemic assessment of teacher candidate's learning.

The standards emphasize the significance of discipline-specific, pedagogical, and pedagogical content knowledge. They elevate the role of assessment data in program improvement and promote increased accountability for teacher candidate learning. The standards require systemic assessment, which encourages more attention to program design, increased faculty collaboration, and greater alignment within and between programs. They necessitate self assessment and continuous improvement. In Arkansas, each teacher education program must maintain its NCATE accreditation. The state of Arkansas will not issue a teaching license to graduates of programs that are not accredited by NCATE.

This display session reported on the development of an assessment system and the components needed in order to meet the demands of NCATE. Stakeholder involvement, system components, kinds of assessment, decision points, use of data and system evaluation were shared.

The Use of Autobiographical Life Histories With Teacher Education Candidates

Jenetta R. Waddell, Delta State University

This action research study investigated the use of qualitative autobiographical life histories as an innovative teaching and assessment tool in higher education. Study informants were undergraduate English Education teacher candidates and graduate Educational Leadership candidates. For the English Education informants, life histories focused on the persons and cultural events that influenced their personal acquisition of language, while the Educational Leadership candidates' life histories explored the persons and cultural events that influenced their decisions to become and remain educational leaders. The writing of autobiographical life histories endorses personal experiences as a valid means of gaining knowledge and insight.

William Pinar's concept of currere, which focuses on personal explorations of educational experiences, and the works of Robert Kegan, Jerome Bruner, and Albert Bandura, which stress the role of affect in developing memories and in structuring perceptions of the world, provided the theoretical framework for the study. The constant comparison method of data analysis was used to identify common themes across the life histories. Common themes centered on the importance of self-knowledge in the development of educators and the use of such knowledge as a vehicle for empowering self and others.

The researchers presented examples of assignments, completed projects, and rubrics that may assist others in the use of autobiographical life histories as a teaching and assessment tool. The session assisted the researchers through providing feedback and critical input that enabled them to move to the next level in the development of the study.

Fictional Teachers: A Realistic Reflection of the Profession?

Leah H. Kinniburgh, Rebecca M. Giles, and Kelly Byrd, University of South Alabama

The typical mental image associated with "elementary school teacher" is a Caucasian female. Is this image, however, a cultural stereotype supported to a large extent by fictional portrayals of teachers, or is it an accurate representation? This study investigated the portrayal of teachers in children's literature as it relates to current demographics within the profession. Sixty-four fictional teachers from 66 picture books published between 1955 and 2006 were identified. Both explicit and inferential information found in the text and accompanying illustrations was used to determine the teacher's gender and race. Although 13 of the teachers were personifications--one monster and 12 animals, it was possible to ascertain the gender of these characters.

Results revealed that 54 (84%) were female and 10 (16%) were males. Racial representations for the 51 human teachers were as follows: 43 Caucasians, 6 African Americans, and 2 Japanese. Of the 43 Caucasian teachers, 39 (91%) female and 4 (9%) were male. The majority of teachers (61%) were Caucasian females. Demographic information provided by the Digest of Educational Statistics for 2005 reported that there were approximately 3.5 million elementary and secondary teachers engaged in classroom instruction in the fall of 2005. The National Center for Education Information (NCEI, 2005) reported that 82% of teachers are female and 85% of teachers are white. The statistics reported for other ethnicities showed that 9.7% of elementary and middle school teachers were African American, 1.7% was Asian, and 6.5% was Hispanic or Latino.

Findings revealed that the race and gender of teachers in picture books are similar to teachers (K-8) currently in the profession, raising the question about whether fictional portrayals are a true reflection of the profession or one reason for the lack of males and members of diverse cultures within the profession.

3:00 – 3:50 PM **WRITING GRANT PROPOSALS (Training Session).....Boardroom**

John R. Petry, University of Memphis

The session emphasized the following: (1) sources of grant and project funding (local, state, and federal); (2) initiating activities: statement of need, personnel concerns, contract issues, ethical issues, work/task analysis, costing, scheduling, and network analysis; (3) project management budgeting, meeting deadlines, resource changes, reviews and reports, and evaluation procedures; and (4) deliverables (product and reports). Knowledge bases and skill requirements cited were: (1) teamwork, (2) critical thinking, (3) problem solving, (4) professional responsibility, (5) values, (6) time management, and (7) best professional practices. Emerging computer applications were discussed, including university electronic services for grant seekers. Websites were contacted during the session for information. Participants spent time in imagining an educational need, submitting a short proposal to a funding agency to create a project to meet a need and manage the project, noting deficiencies in design, discrepancies in meeting goals, and success in the achievement of objectives.

3:00 – 3:50 PM **HIGHER EDUCATION ..... Tri-Lakes**

Presider: Shoudong Feng, University of Central Arkansas

A Leg Up To Go Up: Supporting New Faculty Towards Earning Tenure Through the Formation of a Professional Learning Community

Linda J. Searby, University of Alabama - Birmingham

Newcomers to higher education are often confused and frustrated by the lack of congruence in their expectations of the role and the university's expectations for them and frequently have a difficult time understanding the "teacher/service/scholar model" element of the job. In addition, studies show that the presence or absence of collegiality in the higher education setting is a factor in the retention of new faculty. In schools of education, in particular, new faculty who were formerly K-12 practitioners sometimes struggle with the transition to tenure-track positions that require learning to write for scholarly journals and initiate worthy research projects. Support is needed to make new faculty believe that they are part of the professional community and have the skills needed to perform successfully.

This paper described a faculty development program initiated and implemented by a new faculty member in a school of education who sought to form a professional learning community for other junior faculty and herself in order to offer structured mutual support and encouragement for earning tenure. The group was afforded varied opportunities to develop their skills in scholarly writing and conducting research. Monthly meetings were held in which junior faculty shared pieces of writing in process, talked about research in progress, and helped one another become acclimated to the culture of higher education. Two writing retreats were held for junior faculty to immerse themselves in writing with senior faculty writing coaches/ mentors assisting them. Funds were provided for research software, resource books, and travel to conferences on grant writing and qualitative research methods. An initial report on the formation of the group and the first writing retreat was given.

A Survey of Faculty Adjustment During the First Year at a New Institution

Eric J. Heinrich, Louisiana Tech University

The study examined the adjustment of first-year faculty members at a new institution to find out: (1) the levels of assistance provided to new faculty members, (2) the degree of acceptance that they felt from other members of their department, and (3) the factors and conditions that may influence making a smooth transition to a new work environment. The researcher sent surveys to all new full-time faculty members regardless of their previous work experience at the college level. The researcher sought to determine: (1) the degree to which each faculty member felt that a smooth transition had occurred, (2) the specific assistance e.g. mentoring, training sessions, etc. that were provided to new faculty, and (3) the amount of involvement from various levels e.g. colleagues, division chairs, deans in assisting the faculty member in making a smooth transition. Respondents were also offered the opportunity to provide written comments detailing their first-year experiences. Tentative conclusions were drawn, and attempts to verify conclusions included reexamination of relevant data sources. The findings of the study suggested implications for administrators concerned about the retention of their teachers.

The Impact of Dehydration on Professional Practice

Jack G. Blendinger, Mississippi State University

This study examined the impact that addressing unrecognized persistent dehydration has on an educator's physical and mental fitness. It is a mistake to believe that feeling thirsty or experiencing a dry mouth are the only signs of dehydration: the body's need for water. The body can suffer from persistent dehydration--chronically not having an adequate amount of water--without the sufferer being thirsty or having a dry mouth. Thirst and dry mouth are among the last indicators of dehydration of the body. By the time they become reliable indicators of water shortage, many delicate functions have been affected.

A two-fold methodology was used in conducting the investigation: (1) self-study, and (2) medical school documents available to the public. The paper's author--a full-time, 74-year-old practicing educator with over 50 years of experience in professional education (1956 to the present) and who continues to be a world-class athlete in Olympic kayak racing--served as the subject for the self-study. In addition to data collected through self-study, additional information was collected from reviewing recently conducted research at the Harvard Medical School, the Johns Hopkins University School of Medicine, and the School of Public Health at the University of California, Berkeley. The medical school research was used to authenticate results obtained through self-study.

The results of the study indicated that the more physically and mentally fit an educator is, the better the likelihood of performing well regardless of age. Educators who are fit are better able to handle the demands that confront them. Physical and mental fitness provided positive benefits for educators, the institutions they represent, and the students they teach or staff they supervise.

3:00 – 3:50 PM **ACHIEVEMENT ..... Pageant**

Presider: David C. Ensminger, Loyola University - Chicago

Television and Teaching: Friend or Foe

Linda Gatlin, Walden University; Rebecca S. Watts, Middle Tennessee State University; and Chris Mattera, Walden University

Drawing from the theoretical underpinnings of Gerbner's displacement effect, the purpose of this study was to examine possible relationships between television viewing time and academic achievement. Razl (2001) showed that the relationship between amount of television viewing and academic achievement depended on the age of the student. This study also examined the direction and magnitude of the effect of television viewing time for students in different grade levels.

One thousand eighty-four students in grades 6, 7, and 8 were surveyed about their television viewing patterns. Massachusetts Comprehensive Assessment System (MCAS) scores were then analyzed with measures from the survey using regression techniques. The analysis showed that there was no significant relationship found between the amount of television viewing time and student achievement. However, consistent with the findings reported by Razl (2001), the relationship between viewing time and achievement differs according to the age of the student. Although these relationships were not significant, the relationship estimate was positive for students in grade 6. Negative relationships between viewing time and student achievement were found for students in grades 7 and 8, and the magnitude of the coefficients indicated a stronger negative relationship in higher grades.

The findings of this study substantiated the results of other studies that report positive effects of watching television at early ages but negative effects on the achievement of older students. They also served to inform statistical analyses on similar research for the potential non-linear relationship between these two variables.

Video iPod Influences on Content Achievment in Eighth-Grade American History

Lesia C. Lennex, Morehead State University

A hot topic in educational technology is the use of portable devices for learning (Blaisdell, 2004; Waters, 2007). Drexel University's (2005) COE provided Video iPods to develop educational P-16 instruction. To better evaluate the use of Video iPods for instruction at Eastern Kentucky, a practical test of its effectiveness on achievement was needed.

This study measured achievment differences between two groups of eighth-grade social studies classrooms. Groups were chosen for similarity between numbers of IEP's and/or 504 classifications, and relative class size. Instructional content was defined through Kentucky Program of Studies (2006) SS-8-G-3, effect from geographical barriers on people, and SS-8-G-1, examinations of human movement/culture. Four workstations with five students each were used for both groups. A computer station was established with Internet access to PBS from which to complete biographies, mapping for topography, timeline, and textbook from which to answer basic questions on Lewis and Clark. A fifth station for the experimental group contained one Video iPod with accompanying content videos. The control group did not receive the videos in any form. The videos were downloaded from United Streaming via the Kentucky Encycomedia and converted for use on the Video iPod.

A two-tailed t analysis (N=25) was conducted on content pre- and posttests between the control and experimental groups. While no significant differences were seen between the two groups on content identification, there was a non-statistical difference in achievement in the test means and modes. The control group mean from a 15-point test pretest was 8.4; the experimental group was 6.4. The control group posttest mean was 9.4; the experimental group was 8.08. Interestingly, the mode in the

experimental group jumped from 7 on the pretest to 10 on the posttest. The control group mode changed from 8 to 10. Comments from the experimental group suggest Video iPods encouraged achievement.

Homework: Best Practices

Marilyn A. Larmon, Rose Jones, and Mary Beth Evans, University of Southern Mississippi; and Faye White, McNeese State University

What are best practices in the use of homework in the elementary grades? The authors were interested in homework practices, as well as teacher, parent, and student perceptions of homework effectiveness. Various studies, books, and position papers in the field of education, as well as popular writings on the topic, were reviewed. Cooper (1989) conducted a synthesis of research on homework, and concluded that homework is a cost-effective instructional technique that can have positive effects on achievement and character development and can serve as a vital link between school and family. His research supported the idea that homework should have different purposes for different grade levels with a gradual increase in frequency and length throughout the grade levels.

Recent studies and articles on homework reveal mixed feelings about the pros and cons of its use. Loveless (2003) disagrees with those who feel that American students, in general, are suffering from too much homework, a situation that does not correlate with overall recommendations for children by ACEI and other child advocacy groups. He does feel that some students are overburdened with homework, and that these instances are serious for the parents and students involved. Loveless states that homework is positively associated with student achievement for middle and high school students and neutral for elementary students. Researchers such as Kohn (2006), who expressed criticisms that the homework process is stifling to youth, and Marzano and Pickering (2007), who respond to Kohn's strong statements, further confirm that conflicting views exist on the homework process. The review of the literature must continue, along with more research by educators, in order to find best practice for children concerning this far reaching issue.

3:00 – 3:50 PM **SOCIAL STUDIES ..... Mt. Tower**

Presider: **Dianne Richardson Swain**

The Effects of Peer Teaching on Social Studies and Science Achievement by Elementary Preservice Majors

Ava F. Pugh, Jerrilyn Washington, and Mike Beutner, University of Louisiana - Monroe

One of the new requirements of NCATE is that preservice candidates demonstrate knowledge in the basic subject areas. This action research had a sample consisting of 20 preservice candidates enrolled in elementary social studies and science methods classes one semester prior to student teaching. The candidates were divided into four groups for peer teaching where the social studies topics were: Political Science, Geography, Economics, and History; and the science topics were: Human Body, Flight/Solar System, Plants/Animals, and Magnetism/Electricity. Each group was required to administer a pre- and posttest to their peers on the selected topics.

After the pretest was administered, selected groups taught a 60-90 minute lesson to their peers. These planned lessons concentrated on core subject matter learned during the previous three years in the College of Arts and Sciences. Even though all students had passed the PRAXIS I exam, a content exam on core subject matter is still administered during the senior year. This content exam, along with the PRAXIS I and PRAXIS II exams, emphasized the importance of candidates being responsible for basic core subject matter that is pertinent to a teacher's content knowledge. After the lesson was taught, a posttest was administered and graded to determine possible gains between pre- and posttest scores.

Correlated t tests indicated positive significant gains in all groups except for the flight/solar system in science and political science in social studies. For these two areas, significant declines were found. A possible lack of knowledge of the topics that contributed to confusion or inadequate teaching strategies perhaps caused the decline.

The Effectiveness of Using Picture Books in Social Studies Instruction with Adolescent Students

Tammy L. Alexander, Alabama Agricultural and Mechanical University

The focus of this study was to determine the effectiveness of using picture books in social studies instruction with adolescent students. The researcher gathered both qualitative and quantitative data from a variety of data sources from sixth-grade students in North Alabama and from their teachers. The participants represented a variety of socioeconomic and ethnic backgrounds and academic levels of achievement.

The data collection consisted of a pretest, posttest and retention test, pre-survey, post-survey, and individual teacher interviews. The quantitative data were analyzed using statistical analysis. The qualitative data were analyzed for emergent themes and further analyzed for cross-case comparisons (Patton, 1990).

Findings from this study revealed that: (1) picture books are an effective instructional tool for increasing adolescent students' achievement in social studies, (2) adolescent students who are taught with social studies content picture books have a more positive attitude toward social studies than students who are taught social studies through textbook instruction, (3) there is little difference in retention of social studies concepts for adolescent students who are taught social studies concepts using picture books as compared to adolescent students using the textbook, (4) elementary teachers perceived they need more social studies content courses, and (5) elementary teachers perceive that social studies instruction is important.

3:00 – 3:50 PM **DISPLAYS: READING & WRITING ..... Mezzanine**

Presider: **Eddie Shaw**

Datacasting: Bridging the Gap with Early Childhood Professional Development and Educational Resources

Maggie E. Stevenson, Mississippi Public Broadcasting

While digital equity concerns and educational disparities exist, Mississippi's low-income childcare centers face challenges in providing children with adequate resources and a firm literacy foundation. In response, Mississippi Public Broadcasting (MPB) employed datacasting as an instructional delivery system to address the population's needs. For instructional purposes, data broadcasting, or datacasting, is the systematic transmission of instructional content to receivers by capitalizing on null packets used to transmit television programming. MPB utilized the Skyscraper Datacasting System, developed by Triveni Digital, as the delivery method to transmit content with accompanying descriptive metadata to childcare sites weekly via MPB's digital broadcasting bandwidth allocations. Training materials integrated the Mississippi Pre-Kindergarten Benchmarks and aimed to increase children's early literacy skills by training teachers on reading aloud techniques and strategies.

Implementation occurred in two phases: Professional Development and Educational Resources. Professional Development participants (n=8) were teachers from four low-income, private childcare centers in Jackson, Mississippi. The evaluation focused on childcare teachers' and directors' reactions to the system, knowledge and skills gained by participants, along with the system's ease of use and future usefulness.

Data were obtained from the Childcare Teacher's Survey and Observation Form. Participants (n=20) in the Educational Resources phase were children (ages 3-5) at the childcare centers; the evaluation focused on delivery of Between the Lions programming and curriculum materials and the effect on children's literacy skills. The children were assessed with two episode assessments incorporating early literacy components. Overall, children's scores increased on the episode assessments after the intervention with three-year olds demonstrating the greatest gains.

Datacasting may be a viable source of resources and instructional content for childcare centers. However, further research regarding the system's design and structure is needed. Other variables that may have influenced the outcomes include teacher technology knowledge, usage time, and ages of children.

Evaluating the Comprehension Components of Reading to Read

Keever L. Gartman, R. Anthony Doggett, Kristin N. Johnson-Gros, Carlen Henington, and Christian Blackwell Ferrell, Mississippi State University

Reading to Read is an intervention that was developed to increase and evaluate reading fluency and comprehension using a combination of passage previewing, repeated practice with corrective feedback, and contingent reinforcement. Previous research has indicated this is an extremely effective intervention package for students with significant reading delays. This study examined the addition of comprehension as an outcome and compared two evaluative procedures (open-ended questions and mazes) to determine: (1) if Reading to Read increases comprehension, (2) if open-ended questions and mazes evaluate comprehension accurately, and (3) if the comprehension components are comparable.

Five elementary students (two females, three males) who were at least one grade below grade-level expectations in reading participated in the study. Of the five students participating in the study for the four-week period, two were African American and three were Caucasian. Each individually administered intervention session consisted of an empirically validated multi-component reading intervention: listening previewing, repeated practice, error correction and immediate corrective feedback with summative and formative feedback, and self-monitoring of progress through graphic depiction of progress. After the implementation of the intervention package, comprehension was assessed by the use of mazes and open-ended questions. An Alternating Treatment Design (ATD) was used to compare the reading fluency and comprehension evaluation procedures.

Preliminary results indicated that the students increase in correct words read per minute (WCPM), made fewer errors per minute (EPM), and answered more questions correctly (QC). The comparison for each participant on comprehension procedures was presented graphically and implications for comprehension assessment procedures were discussed based on individual response to the intervention and evaluation procedures.

Personal Agendas and Politics in Literacy Instruction: An Historical Case Study of Reading Programming at the Local Level

Margaret-Mary Sulentic Dowell, Louisiana State University - Baton Rouge

For the past decade, personal, political and commercial forces have shaped the type of literacy instruction US public school students receive and, in many cases, dictated how educators, especially elementary educators, teach reading. Commercial and political interests have intensified (Garan, 2002; 2004, Allington, 2004; 2005; 2006). Adding instability to programmatic changes, many US urban superintendencies are a virtual revolving door.

During the past 10 years, the elementary "reading program" in the East Baton Rouge Parish School System has undergone a tremendous shift in terms of both philosophy and pedagogy. The purpose of this case study was to examine what forces shaped instructional change and the impact of such change on selected teachers and administrators. Using historical artifacts, participant-observation, formal and informal interview data, this ethnographically informed case study provides a ten year portrait of a local school system's literacy instruction at the elementary level. Participants were provided an opportunity to closely examine how personal agendas and political forces have influenced and shaped instructional change in Louisiana's East Baton Rouge Parish School System's (EBRPSS) elementary schools from 1996-2006, and participants explored the impact of a decade of change of literacy instruction on selected individuals in a large, public, urban system in the southern United States, serving a predominantly African American, high-poverty student population.

A brief historical overview of EBRPSS demographic and historical data, using PowerPoint was shared; an examination of how programs changed according to district leadership, personal agendas, and politics; and a critique of political implications were offered. A discussion of urban education in general and how this situation can be generalized to other situations was conducted.

Parental Understanding of Developmentally Appropriate Practices

Kevin Clark Walker, Kyna Shelley, and Lilian H. Hill, University of Southern Mississippi

The purpose of this study was to examine parents' ability to identify developmentally appropriate practices (DAP) for five-year-olds. Of the 88 parents between the ages of 21 and 62 who responded, 88.5% were female and 83.9% were European American. In addition, 60.2% had completed education programs beyond high school, and 24.1% had annual household incomes greater than $100,000.00. A cross-sectional survey design was used to distribute questionnaires to parents of kindergartners at three public schools. Parental ability to identify DAP was measured by an adaptation of the classroom practices inventory (Hyson, et. al, 1990). Demographic information was collected by a questionnaire designed by the researcher.

A two-way analysis of variance (ANOVA) indicated a significant difference in Parental Total DAP Score based on Income category [$F (5, 67) = 3.396$, $p = .009$] and Education level [$F (3, 67) = 4.231$, $p = .008$]. However, there was no significant interaction between income and education $F (11, 67) = .987$, $p = .467$. A separate analysis indicated a significant difference in the Program Focus sub-score based on Gender $F (1, 83) = 4.878$, $p = .030$.

Although the data from this study indicated that annual household income and level of education are related to parental ability to identify DAP in public kindergarten settings, caution must be taken when making conclusive statements about this relationship. The author of the original instrument recommended caution for two reasons: (1) a more current understanding of DAP exists, and (2) the instrument was originally developed in a preschool setting. Consequently, further instrument refinement is needed in order to improve the meaningfulness of the data collected. In addition, research is needed to further clarify the exact relationship between income and education and parent ability to identify DAPs.

The Effects of Planning and Visual Stimuli on Elementary-aged Students' Writing

Susan M. Beveridge, Carlen Henington, Keon Humphries,
and Miayorka Johnson, Mississippi State University

It is estimated that 16% of students in grades 4-8 are writing below basic level and that by 12th grade, this percentage climbs to 22%. However, writing has received less exposure and study than other academic difficulties. Based on research that indicates that visuals can help a student to focus and analyze and, when combined with planning, a positive influence is seen on fluency and complexity in writing, it is believed that students can integrate visuals into their work to enhance the final product. The present study looks at the effects of an intervention which included a planning procedure combined with the use of visual stimuli on writing outcomes.

Six students with academic delays in reading and writing were exposed to three conditions daily: (1) the text-based stimuli, (2) image-based stimuli, and (3) both text and image stimuli. Stimuli were presented sequentially across three related themes (common family activities such as shopping). Students were instructed on planning using the WWW mnemonic device. Using this device, students answer a series of seven questions pertaining to issues such as who, what, where, when, and how.

Preliminary results indicated an increase in total words written and number of story elements present (e.g., main character, location, time). Additional analysis of outcome variables (e.g., story elements) were presented for the students, and results were analyzed visually using an alternating treatment design. Implications of the interventions and future research were discussed.

Friday, November 9, 2007

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

Presider: Randy Parker, Louisiana Tech University

McLean Outstanding Paper Award

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

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

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

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

John R. Petry, University of Memphis

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

The session addressed pertinent information designed to aid in the achievement of these goals. Activities included a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. Several sources for publishing (both print and electronic) were presented and discussed that gave the manuscript submitters a higher chance of achieving success or acceptance.

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

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

Presider: Wade Smith, Louisiana State University - Baton Rouge

The Assessment Wall: A Strategy to Analyze, Track, and Assess Student Performance

Jack J. Klotz, University of Central Arkansas

A strategy was presented for practitioners to utilize in tracking, analyzing, and assessing student performance. Information was presented on how to establish the wall including staff development areas necessary to drive the strategy deep within a school's culture. Additionally, information was provided on how to construct the wall's data information system for tracking, analyzing, and assessing student performance.

Data were presented showing the strategy's utilization in helping educators to plan interventions to close the achievement gap in one school. Information was also provided on how the amassed data can be utilized by instructional leaders to focus weekly teacher meetings on monitoring and charting student achievement and progress. Pre- and post-implementation data were presented demonstrating the impact of this strategy on one school's student population progress in one academic year. Participants were provided with all the information needed to implement this assessment strategy in their schools.

Teacher Retention, Working Conditions, and Student Achievement: Understanding the Connection

Talana Vogel, Christian Brothers University; and Larry McNeal, University of Memphis

The quality of a teacher in classroom is the single greatest factor contributing to student achievement that can be controlled by a school. Teacher quality cannot be achieved without experience. Unfortunately, teachers report that working conditions drive them to leave the profession. This research paper provided teacher working conditions data collected by the Center for Teaching Quality located in North Carolina. Data were collected from five states across the country using electronic surveys. Analyses of the data were conducted utilizing descriptive statistics. The data revealed that the domains of leadership and empowerment consistently correlate to student achievement and teacher retention. Understanding the working condition connection is critical for policy makers and educators across the country as they work to increase student achievement.

Asymmetric Interactions between Socioeconomic Groups Affect Achievement

Scott E. Diamond, Paul Erickson, and Robert Biggin, Eastern Kentucky University

The effect of family socioeconomic status on student achievement has been well studied. Not so well studied have been the effects of interactions between students of different socioeconomic status on each other’s academic performance. The authors have previously shown that efforts to reduce the power of socioeconomic status on Kentucky school performance have been mixed, with elementary schools showing reduced gaps but high schools showing increased gaps over an eight-year period.

The present study analyzed disaggregated data on the academic performance of students from low income families versus middle- and high-income students on the reading and mathematics sections of the Kentucky Core Content Test (KCCT), and nationally norm-referenced CTBS test from 1999 to 2006. The authors found: (1) a continuing achievement gap between low-income and the middle- and high-income students, and (2) strong and asymmetric interactions between low-income and middle- and high-income populations such that the income level of the entire school population on student achievement more strongly affected middle- and high-income students than low-income students. Possible mechanisms for these asymmetric interactions, and their meaning for school achievement were discussed.

10:00 – 10:50 AM **MULTICULTURAL EDUCATION ..... Desoto II**

Presider: Eric J. Heinrich, Louisiana Tech University

Community Mapping: Evaluating Frames of References and Planning Relevant Lessons

Shirley G. Key, University of Memphis

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

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

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

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

Sally Blake and ICL Graduate Students, University of Memphis

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

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

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

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

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

interactions in numerous educational settings (lunch, class, recess, and break). Therefore, early childhood, elementary, middle school, and university teachers have an important task of creating an atmosphere that will encourage respect for each other and show that individuals are more similar in many ways rather than different.

The purpose of this study was to examine preservice teachers' perceptions of the importance of students' names on interpersonal relationships in educational settings. Twenty-eight (28) preservice teachers in three multicultural education classes at a southeastern university were surveyed at the end of a spring semester. Participants responded to an 8-item survey instrument developed by researchers from review of literature on student names.

Data were analyzed using simple, descriptive statistics. Preservice students responded about their perception of first names according to three areas which were feelings, perception of differences, and relationships. Respondents reported: (1) potential of abuse of students' names in school settings (82%), (2) observed treating others with little respect in field experiences or some other time (50%), (3) problems with names were likely to happen in a future classroom that they will teach (50%), and (4) reported not being ostracized as a result of their first names (89%). These findings are important because how preservice teachers perceive their names is also essential as they teach and become aware of children's names in their future classrooms. Differences in names could be related to the fact that different cultures, especially minority cultures often use names that are commonly not used by members of the mainstream culture.

10:00 – 10:50 AM **TEACHER EDUCATORS AS TEACHERS: MAKING PROGRESS BY GOING BACK (Symposium) ..... Desoto III**

Organizer: Rebecca M. Giles, University of South Alabama

Alicia L. Moore, Southwestern University, and Edward L. Shaw, Jr., University of South Alabama

Teachers and teacher educators have an endless supply of materials and information on topics related to the techniques of teaching. There is, however, very little that connects educational theories to the day-to-day challenges of teaching. And, nothing comes even remotely close to cementing this connection as well as spending time in a classroom. For this reason, colleges and universities across the nation are demanding increased field experiences in their teacher education programs and governing organizations (e.g., Alabama Council on the Accreditation of Teacher Education and Association of Independent Liberal Arts Colleges for Teacher Education) are mandating teacher educators' involvement in P-12 settings. The training of future teachers remains a continuous challenge. Research (Darling-Hammond, Chung, & Frelow, 2002) indicates that the extent to which teachers feel prepared significantly relates to their plans to continue teaching, and it is estimated that over 50% of new teachers leave the profession in their first five years (Hunt & Carroll, 2003). If we as teacher educators are going to adequately prepare our students for the challenges of today's classrooms, we must first discover what those challenges are by facing them ourselves. Recent teaching experience is the best solution for increasing faculty's awareness of the current culture of teaching, which is ever evolving as it is influenced by present politics, mandated initiatives, financially supported programs, public opinion, and present trends. Furthermore, classroom teaching can have a significant positive impact on the teaching, research, and service expectations of tenure-track faculty. Three faculty share their diverse experiences as they completed sustained teaching in elementary classrooms over an extended period during the 2005-06 school year. Compelling reasons for using sabbatical leave to obtain recent classroom experience along with the numerous professional outcomes as a result of such an experience were discussed.

11:00 – 12:00 **HIGHER EDUCATION ..... Boardroom**

Presider: Linda J. Searby, University of South Alabama

Factors Influencing the Doctoral Preparation of Industry-Oriented IDT Practitioners

Michael E. Barrington, University of South Alabama

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

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

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

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

Michael D. Brooks, Trevecca Nazarene University

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

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

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

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

Clara Carroll and Mallory Evans, Harding University

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

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

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

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

Presider: Linda H. Thornton, Harding University

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

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

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

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

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

Statistics or Mathematics: Are Students Different?

Martha Tapia, Berry College

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

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

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

Attitudes Toward Mathematics in a Statistics Class

Martha Tapia, Berry College

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

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

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

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

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

Inclusion Effects: A Review of Literature on the Varied

Kaston D. Anderson, McNeese State University

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

Inclusive Instruction for Diverse Classrooms: A Review of Recent Literature

Oi Yee Monica Ratcliff, University of Louisiana - Monroe

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

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

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

IDEA 2004: Moving From Promise to Practice to Research

Jane Nell Luster, LSUHSC-HDC

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

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

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

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

Presider: Fanco Zengaro, Middle Tennessee State University

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

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

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

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

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

Yuko Iwai, University of Southern Mississippi

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

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

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

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

Presider: Talana Vogel, Christian Brothers University

Understanding Log-Odds Ratio in Logistic Regression

Terry D. Allen, University of North Texas

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

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

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

The Effects of Outliers and Extreme Values on Reliability Tests

Min Lu, Southern University

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

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

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

Reporting, Interpreting and Applying Effect Size Measures in Educational Research

Randy Parker, Louisiana Tech University

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

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

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

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

11:00 – 12:00 TECHNOLOGY AND COGNITION..... Desoto III

Friday, November 9, 2007

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

LiveText versus Web Design Software: Research Shows

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

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

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

SungHee YangKim, Southern University

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

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

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

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

Feng Sun, University of Alabama - Birmingham

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

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

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