

ABSTRACTS BY DAY AND SESSION

FIND YOUR SESSION NUMBER UNDER THE PARTICIPANTS SECTION, LINK TO ABSTRACTS BY CLICKING DAY BELOW:

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Captured on the pages of the 2003 MSERA *Proceedings* are the research experiences of close to 250 members. These parsimonious titles and abstracts give the summarized version of work accomplished and findings disseminated. Unfortunately, the parsimony betrays the story of hours spent in research implementation and reporting. These words are mere symbols of the curiosity that drives us to search, or construct, new knowledge; mere symbols of that moment of joy all researchers share when the findings of our toil are rich and meaningful, and ready to share with our peers.


Also captured in the *Proceedings* is the hard work of MSERA officers, State Representatives, and Committee Chairs in bringing to you an annual meeting that is both enjoyable and informative. These individuals graciously donate their time, energy, and expertise to MSERA not for glory or fame, but to achieve our mission of "promoting exemplary research in the mid-South." I am grateful to all of these dedicated professionals for their commitment to excellence, their devotion to educational research, and, most importantly, their friendship. They have made my year as President a joy.

Scott Bauer, President-Elect, has worked diligently this year chairing the Distinguished Awards Committee and the Development Committee. He has also provided me with a generous amount of support and sage advice over the past year. I look forward to his leadership next year as the new MSERA President. Nola Christenberry, Secretary/Treasurer, has watched over our finances to ensure the continued fiscal health of MSERA. I owe her a debt of gratitude for her fiscal vigilance. Qaisar Sultana, Past-President, has performed the thankless task of preparing the slate of nominees for new officers. I admire her commitment to MSERA represented by her gracious service. She was a tough act to follow as President!

Additionally, my thanks must be extended to John Petry, Executive Secretary; Cliff Hoftwolt, Budget Planning, Managing, and Advisory Report, Harry Bowman, Constitution and Bylaws Committee; and David Morse, Web site and Archives/Paper Repository Committee for their on-going contribution to MSERA. I also wish to extend my gratitude to the State Representatives for their continued work on behalf of MSERA: Mary Jane Bradley, Beverly Klecker, Jane Nell Luster, Dana Thames, Russ West, and Dennis Zuelke. And, of course, many thanks to the At-Large Representatives who have aptly served MSERA for the past two years: Gahan Bailey, Lynn Howerton, Otis LoVette, and William Person. The Executive Board simply could not function without these individuals.

As you are already aware, the editorship for *Research in the Schools* changed hands this year. To the outgoing editors - Jim McLean and Alan Kaufman - I wish to extend a heartfelt "thank-you" from all members of MSERA for your leadership in providing MSERA with a reputable journal. To the new editors - Larry Daniel and Anthony Onwuegbuzie - I wish you the best of success and look forward to continued publishing quality.

I wish to thank everyone who willingly volunteered to co-chair a committee. Because of the dedication of this group of individuals, my job as President was much easier. Robert Kennedy and Jane Nell Luster, co-chairs of the Publications and Communications Committee, did an excellent job identifying our future *RIS* editors. Larry Daniel and Scott Bauer continued to solicit institutional memberships



as co-chairs of the Development Committee. Due to their efforts, we now have close to 30 institutional members. Carolyn Reeves-Kazelskis was our liaison with the Mentors Group. This group of MSERA founders volunteered to work on special mentoring projects as identified by the Executive Board. As always, Lynn Howerton and Mary Jane Bradley published a first-rate newsletter for our organization this past year.

Rebecca Giles and Linda Kondrick, Membership Committee, recruited new members to MSERA and prepared for the new member breakfast at our next annual meeting. Jean Clark and Gail Weems, Graduate Student Advisory Committee, generously donated their expertise to support our graduate student members. Last, but certainly not least, I wish to thank Bill Spencer and Russ West for their work in developing a quantitative and qualitative evaluation of our meeting in Biloxi. In addition to all of the co-chairs this year, I wish to thank all MSERA members who volunteered to serve on a committee. This association survives because of the work done by our committees. All of us owe these dedicated individuals a round of applause.

I wish to thank the MSER Foundation for their continued support of all MSERA activities. I encourage each of you to consider donating money this year to the foundation. Through your support the foundation can continue to operate on our behalf.

On behalf of all MSERA members, I wish to thank Gahan Bailey, 2003 program chair, and Nancy Masztel and Shirley Bowles, 2003 Site Coordinators, for their work on the 2003 annual meeting. Gahan spent untold hours pulling together an exemplary program. Nancy and Shirley donated their time and energy over the past three years working with the staff of the Grand Hotel in Biloxi to ensure a first-rate meeting experience for MSERA members. My gratitude to these three professionals is beyond expression.

My final "thank you" goes to all members of MSERA who return to our annual meeting year after year and share their productivity and friendship. I look forward to visiting with each of you in Biloxi.

Sincerely,

Kathy K. Franklin,
2003 MSERA President

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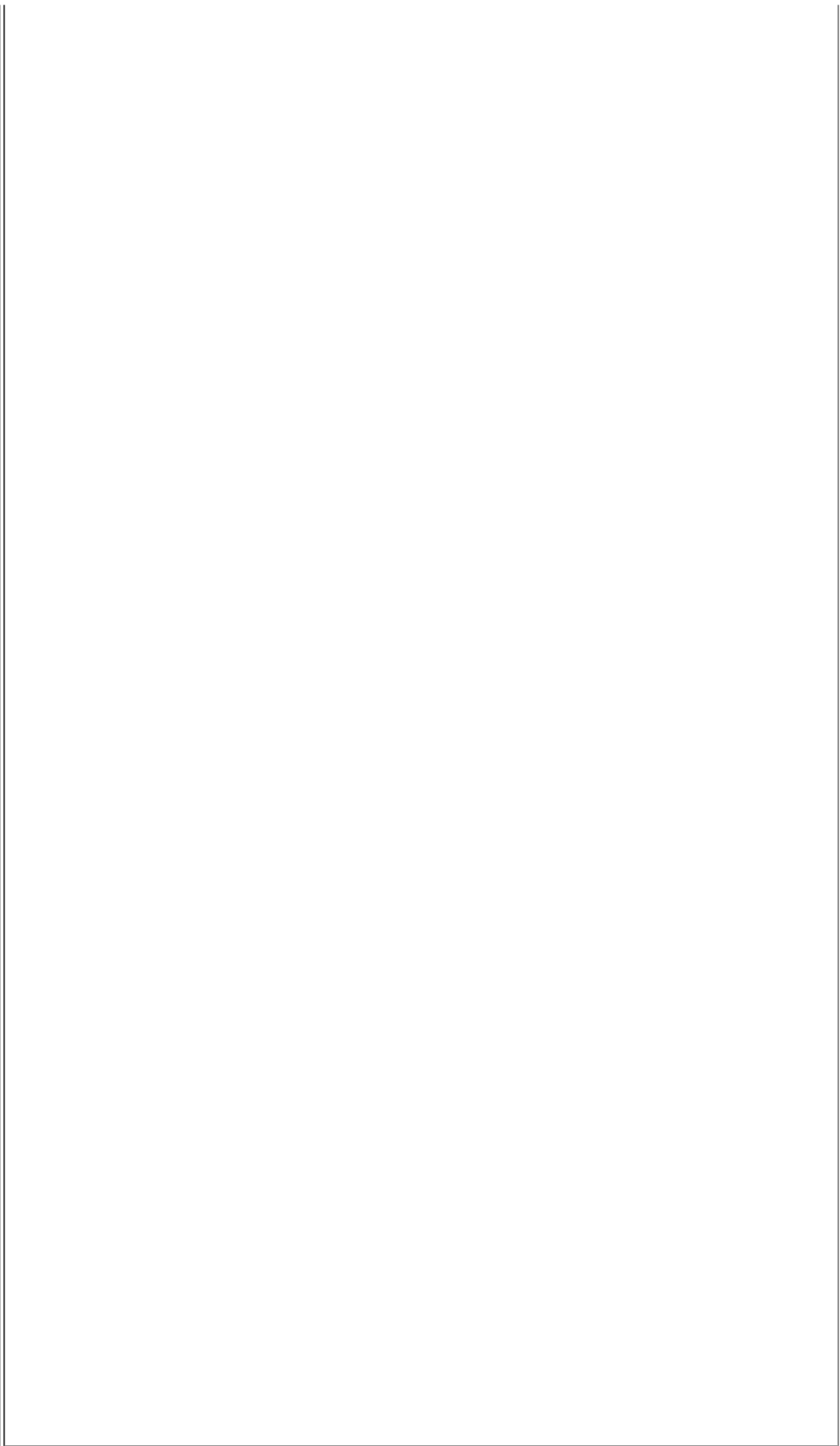
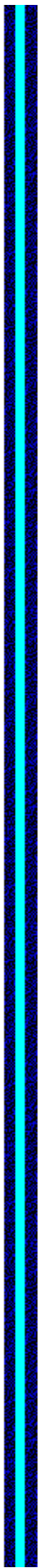
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Wednesday

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Session 1.1

8:30 A.M. - 9:20 A.M.

GENDER ISSUES Bayroom 2

President:

Qaisar Sultana, Eastern Kentucky University

The Effect of Students' Gender on Attitude Toward Social Studies and the Illustration of Historical Images at a Selected Middle School

Lisa S. Wilson and Patrick Kariuki, Milligan College

The purpose of this study was to examine the effects of middle school students' gender on their illustration of a gender-neutral historical image and on their attitude towards social studies. A review of the literature indicated that children, when prompted to "draw a person," tend to draw their own sex. However, when prompted to draw a figure from history, that tendency diminishes greatly in girls (Fournier & Wineburg, 1997; Koppitz, 1968). Similarly, research indicated that children's attitudes toward social studies vary by gender. This variation is attributed to the lack of inclusion of females in the social studies curriculum and textbooks. Teaching style is also a major factor in attitude formation (Alvermann & Commeyras, 1994). The sample consisted of 15 males and 15 females randomly selected from each of grades 5, 6, 7, and 8. Data collection instruments included a Likert-type opinionnaire and a creative/constructive projection test. Data analysis used the t-test for independent means. Results indicated a significant difference between genders in their tendency to draw figures of the participant's own gender, with both genders drawing mostly male figures. Results also indicated a significant difference in attitude only in the fifth-grade group. Recommendations included that educators encompass more female contributions into their curriculum and raise student attitudes toward social studies.

Four Frameworks for Investigating the Persistence of Women with Career Goals in Physical Science, Technology, Engineering, and Mathematics

Linda C. Kondrick, Arkansas Tech University

The problem is the under-representation of women in science, math, and engineering (PSTEM) career fields. Why is it that among undergraduates 59% of men and only 48% of women persist in PSTEM careers? Why is it that 46% of men and only 27% of women persist in a mathematics or statistics major? Why is it that women comprise 30% of students entering PSTEM graduate programs, but women represent only 15% of those completing their programs? Why is it that after two decades of research there is still no definitive answer to any of these questions? More importantly, why is it that, in this same time frame, women have achieved parity with men in all undergraduate, and most graduate career fields, with the exception of the math-intensive physical science fields? In this paper, the author undertook an extensive review of the literature pertaining to the multifarious issues surrounding these distressing and persistent phenomena. The author found that a wide-range of viewpoints, and a broad spectrum of research methodologies have been used in analyzing the multitude of factors associated with the under-representation of women in PSTEM career fields. The strength of this review was the focus the author imposed on the survey of this vast panorama. The studies cited in this paper were categorized according to one of four frameworks: (1) Social-Psychological Framework: Internal Conflict Models, (2)

Environmental and Economic Framework: External Conflict Models, (3) Comprehensive Framework: Integrated Input–Environment–Output Models, and (4) Critical Feminist Framework: Alternate-Assumptions Models. The author evaluated the collective implications of these four strands of research and synthesized a unique strategy for developing a profile of the conditions that encourage the persistence of women in PSTEM career fields.

Exploring the Use of Children's Literature to Impact the Gender Role Expectations of Fifth-Grade Students

Rachael A. Flynn, Belmont University, and Renee Falconer, University of Southern Mississippi

This multiple instrumental case study explored and described fifth-grade students' attitudes and perceptions toward gender roles and expectations after reading and participating in discussions of children's literature portraying females and males in diverse, nontraditional roles over the course of eight weeks in the fall of 2002. Specifically, the researcher sought to explore and describe attitudes and perceptions of two fifth-grade girls and two fifth-grade boys toward gender roles and expectations, describe the changes in attitudes and perceptions toward gender equity issues over the course of the study, and, finally, describe how literature circles and art reflection activities reveal changes in these attitudes and perceptions. The four participants were of European American descent and ranged in age from 10 to 11. The students attended a public elementary school in middle Tennessee where the majority of its attendees were from the middle to upper socioeconomic status. This research found that quality children's literature portraying females and males in nontraditional roles accompanied with literature-related activities involving whole- and small-group literature discussions, along with writing and art opportunities, positively impacted the attitudes and perceptions of participants in reference to gender equity issues. Furthermore, art reflection activities, literature circles, and writing opportunities provided outlets for reflection, questioning, and self-expression that contributed to the growth of gender equitable attitudes and perceptions. Finally, this study concluded that the use of children's literature portraying characters in diverse, nontraditional roles accompanied by literature-related activities was a viable means of positively impacting the gender attitudes and perceptions of fifth-grade students.

Session 1.2

8:30 A.M. - 9:20 A.M.

4

QUALITATIVE RESEARCH Bayroom

Presider: Bill Spencer, Auburn University

Elementary African American Males: Factors Promoting and Inhibiting Academic Success in a Rural Mississippi School

Linda Wilson-Jones, Fayetteville State University

The aim of this study was to investigate factors that promote and inhibit the academic success of elementary African American males in grades 3 through 6 in a rural school in Mississippi. This study presented viewpoints based on these students' perception of what influenced academic achievement. Using a qualitative approach to collecting data, participants engaged in six face-to-face interviews over a three-month period. Participants represented 16 elementary African American males. All students were regular education students who ranged between the ages of eight and 13 years old. The participants were interviewed on topics related to home and school and on how these two environments affected their academic success. Results of this study indicated that academic assistance and parental involvement were among the factors that promoted these students' academic success. The results further indicated that classroom distractions, study habits, problems at school and school safety were among the factors thought to inhibit their academic success. Findings showed that those African American males who had limited literacy activities did not perform as well academically as the students who did. Recommendations were made to include expansion of this study to investigate other African American males from different parts of the United States and to replicate this study with African American girls and compare their responses to determine if both groups had the same viewpoints related to academic success and failure.

On Becoming a Pragmatic Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies

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

The last 100 years has witnessed a fervent debate in the United States about quantitative and qualitative research paradigms. Unfortunately, this has led to a great divide between quantitative and qualitative researchers, who often view themselves as in competition with each other. Clearly, this polarization has promoted purists, namely, researchers who restrict themselves exclusively either to quantitative or to qualitative research methods. Mono-method research is the biggest threat to the advancement of the social sciences. Indeed, as long as one stays polarized in research, how can one expect stakeholders who rely on our research findings to take this work seriously? Thus, the purpose of this paper was to explore how the debate between quantitative and qualitative is divisive and, hence, counterproductive for advancing the social and behavioral

science field. This paper advocated for all graduate students to learn to utilize and to appreciate both quantitative and qualitative research. In so doing, students will develop into what one terms as pragmatic researchers.

Instructional Review Time in Year-Round and Traditional Calendar Schools

Lynn W. Varner, Delta State University

The number of K-12 public school students enrolled in year-round schools has grown from just over 350,000 for the 1985-1986 school year to 2,320,730 in 2002-2003. Numerous researchers have found positive effects of a year-round school calendar on student achievement. One of the reported benefits of a year-round calendar is increased retention of knowledge due to a lack of learning loss over a lengthy summer break. This benefit appears to be especially significant for students from economically disadvantaged households. Formal curricula are based upon the knowledge that students learn continually. Thus, the sequential and successive nature of school curricula are intended to enhance a student's development from basic to more complex knowledge throughout the years of schooling. The customary long summer vacation disrupts the continuity of instruction. Teachers must review previously taught material when school resumes in the fall, which, in turn, reduces the number of available days for introduction of new material and skills. Within year-round schools, teachers find that students forget less over the shorter breaks than over a long summer and that they spend less time reviewing in the fall under a year-round calendar than they did under a traditional calendar. This qualitative study examined the progress of nine third-grade teachers (four from a traditional school and five from a year-round school) through their reading and mathematics textbooks in order to determine if this purported benefit was realized in one year-round elementary school as compared with a similar school that used a traditional calendar. Student achievement test scores, lesson plan analyses, and teacher interviews all favored the year-round calendar over the traditional calendar.

Session 1.3

8:30 A.M. - 9:20 A.M.

INSTRUCTION Bayroom

7

Presenter:

Johan W. van der Jagt, Southeastern Louisiana University

Educational Assessment: The Measurement Process Pretest-Posttest Comparison

Pamela M. Broadston, Texas Tech University, and Rob L. Kennedy, University of Arkansas at Little Rock

To determine the effectiveness of a graduate educational assessment course in measurement processes, this study compared test scores from the beginning and from the end of the course. The three sections that were the focus of this study were offered in the fall 2002, spring 2003, and summer 2003 terms with the same instructor. The course was offered as a traditional face-to-face class using PowerPoint presentations during all of the lectures. All sections incorporated several quizzes, hands-on activities, and a 50-question, multiple-choice final exam. The purpose of the activities was to assess the students' knowledge of the basic components involved in educational assessment, particularly the measurement process. There were 44 participants for whom there was complete information, comprising 35 females (80%) and nine males (20%). Multiple-choice pretests and posttests on fundamental assessment topics were given. The assumptions for the dependent t-test and for the Wilcoxon test could not be met, so a quantile (sign) test was run to compare the pretest and posttest scores. The assumption that the measurement scale be at least ordinal was met since the data comprised frequency counts, but random selection was not possible since students cannot be randomly assigned to these classes. However, the students did not exhibit any obviously exclusive characteristics. The test indicated that the null hypothesis of no statistically significant difference between the pretest and posttest scores could be rejected at the $p=0.000244$ level (13 higher and 0 lower). It was concluded, then, that there were differences relative to the pretest and posttest scores, suggesting that the class was effective for learning the measurement topics introduced.

Can Streaming Video Convey Affective Meaning as Well as Videotape?

Jay L. Cofield, University of Montevallo

Using videotapes for various forms of instruction is a common practice. The literature suggests that regular video, while not ideal for conveying highly detailed information, can be useful for affective purposes. This study looked at whether or not streaming video can be as efficient as videotape at imparting affective information. A previous study of streaming video clips found that students perceived the clips as useful for cognitive information. A brief search of the Internet revealed that many educational establishments are implementing streaming video, and research should be conducted now to determine the best use for streaming video in instruction, or possibly to determine what streaming video is not suited for. For this proposed study, approximately 30 students from a public, liberal arts university during the summer 2003 academic term viewed a 10-minute dramatic video scene on either videotape or via streaming video. The subjects took a survey to determine attitudes and perceptions about the video they watched, and three subjects from each group were asked to participate in brief interviews to further explore their perceptions about the

video and medium they watched. Statistical analysis of the surveys included chi square analysis, correlations, and frequencies. Demographics included gender, age, college, frequency of Internet use, and frequency of watching television.

The Effects of Race, Place, Class, and Gender on Instructional Strategies in Kentucky's Seventh-Grade Science Classes: Individual and School-Level Analyses

D. Clayton Smith, Western Kentucky University; Larry S. Ennis, Lindsey Wilson College; and Stephen K. Miller, University of Louisville

In this study the issue of differential exposure to best instructional practices in Kentucky's 7th-grade science classrooms was investigated. The focus was on instructional strategies in the belief that the mediating effects of classroom teaching practices might explain previously discovered demographic performance differences in educational test scores. This study, exploring the relationship of student demographics to teaching method, was a necessary first step in testing this hypothesis. Student level (N = 21499) and school level (N = 264) data came from Kentucky's educational assessment (KIRIS) for the 1996-7 and 1997-8 school years. The instructional strategies examined were taken from required student questionnaires and grouped into three categories: traditional strategies, active strategies, and e-strategies. At the student level, these strategies were then regressed on race, gender, free and reduced-price lunch participation, urbanity of the district, Appalachian status, and educational district status. At the school level, the strategies were regressed on percentage white, percentage female, percentage of students receiving free and reduced-price lunch, urbanity of the school district, Appalachian status and educational district. In addition, the study investigated a previously discovered interaction between urbanity and Appalachian status to see its possible effects on instructional strategies. The results of this study indicated that the constituents of a class or a school do affect the instructional strategies that a teacher uses in the classroom. Student-level results indicated numerous tiny, but statistically significant, demographic differences concerning all three types of instructional strategies. Nearly all these demographic differences disappeared when the KIRIS data was examined at the school level. The most interesting findings were those schools with higher percentages of free and reduced-lunch students reported more computer usage. In addition, the more female students in the school, the less computer use was reported. These findings were both interesting and ominous.

Session 2.1

9:30 A.M. - 10:20 A.M.

DISPLAY..... Bayroom

1

Coverage of Individual Differences in Educational Psychology Textbooks

Amy C. Kallam, Karen L. Yanowitz, Gretchen Wray-Clayton, and Tonya Teague-Miller, Arkansas State University

Many preservice teachers have their first introduction to the topic of student individual differences in educational psychology. The purpose of the current study was to examine how current textbooks present this topic and to compare changes to Ash's and Love-Clark's (1985) analysis of older textbooks. Sixteen current (1995-2002) educational psychology textbooks were examined to determine the number of pages devoted to the exceptional child and the disadvantaged child. For instance, raters looked for discussions of mainstreaming, and learning disabilities, for the exceptionality category. Discussions of poverty, and "at risk" were included for the disadvantaged child category. In order to compare the results of current research to Ash and Love-Clark (1985), the authors used the same unit of analysis as they did. The total number of pages per topic over all years was calculated. Then, the percentage of pages present in each time period was calculated. Six percent of the pages devoted to the exceptional child appeared in 1954-64 textbooks, 9% in 1965-75, 45% in 1976-1983, and 40% in 1995-2002. Similarly, 0% of the pages devoted to the disadvantaged child appeared in 1954-64 textbooks, 19% in 1965-75, 42% in 1976-1983, and 39% in 1995-2002. Chi square analyses revealed significant differences in these categories (ps < .001), as coverage of both topics was seen proportionality more in later years. In addition to the categories generated by Ash and Love-Clark, the authors noted that individual differences related to culture and gender were also discussed in current textbooks. Considering all pages devoted to individual differences in current textbooks, 45% discussed exceptionality, 27% culture, 17% disadvantaged students, and 11% gender. With the addition of topics, such as culture and gender, more of an emphasis was placed for understanding all types of individual differences of all students, and not just those who were considered exceptional or disadvantaged.

Beliefs and Practices Regarding Technology: Influences on Professional Instructional Practices

Averil M. Loague, Auburn University at Montgomery

This study sought to examine the influence of technology beliefs and practices of higher educational faculty on instructional methods by examining school culture and the beliefs and instructional practices of faculty members at different points along a technology acceptance/use continuum. A body of growing research indicates that there is a relationship between faculty beliefs and instructional methods (Robin & Harris, 1998), and since teacher educators must model and teach preservice teachers how to teach with technology it is important to identify the factors and/or processes that encourage technology acceptance and instructional use. The study sought to answer the following questions: (1) How does technology influence instructional practices of higher educational faculty? (2) Does technology use contribute to a change

in one's belief or conception of teaching, and if there is a change in one's conception, what factors contribute to the change? and (3) How do beliefs and practices of the institution influence technology use? A qualitative multi-case design was chosen for this study. The study's population consisted of 33 faculty members from a school of education at a small, four-year institution. Purposeful sampling was used to choose two individuals who represented the high and low ends of a technology/use acceptance scale. Random sampling was used to select one individual from the remainder of the population to represent a point somewhere between the two ends of the technology acceptance/use scale. The participants, all within the same racial group, represented both genders and three different disciplines within the school. Data sources consisted of a standardized open-ended interview, an online technology use survey, the Approaches to Teaching Inventory, course syllabi and online course materials, professional development records, institutional archives, administrative interviews, and personal notes.

An Online Graduate Course that Creates a New Culture for Learning

Barbara N. Young, Middle Tennessee State University

Content requirements, criteria and standards, and personal needs and issues of learners drive course design. Multiple modes of interaction such as small group discussion, large group discussion, teacher to individual student communication, and individual student to individual student communication must be incorporated into course design. Both traditional on-site course models and newer, more innovative, online course delivery systems must incorporate these components into course design. Cultural Issues in Education was designed with the above in mind as an innovative online course with the dual purpose of fostering exploration of the unique American Multiculture and teaching for diversity while promoting unity. The online graduate course was designed and structured for effective delivery, using the WEBCT online development program and its components, with attention given to meaningful interaction, quality feedback, relevant and enriching activities, inquiry-based readings and activities, and research opportunities not typically available or engaged in when utilizing the traditional on-site course delivery format. The online course design provided for a more dynamic, complex, and enriched learning environment for the inquiry-seeking graduate student. Learners were immersed in course content within this alternative learning environment through multiple styles of delivery, Internet resources and Internet-based telereasearch, and numerous inquiry-based tasks. As a result, a totally new, dynamic culture for learning emerged utilizing interactive WEBCT components such as Online Personal and Group Discussion Boards; Group Chat Rooms; Student Tools including email links, Student Personal Profile Homepages, online grade access, and Essay Drop Box with instructor feedback capability; External Links; Course Documents including handouts, articles, and resources; and other links and tools. This poster display session noted content description including syllabus, content modules, semester calendar, readings, requirements, and description of links to various pages and tools, and essays and assignment directions. WEBCT Course Map/Menu settings, navigation, and tools available and utilized within WEBCT for this course were also addressed.

Session 2.2

**9:30 A.M. - 10:20 A.M. TECHNOLOGY Bayroom
3**

Presenter: Jimmy D. Lindsey, Southern University at Baton Rouge

Distance Learning in Allied Health Education: Is It Healthy?

Ken Wright and Vivian H. Wright, University of Alabama, and Jeff Stewart, Macon State College

As funding at academic institutions becomes more difficult to obtain and competition for student enrollment increases, administrators in higher education institutions continue to search for ways to generate revenue and enrollment. Creative administrators have targeted distance education as a response to the economic, political, and educational changes that are taking place on college campuses (Evans & Nation, 1993). The exploration of new technological delivery methods to increase access to higher education in conjunction with cost-effective degree programs is a high priority for administrators (Blumenstyk, 1995; DeLoughery, 1995). The increased availability of technology, including the Internet, allows faculty to develop distance education courses and to deliver content to learners who would not otherwise have the opportunity to complete courses (Dellana, Collins, & West, 2000; Drury, 2001; Palloff & Pratt, 1999). Distance learning is a relatively new instructional delivery method in allied health. The purpose of this study was to obtain the perceptions of distance learning in sports medicine from alumni and enrolled graduate students at one southeastern university. Participants were asked to complete an online survey. From the data, over 93% of the respondents believed they were given the resources needed to complete courses online. All respondents were satisfied with faculty contact. Additionally, 84% of the participants were satisfied with the content of this online master's program. Over 90% of currently enrolled students and program alumni would take additional allied health courses via distance education. The overwhelming perception was that advanced-level academic content can be adequately delivered in a distance format to students or current professionals in the field. With the increasing emergence of technology, allied health professions must evaluate instructional methods to deliver knowledge and skills. Through collaboration, the discipline should expand use of technology-based learning modules.

Predicting Elementary Education Candidates' Technology Integration During Their Field Placement Instruction

Meiko Negishi, Anastasia D. Elder, Burnette Hamil, and Taha Mzoughi, Mississippi State University

Recent changes in teacher education programs reflect the growing concern with technology training. Research confirms that training positively affects preservice teachers' attitudes and technology proficiency (Blake, Holcombe, & Foster, 1998; Abbott & Faris, 2000; Negishi & Elder, 2002; Snider, 2003). However, little is known about the kinds of factors that may predict preservice teachers' integration of technology into their own instruction. As part of larger evaluation for a PT3 grant, Preparing Tomorrow's Teachers to Use Technology, the goal of this study was to explore which factors affect elementary education candidates' integration of technology into their instruction during field placement. A multiple regression analysis was conducted on seniors' responses to a survey administered immediately after completion of the field placement experience. The survey measured a variety of topics related to beliefs and use of technology utilizing Likert-scaled items. The dependent variable was candidates' reported use of technology during field placement (3 items, alpha = .65). Factors that were examined in the multiple regression included issues regarding their general use of technology; availability of technology at the field placement (3 items, alpha = .85); degree of mentor teachers' use of technology (3 items, alpha = .82); and beliefs about the motivating quality of technology (2 items, alpha = .66). Results revealed that the four predictors accounted for 24.8% of the variance in candidates' reported integration of technology into their field placement instruction. Significant findings (at p-value < .01) showed that candidates tended to integrate a higher degree of technology into their instruction if they reported high general use of technology (beta = .17), if more technology was available in their classroom (beta = .32), and if their mentor teachers used technology more frequently (beta = .16). However, candidates' beliefs about technology as a motivator were not a strong predictor.

**Does Teacher Confidence in Technology Skills Vary Based on Grade Level
Of Instruction or Teaching Experience?**

Eric Marvin, University of Memphis

Educational findings have indicated that teachers do not feel prepared to use technology in their teaching. Yet, little research, if any, separates such limited feelings of technological preparedness by grade level of instruction (elementary vs. secondary). Likewise, research has indicated that teachers with fewer years of teaching experience are more likely to feel prepared to use computers or the Internet than their more experienced colleagues. However, research has not prevalently identified the specific technology-related areas in which this finding holds true. This paper reported the findings of a study conducted to determine if teacher confidence in technology skills varies based on grade level of instruction or years of teaching experience. Descriptive and ANOVA procedures were used to examine data collected from a small, southeast Texas school district. Data were collected with a researcher-developed instrument, the Technology Skills Assessment (TSA). Findings indicated secondary (7-12) teachers had a higher mean score than elementary (PK-6) teachers on all seven TSA divisions. Regarding years of teaching experience, teachers with 21+ years experience had a smaller mean score than all teachers with 20 or less years experience on all TSA divisions, except Policy and Ethics. Teachers with less than five years of experience scored significantly different from teachers with 21+ years experience on Internet Basics and Advanced Skills. Teachers with 5-10 years experience scored significantly different from teachers with 21+ years experience on Computer Basics. Implications of the study are relevant to preservice teacher education and professional development planning for K-12 teachers.

Session 2.3

9:30 A.M. - 10:20 A.M. HIGHER EDUCATION Bayroom
4

Presider: Russ West, East Tennessee State University

Faculty Perceptions of Blackboard

Jeff Anderson, University of Alabama at Birmingham

Online learning platforms have become commonplace in much of higher education over the past few years. Many schools and universities have adopted various tools to support traditional instruction, as well as to offer online courses to the masses. After evaluating other platforms, the University of Alabama at Birmingham's School of Education adopted CourseInfo that later became the Blackboard course delivery platform. In fall 2001, a qualitative study was performed to evaluate faculty perceptions of the Blackboard system at the UAB School of Education. Five faculty members were selected to participate in taped interview sessions to discuss their perceptions towards Blackboard and online learning. The results of this evaluation offered insight into the strengths and weaknesses of the Blackboard system in supporting their instruction, as well as some of the new challenges and opportunities one faces with online learning platforms. The UAB School of Education has been able to use this information to better support faculty in the use of this online learning platform in their classes.

**Decentralized Budgeting Models in Education: Site-Based Budgeting for K-12 Schools
and Responsibility Center Budgeting for Higher Education Institutions**

George S. Hall and Olin Adams, Auburn University

Decentralized budgeting in education is currently manifested in several models. A search of recent education literature appears to support the position that the site-based budgeting (SBB) model is highly associated with K-12 schools, and the responsibility center budgeting (RCB) model is commonly referenced in the context of higher education institutions. The association of site-based, or school-based, budgeting with K-12 schools is not surprising. With few significant sources of revenue beyond the district allocation, K-12 principals appear to operate their schools as cost centers, focusing their budgeting efforts on limiting expenditures. This emphasis on cost control is a central characteristic of the SBB model. Thus, SBB is a logical budgeting model choice for K-12 schools. Similarly, RCB appears to be a logical budgeting model for colleges and universities. Because these institutions have the luxury of alternate sources of significant revenue, apart from the state allocation, they appear to use a budgeting model that delegates both revenue enhancement and cost control responsibilities to departments that operate as limited profit centers. These dual revenue and cost management responsibilities are consistent with the RCB budgeting model. To investigate the viability of these budgeting model associations, field interviews were conducted with administrators of a Georgia school district and an Alabama university. The Georgia interviews included a district superintendent and an elementary school principal. In Alabama, interviews were conducted with a university vice president of business, as well as the dean of the university's nursing school. The four interviews substantially supported associating the SBB budgeting model with K-12 schools and the RCB budgeting model with higher education institutions.

Gender, Mathematics Achievement, and Completion of College Majors

Hae-Seong Park, University of New Orleans

The major concern of science educators is the lack of talented females selection and completion of math-related majors. In spite of attempting, during the past few decades, to create equality in all facets of life in America, many sexual stereotypes persist. The purpose of this study was to determine the relationship of gender to the relevant factors influencing the decision to choose a college major and completion of the major in the technical sciences related to mathematics. The database for the study was NELS 88-2000. For the purpose of the study, the target population was the panel group of NELS:88 who participated in 1988, 1990, 1992, and 2000. The weight variable (f4pnlwgt), that is for the panel of '88, '90, '92, '94 and 2000, was employed. The AM software that was specifically developed to analyze the national longitudinal study data was implemented for the analyses, performing statistical analyses in AM computes estimates, standard errors, and significance tests while taking into account the complex sample design of the NELS data. While AM can take into account the design role variables, typical statistical software cannot (e.g. SPSS). While noticeable gender impact did emerge in this study, there was a very small impact of gender in the completion of college majors. Many of the significant paths showed similar results for both genders. However, separating the analyses by gender helped to point out some interesting path differences. Unexpected results and implications of the model were discussed.

Session 2.4

9:30 A.M. - 10:20 A.M.

PROFESSIONAL DEVELOPMENT -- FINDING AND GETTING YOUR FIRST ACADEMIC JOB (Symposium).....

Bayroom

5

Organizer:

Gail Weems, University of Arkansas at Little Rock

Overview

Securing a first job in academia can be a daunting task. Therefore, the purpose of this symposium was to serve as a mentoring session by offering basic advice to graduate students who were undertaking this mission. Advice was offered for the search, the application, the interview, and the offer. The symposium was presented as a panel discussion with each member sharing 5-7 minutes on one of the above areas. Participants were encouraged to ask questions on these topics and other areas of concern.

The Search

Michelle Buehl, University of Memphis

Secure subscriptions or access to the "MLA Job Information List" and the Chronicle of Higher Education. September cast a net wide in the job search. Know that the application process is expensive and time consuming. Know that interviews may be requested only days before they are to occur.

The Application

Gail Weems, University of Arkansas at Little Rock

Have a member of the faculty unfamiliar with your work review your credentials. Request a mock interview with your department.

Prepare a teaching portfolio. Have copies of publications available.

The Interview

Anthony J. Onwuegbuzie, University of South Florida

Review university catalogs. Request a copy of the interview itinerary. Anticipate questions from interviewers. Prepare questions for interviewers. Anticipate interviews with the vice president of academic affairs, the department chair, and department faculty. Anticipate a teaching and/or research presentation. Request interviews with the director of Human Affairs to discuss benefits. Clarify who is covering travel expenses.

The Offer

Larry G. Daniel, University of North Florida

Prepare a list of items that one may need to negotiate such as: salary, graduate assistants, travel money, reduced teaching load for the first year, seed money for grants, computer needs, and moving expenses. Do not accept an offer over the phone – request it in writing. The symposium was presented as a panel discussion with each member sharing 5-7 minutes on one of the above areas. Participants were encouraged to ask questions on these topics and other areas of concern.

Session 2.5

9:30 A.M. - 10:20 A.M. COLLEGE STUDENTS Bayroom 6

Presider: Allison P. Potter, University of Memphis

The Impact of Self-Regulation on Academic Achievement: A Qualitative Study of Two Minority Groups

Srilata Bhattacharyya, University of Memphis, and Wendy Jordanov, Tennessee State University

Researchers have explored the impact of self-regulatory learning strategies for many years through quantitative research. Empirical evidence suggests differences in academic achievement between students who are self-regulatory in nature and those who are not. The processes of meta-cognitive self-regulatory activities are planning, monitoring and regulating. Planning is concerned with activating prior knowledge to make learning more organized. Monitoring assists the learner to integrate with prior knowledge and also keep track of one’s learning, while regulating helps to improve performance by a constant process of checking and correcting behavior. One limitation of this body of research is the lack of ethnic diversity in the samples. Evidence indicates that most studies of self-regulatory learning strategies have been conducted by Caucasian researchers on Caucasian students, and therefore may not be easily generalized to the larger population. This qualitative study compared two groups of students (African American and Asian American students) from two colleges of education in the mid-south. Focus group interviews formed the main procedure of this study. In order to ensure triangulation, focus group results were compared to observations and personal interviews with students. Semi-structured questions were asked, based on what learning strategies these students used in the classrooms, and the interviewers only probed for clarifications. Seven students were interviewed in the Asian American focus group, which was tape-recorded and transcribed. In-depth personal interviews of two students yielded additional insight. Eight students were interviewed in the African American focus group and personal interviews of three students were then conducted. Triangulation was also established as two independent researchers were involved in the interview and observation processes. Hopefully, the results of this study will assist educators in the adaptation of culturally responsive pedagogy in the classroom.

Temperament, Learning Styles, and Demographic Predictors of College Student Satisfaction in a Digital Learning Environment

Suzanne P. Stokes, Troy State University

Undergraduate college students enrolled in courses that incorporated web-based modules were surveyed to assess their satisfaction with learning in a digital instructional environment, with the goal of identifying possible predictors of satisfaction according to temperament, preferred learning styles, and the demographic characteristics of gender, age, grade point average, major according to academic division, experience with using the World Wide Web, and previous courses taken that incorporated web-based lessons. Temperament classifications were guardian, artisan, idealist, and rational, and were determined through the Keirseley Temperament Sorter II. Preferred learning styles categories were active/reflective, sensory/intuitive, visual/verbal, and sequential/global, based on Felder and Solomon's Index of Learning Styles. Satisfaction was measured on a 16-item satisfaction scale developed by the researcher. The research sample was comprised of 145 volunteer participants; the survey response rate was 87%. Experience with using the World Wide Web and gender emerged as predictors of satisfaction, with students who described themselves as being at ease with using the World Wide Web more likely than less experienced users to be satisfied with the digital learning

environment; females were more likely to be satisfied with digital learning than were males. Considered important from the research findings was the absence of predictors of satisfaction, with the view that students considering enrolling in courses that incorporate digital learning, but who may be reluctant to register because of perceived mismatches between personal traits and the digital environment, should be reassured that the environment is not restrictive in terms of temperament, preferred learning styles, age, grade point average, university classification, major, or previous digital learning experiences.

Predicting Final Examination Grades in a Self-Paced Introductory Psychology Course

Ronald L. Skidmore, Morehead State University

This study examined the effectiveness of using selected self-report measures assessing motivational orientation, learning strategies, procrastination, and perceptions of daily hassles to facilitate the prediction of final examination grades in a self-paced introductory psychology course. Research has shown these factors to be associated with academic success, and is of concern to instructors and students alike. Surveys that economically and effectively assess these factors would be valuable for instructors attempting to predict student performance early in a given semester and in determining possible interventions to promote academic success. Four surveys purporting to measure the constructs were chosen. A demographic survey was also administered. The course utilized a local area network of personal computers to administer all materials and to collect relevant data for each participant. Students agreeing to participate in the study were administered the surveys during the first three class sessions of the semester. The course was self-paced with students determining their own rate of engagement. A criterion level of accumulated points determined course letter grade and course completion. Data were collected on 149 students, 122 of whom completed the course. The final examination was given in two segments. Part I covered core modules that all students were required to master during the course of the semester before they attempted additional modules. Part II covered the remaining modules. Hierarchical regression analysis indicated that self-efficacy for learning and performance was positively related to grades on Part I of the final examination. Results suggested that self-efficacy should be considered when attempting to predict future academic performance.

Session 3.1
10:30 A.M. - 11:20 A.M. ATTITUDES (Discussion)..... Bayroom 2

President: Jean Clark, University of South Alabama

Reliability and Stability of Student Literacy Attitude Inventory (SLAI) Scores Across Grade Level and Teacher Ratings of Reading Ability

Dana Thames, Carolyn Reeves-Kazelskis, and Richard Kazelskis, University of Southern Mississippi

Since one of the major factors related to reading achievement is the student's attitude toward reading, the reliability and validity of scores derived from assessments of literacy attitude continue to be of interest to educators and researchers. Data from 267 students in grades 1 through 8, who responded to the recently revised Student Literacy Attitude Inventory (SLAI), were used to examine the alpha reliability and the stability of subarea and total SLAI scores. The data were examined by grade level (grades 1-4 and grades 5-8) and by teacher ratings of reading ability (below grade level, on grade level, above grade level). Alpha coefficients for the total scores ranged from .88 to .95 for reading-ability groups and in the mid .80s for grade-level groups. Alpha coefficients for the SLAI subareas ranged from .41 to .88 across groups. Alpha coefficients were consistently high (.77 to .88) for the below-grade-level reading group but were incrementally lower for the on-grade-level and above-grade-level groups. Alphas were lowest (.41 to .66) for the students in the lower grades. Stability coefficients for the total scores were generally good, ranging from .68 to .84 over a two-week time period. Subarea scores tended to be most stable for below-grade-level students (.54 to .87) and for the upper-grade-level group (.35 to .79). Little change in mean levels for the subgroups was found for the subarea and total scores. Analysis of mean level differences in SLAI subarea and total scores revealed only minor differences in SLAI attitude scores for the three reading-ability groups. Statistically significant grade-level group differences ($p < .001$) were found with the lower-grade-level group indicating a more positive attitude across all subarea and total scores. The findings indicated that SLAI total scores exhibit good levels of internal consistency and stability. Also, the relationship found between the reliability of the reading attitude scores and teacher judgments of reading ability was discussed.

Dispositions and Diversity

Naomi C. Coyle and Sue H. Hernandez, Centenary College of Louisiana

Horace Mann made the following point: as is the teacher so is the school. Many teacher preparation programs are defining this phrase to not only include the intellect but also the teacher's dispositions. This position paper had two purposes: (1) to generate thought and encourage those involved in teacher preparation programs to reflect on the practices employed at their universities to identify and measure dispositions, and (2) to build a case for the significance of personal and interpersonal attributes necessary for a successful teacher. This was

accomplished by: (1) giving the reader information concerning current definitions of dispositions, characteristics that have been identified as dispositions, and methods to assess those dispositions; (2) discussing the complex task of defining and assessing dispositions; and (3) addressing the importance of preservice teachers possessing certain dispositions. Definitions of dispositions included a discussion of both those from national standards programs such as Interstate New Teacher and Support Consortium (INTASC) and those proposed by educators. Dispositions of effective teacher that fall into three categories, Intrapersonal, Interpersonal, and Extrapersonal, also were addressed. The discussion of the methods of assessing dispositions ranged from a simple checklist to the process of developing a teaching portfolio. The authors also shared problems associated with identifying and assessing dispositions. However, the focus of the paper was the discussion of how a teacher education program can identify and assess certain attitudes that preservice teachers must possess without contradicting the claim for diversity.

Session 3.2

10:30 A.M. - 11:20 A.M. FIELD EXPERIENCE Bayroom 4

President: Rebecca M Giles, University of South Alabama

How Different Are We? Undergraduate and Graduate Diversity Immersion Experiences

Harold L. Shoemaker, Jr. and Shirley Bowles, University of Southern Mississippi

The minority populations in the United States increased to 35% by the year 2000 and have been projected to reach 50% by the year 2025. Institutions of higher learning, recognizing this change, have acknowledged the importance of incorporating diversity topics into their curriculum. Studies have shown that during late adolescence and into the college years, students have been more malleable, and that changes in political and social attitudes formed during those years have remained with them throughout their lives. However, not all segments of society have understood these changes in society. Students who have attended college in their home environment or similar environments in which the college experience is homogeneous have been deprived of the opportunity to develop an understanding of people different from themselves. Consequently, many non-minority students are not aware of the contributions made by racial and ethnic groups different from their own. To help students understand groups different from their own, the authors incorporated diversity immersion into the course requirements of multicultural education courses for both undergraduate and graduate students. The students were required to seek out a segment of society different from their own, become immersed in that culture as much as possible, and then report their experiences to the class. The student reports were then qualitatively analyzed for their reaction to people of origin different from their own, students' attitude changes, and perceptions that were challenged or affirmed by their immersion. Although some students entered into the immersion experience with apprehension, their comfort level, as well as their perception of the target culture, seemed to improve as they gained understanding about that culture.

Qualitative Analysis of Preservice Teachers' Service-Related Field Experience

Rebecca M. Giles, Carolyn P. Casteel, and Lynda Daughenbaugh, University of South Alabama

This study investigated the effectiveness of using a service activity (tutoring reading) as a field experience to benefit undergraduate students in relation to their program of study and explored the specific concepts relative to teaching learned or reinforced through this school-based experience. Participants were 83 elementary preservice teachers enrolled in their first block of teaching field courses: Foundations of Reading Instruction, Children's Literature, and The Elementary-Early Childhood Program. After completing a two-hour training session, participants were assigned to two K-5 students identified by classroom teachers as in need of reading assistance. Each student was tutored weekly for one half hour for eleven weeks. Following their last tutoring session, participants anonymously completed an after-teaching reflection adapted from work by Smith, Lambodin, and Linquist (2001), as well as Johnston (2001), consisting of four prompts: (1) describe two things that went well during your tutoring sessions, (2) describe one thing that went differently than you expected, (3) describe any changes you saw in the students you tutored, and (4) what you have learned through this experience that will help you in your future teaching. Reflection responses yielded qualitative data that were analyzed for emerging patterns using a system of 30 codes related to instances involving the students, preservice teachers, and classroom teachers generated from a review and discussion of selected item responses. Collectively, through researcher triangulation, potential bias and predisposition were assessed. Low-inference descriptors, including verbatim, were used with the analytical induction to describe participant reactions. The results suggested tutoring, as an early field experience, could be a valuable learning experience for preservice teachers. Participants' perceived knowledge in regard to the teaching-learning process, children, themselves, and the teaching profession increased as a result of the tutoring experience.

Trends and Practices in Field Experience

Barbara A. Salyer and Susan P. Santoli, University of South Alabama

Teacher education programs have a fundamental role to play in producing quality teachers for our nation's schools. The nature of the field experience is especially salient to the education of highly qualified teachers. This paper presented the results of research on current practices

related to the field experience in 268 NCATE-accredited institutions. These results revealed trends and patterns among these institutions and thus provided a second means for other institutions to gauge the progress of their own improvement efforts. The study had two major objectives. First, the authors sought to obtain data describing current teacher preparation practices in NCATE-accredited institutions, especially with regard to field experiences. Second, the authors sought to compare these current practices with recommendations in national reform documents and reports as a way of gauging progress toward reform among a large number of teacher-education programs. Data for this descriptive study were collected using a four-page written survey that was designed to profile current practices in teacher-education programs with an emphasis on the field experience. Survey questions reflected both the authors' own experiences as campus-based teacher educators and key programmatic areas identified in the teacher-education literature. The four-page, researcher-developed written survey was mailed to all 520 NCATE-accredited institutions in the fall of 2001. Results from the 268 surveys that were returned were analyzed using the SPSS statistical package and were reported in terms of frequencies and percentages. The results revealed considerable variation among the responding institutions but also clear preferences for certain practices. The results also indicated apparent trends in certain practices when compared to those reported in earlier surveys.

Naturalistic Inquiry: A Method for Shadowing Principals

Jack G. Blendinger, Mississippi State University; Lauren R. Wells, University of West Alabama; and
Gail Snipes, Jackson State University

This paper discussed the role of naturalistic inquiry in identifying what elementary, middle, and high school principals actually do in their administrative practices. Naturalistic inquiry may be defined as the intensive study of specific instances of a phenomenon in its natural setting, such as the leadership and managerial roles of the school principal, from the perspective of the subjects involved. Three frameworks, elementary, middle, and high school, for making structured observations in school settings that slowly emerged from observing principals, were shared with session participants. These frameworks represented the latest development in a research project begun in 1995. The project was initiated because the authors were concerned that graduate students, regardless of their years of experience as teachers, had only a vague idea about how school principals invested their time and effort. Preparing principals was not an easy task. It called for making authentic learning experiences, such as shadowing, an integral part of the curriculum. By shadowing, the authors meant having graduate students walk in the footsteps of a practicing principal to systematically observe her/his administrative behavior while on the job. Shadowing provides a way for graduate students studying to be school administrators to bridge theory with practice.

Session 3.3

10:30 A.M. - 12:20 P.M.

**EDUCATION REFORM -- THE CLASS-SIZE CONUNDRUM: DO
EDUCATORS AND POLICY PERSONS REALLY UNDERSTAND?
(Symposium and Discussion)**

Bayroom

5

Organizer:

Charles M. Achilles, Seton Hall University and Eastern Michigan University

Experimental, Field Study, Case Study, and Circumstantial Evidence of Class Size Efficacy

Charles M. Achilles, Seton Hall University and Eastern Michigan University

Implementation Strategies and Outcomes of Class-Size Reduction in Woodlake Elementary

Jean D. Krieger, Woodlake Elementary School

Compilation of Class-Size Findings: Grade Level, School, and District (HLM)

Marie Miller-Whitehead, TVEE

Contentiousness in Class Size Discussion: The PTR Proxy Won't Go Away

Mark Sharp, Eastern Michigan University

Class-Size Implementations, Outcomes, and Costs in Selected S.E. Schools and Districts

Paula Egelson, SERVE

Imagine a major medical breakthrough in 1990. Everyone talks about it but (1) only a few MDs read the research or MD-training programs teach it, (2) many policy persons criticize it with no knowledge of the research, and (3) health policy and legislation do not emphasize it. Education's parallel is class-size reduction (CSR). Few have studied or even read the research, and inconsistent policy and implementations show that few understand what CSR is or how to do it. The symposium purpose was to address the above issue by: (1) presenting summaries of CSR research and evaluations, and (2) providing a forum for in-depth question-and-answer using the huge CSR database and examples as evidence.

The following summarizes some of the papers in the session. A review of methods, processes and findings of the major CSR studies, including STAR, SAGE, California's CSR. Discussions of case studies of CSR included costs, methods to obtain the small classes,

outcomes, and qualitative comments of participants. Reviews of “circumstantial” evidence by following student test scores through years of CSR implementation as reported on state (e.g. CA) and local (e.g. individual school system) databases. Explorations of impediments to the use of CSR included misuse of different concepts, teacher uncertainty, and ideological differences. Summaries of state “report card” evidence to link CSR and student improvements. Examples of the varieties of CSR evidence: meta-analyses; statewide efforts; large-scale and longitudinal experiments, evaluations, case studies, and inferential approaches. Requirements to obtain maximum CSR benefits: Presenters provided hand-outs and packets of information that were “highlighted” in brief (3-5 minute) presentation summaries. Each summary was followed by a brief question period for clarification. After all summaries were presented, the symposium presenters and audience engaged in discussion/question and answer time, including a sharing of how the CSR was actually achieved (What were the “trade-offs”?). There were “practitioner” discussants. The symposium bordered on a training session. Importance: Social and economic pressures encourage educators to find ways to reduce costs but increase the “output” of education, narrowly defined as student test outcomes. Simultaneously, the No Child Left Behind (NCLB) calls for making decisions on Scientific Based Research (SBR). The symposium emphasized how well CSR evidence meets SBR criteria as required in NCLB while providing student benefits outside of test scores and at reasonable costs. This symposium addressed the issue stated at the outset: Educators and policy persons must understand CSR research and evaluation data and the supporting theories in order to use CSR correctly.

Session 3.4

10:30 A.M. - 11:20 A.M. LEARNING STYLES Bayroom 6

Presider: Janet R. McNellis, Troy State University

Learning Styles Instrument Creation: A Confirmatory Factor Analysis

James E. Witte, Maria M. Martinez-Witte, and A. J. Guarino, Auburn University

The presentation involved a reporting of procedures and results involved in creating a learning styles instrument. James and Blank (1993), in reviewing learning styles instruments, reported evidence of validity and reliability to be generally inconclusive or contradictory. The purpose of this research was to create a Perceptual Modality Learning Styles instrument with a sufficiently high estimate of construct validity and reliability to be used to gather information pertaining to an individual's learning style preference. By establishing and following a series of review panels, field tests, and confirmatory factor analysis (CFA), the researchers believe that the goal has been attained.

Using MI Theory as a Conceptual Framework for the Design and Assessment of Electronic Learning

Stephen Marvin, Kathy K. Franklin, and Eric Marvin, University of Memphis

At the beginning of the 20th century, scientists developed a clinical definition of intelligence along with instruments to provide a single measure of intellectual ability or potential. They believed that intelligence was a “single, general capacity for conceptualization and problem solving” (Gardner, 1983). By the end of the 20th century, scientists and philosophers had challenged this traditional definition and measurement of intelligence with new theories and instruments. One such theory was the work of Howard Gardner related to multiple intelligences. Gardner (1983, 1993a, 1996) argued for the existence of several “relatively autonomous” human intellectual competences that he referred to as human intelligences. The precise nature and breadth of each intellectual domain, as well as the exact number of intelligences, has yet to be determined. However, Gardner originally identified seven separate and specific intelligences: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal (Gardner, 1983, 1993a). He has since added the naturalist intelligence. Included in the Theory of Multiple Intelligences (MI) are the assumptions that each intellectual domain is relatively independent or autonomous from the other, and each can be shaped and joined in a multitude of ways by individuals and cultures. As MI theory has gained in popularity in K-12, electronic learning has captured the attention of postsecondary education, i.e. WebCT and Blackboard. Because of the constructivist nature of the electronic learning environment, it is reasonable to suggest that faculty could use the theoretical categorization of intelligences of MI theory to support electronic course development and assessment. Therefore, the intent of this literature review was to: (1) investigate the specifics of MI theory, (2) link the theory to the characteristics of electronic learning, and (3) make recommendations for course development and assessment using MI theory.

The Effect of Race, Gender, and Learning Style on the Final Grade of College Students in Remedial Reading Classes

Sara J. Lindsey, Jennifer L. Harris, and Rebecca S. Watts, University of Louisiana at Monroe,
and Tonja Fillippino, Arkansas State University

Human beings learn in different ways, and these ways often vary with age, achievement level, culture, global versus analytic processing performance, and gender (Hickson & Baltimore, 1996; Shaughnessy, 1998). A large amount of research suggests that learning styles have a direct effect on academic achievement (Dunn & Dunn, 1993; Gardner, 1985; Lemire, 2002; Renzulli and Smith, 1998; and Slavin, 2000). Carbo and Hodges (1988) suggest that students whose learning styles are matched with appropriate instructional strategies have an improved ability to concentrate and learn. A study of 101 college students enrolled in five separate remedial reading classes was undertaken in fall 2002. Students

and teachers were asked to answer questions relating to teaching and learning styles, and the results were analyzed using ANOVA. Descriptive statistics revealed that all teachers had a dominant visual teaching style. The student population was divided into four groups: visual (37%), auditory (17.6%), kinesthetic (33.3%), and the remainder sharing two dominant learning styles. There were no significant main effects ($p = .05$), but there were significant two-way interactions between learning style and race ($p = .006$) and learning style and gender ($p = .026$). There was also a significant interaction among learning style, race, and gender ($p = .028$). Results showed that although no statistical correlation between teaching style and learning style existed, teachers would be advised to examine ways to better reach all learners.

Session 3.5

10:30 A.M. - 11:20 A.M. TESTS Bayroom 7

Presider: Linda C. Kondrick, Arkansas Tech University

**Assessing English and Math Proficiency for Fourth and Eighth Graders in Louisiana:
Very Few Children are Falling Behind**

Olin Adams, and A. J. Guarino, Auburn University; Wade Smith, Louisiana Laboratory School;
and Warren Curtis, Livingston Parish (LA) School District

There is a need to better understand factor(s) contributing to students' passing or failing end-of-year high-stakes exams. The study investigated the predictive value of various demographic factors for student success or failure on the high-stakes tests. Participants, the total sample of ($N = 2137$), were comprised of 1228 eighth graders and 909 fourth graders. All fourth- and eighth-grade students in Louisiana are required to take the Louisiana Educational Academic Proficiency test (LEAP). LEAP is a criterion-referenced test developed specifically by the state of Louisiana to measure the educational progress of students against preset performance benchmarks for English and math. The past testing cycle was the fourth year of implementation for the test. Data collection results for the high-stakes tests were provided by the participating school district and were disaggregated according to grade and various other demographic factors. Nearly 98% of eighth graders and 95% of fourth graders passed the English portion of the LEAP. Nearly 92% of eighth and fourth graders passed the math portion of the LEAP. The single largest (in fact, overwhelming) predictor of failure for all students was placement in special education. Other significant predictors for failure on the LEAP test included race and retention in a prior grade (fourth grade) and race, retention, and gender (eighth grade). The findings were discussed in the full paper. These results have implications for identifying and remediating students at risk for failing the LEAP exam, as well as tailoring classroom instruction.

Using Pretesting as an Advising Tool for Students Taking PRAXIS I

Patricia A. Brooks and Garfield Burke, Mississippi Valley State University

Mississippi is one of 39 states that require a test of basic skills of the teacher candidates (Edwards, 2002). Also, standardized tests continue to be a problem for most minority candidates. The question then becomes, "What experiences and information are needed to better prepare students for the initial test, PRAXIS I/PPST?" Advising students, in general, and about PRAXIS I, in particular, is necessary if they are to be more successful. "In fact, good advising may be the single most underestimated characteristic of a successful college experience" (Light, 2001). Also, when advising students using a developmental advising approach, the process is one of guiding, not directing, students toward the personal goals they have set and how they can best reach those goals (Raushi, 1993). Data have been gathered for three semesters on students who were enrolled in a team-taught course, ED204 Problem Solving and Critical Thinking. The pretest battery included a pretest essay, a reading test, and basic skills pretests in reading and writing and was modeled after the one by Salinger and Burns (1985). Initially, data have been analyzed on one of the pretests to set up categories of recommendations. They are: (1) strongly encourages to take the test the next time it is given, (2) continue to review and note which specific test(s) to take, and (3) continue to review and use other campus resources, software, and/or materials. The subjects are primarily minority students of both traditional and non-traditional college age. Analysis of the pretest: writing scores for the 69 students resulted in the following: Number of students Percentage of total Category #1, 1, 2%; Category #2, 5, 7%; Category #3, 63, 91%. The implications are: (1) course content needs to be reviewed to make adjustments based on the pretest data. (2) continue to advise students who have not yet passed all parts of the tests, and (3) PRAXIS I passing scores should be analyzed to determine if category numbers need to be changed.

Session 4.1

11:30 A.M. - 12:20 P.M. DISPLAY..... Bayroom 1

Changes in Coverage of Cognitive Topics in Educational Psychology Textbooks

Karen L. Yanowitz and Amy C. Kallam, Arkansas State University

A paradigm shift occurred when cognitive psychology emerged as an important theoretical orientation in psychology. Goetz and

Chatman (1985) examined coverage of major cognitive theorists and found relatively little discussion of these topics in educational psychology textbooks published in the 1980's. The purpose of the current research was to determine if the coverage of cognitive psychology has increased in current educational psychology texts. Sixteen educational psychology textbooks published between 1995-2002 were examined using the list of theorists and concepts generated by Goetz and Chatman. A book was counted as having discussed a theorist if the reference section listed at least one publication by that theorist (comparable to Goetz's and Chatman's methodology). Similarly, books were counted as having discussed a concept if it was mentioned in the subject index. The results revealed that 30% of the theorists were mentioned significantly more frequently in the current textbooks than in the 1980's texts ($p < .05$). For instance, Ulric Neisser was mentioned in 33% of the texts in the 1980's and 81% of the current texts. No change was obtained for the remaining theorists. A greater change was seen in coverage of concepts, as 60% of the concepts were mentioned in significantly more current texts compared to older texts ($p < .05$). For example, metacognition was mentioned in 94% of current books compared to 8% of the older texts. While there appears to be an increase in coverage of cognitive concepts, little increase was found in the citations of theorists. Perhaps as cognitive psychology has become more pervasive in education, more educational researchers are investigating these concepts and authors are citing researchers from their own field. Ultimately, authors of educational psychology textbooks may believe it is more important that future teachers be exposed to ideas within cognitive psychology, rather than particular theorists.

Teachers' Perceptions of the Type of Certification Needed by Professionals in Learning Disabilities

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

The purpose of this study was to determine if teaching area (general education, special education) and instructional level (elementary, middle school, high school) affected experienced teachers' perceptions of and preferences for the type of certification training (categorical, multicategorical/generic) that best prepares special educators to meet the assessment and instructional needs of students with learning disabilities (LD). Forty-two general and special educators selected using a stratified, random sampling procedure (strata teaching area and instructional level) agreed to participate and completed a three-part questionnaire. Between-subjects designs were used, and the factors included teaching area, instructional level, and type of certification. The dependent variables were the subjects' categorical certification-perceptual scores and preferences for type of certification. SPSS 10.0 ANOVA and f^2 procedures were used to analyze the data ($p < .05$). Results indicated that teaching area and instructional level interacted to effect the subjects behavior development/ management, instruction in inclusive and special education settings, collaboration, and home-school cooperation perceptual scores. Perceptual scores appeared to be dependent on instructional level. Teaching area also affected the subjects' instruction in inclusive and special education settings and home-school perceptual scores (general educators had the higher means). Fewer than two assumed roles (state director special education and parent of child with LD); there were no associations among the subjects' preferences for type of certification by teaching area, instructional level, and setting. The findings of this study were unique, added to the extant special education certification literature, and could be used by professionals and other stakeholders in their on-going debate on the type of certification training that best prepares special educators to meet the needs of students with LD. Results, limitations of the study, and recommendations for future research were discussed.

A Mentoring Program to Put Teachers on Path to Success

Jane H. McHaney and Carolyn Williams, University of Central Arkansas

Assigning experienced teachers to guide and support novice teachers provide valuable professional development for both new and experienced teachers. Charlotte Danielson (1999) found that mentoring helps novice teachers face their new challenges. Through reflective activities and professional conversations, they improve their teaching practices as they assume full responsibilities for a class. Moir and Gless (2001) recognize that the traditional "trial-by-fire" approach has contributed to so many new teachers leaving the profession. Nationwide, one-third to one-half of new teachers quit teaching before completing their fifth year. This presentation described a successful mentoring program based on the Pathwise Framework developed by ETS. Under the Pathwise system, preservice teachers are assigned to trained mentors who support the beginning teacher in their transition from the university to the challenges of the classroom. Evidence was presented to demonstrate how a focused, systematic mentoring program was having a positive influence on the performance of new teachers and was advantageous to mentors as well. Above all, this support for new teachers benefits K-12 students as well. This display session described how one university has developed a collaborative mentoring program for novice teachers in multiple professional development schools grades K-12. Two hundred fifty surveys were mailed and 35% were returned. Results, concerns, recommendations and conclusions were shared during the session.

Session 4.2

11:30 A.M. - 12:20 P.M. READING Bayroom 3

Presenter: Cheryl Murphy, University of Arkansas

Effective Reading Intervention Programs: The Role of the Teacher Assistant/Paraprofessional

Leslie L. Griffin and James W. Nicholson, Jr., Delta State University

Repeatedly, studies have confirmed that early intervention literacy programs (K-3) are more effective than interventions begun later (Pikulski, 1995). Cunningham and Allington (1999) assert that the best early-intervention programs are those designed to target the specific needs of children. When need-specific programs are offered in schools that serve large numbers of children who come to school with few literacy experiences (encounters with books, stories, and print), early intervention is most advantageous. Critical to the success of the early-intervention program is the training of the assistant teacher/paraprofessional who is often charged with delivering this targeted instruction. While many schools depend on teacher assistants/paraprofessionals to deliver highly specialized intervention strategies to children with reading difficulties, there are relatively few training opportunities for these members of the support team. Therefore, their chances of delivering quality instruction are minimal. It follows that this common instructional intervention program design has limited promise for improving the instruction, or the achievement, of low-achieving children. For teacher assistants/paraprofessionals to provide assistance that improves classroom instruction, careful program design and professional training focused on the goals of the literacy program must be in place. Further, this training must be done in collaboration with the classroom teacher so that they can work and plan together for the delivery of appropriate literacy instruction for these students (Allington & Cunningham, 1996). Research provides a blueprint for designing a training program for teachers and assistant teachers/paraprofessionals that enhanced the delivery of literacy instruction for children with targeted needs, and, in turn, their potential for improved achievement. This paper presented the hallmarks of such a program and offered a description of its key features.

Reading Ability as a Predictor of Technical Writing Proficiency Among African American Graduate Students

Kathleen M. T. Collins, University of Arkansas, and Anthony J. Onwuegbuzie, University of South Florida

Assessing technical writing skills, such as writing up formally results stemming from the statistical analysis of real data, is considered by some statistics instructors as a viable way of providing performance and/or authentic assessment. Unfortunately, many students find such technical writing extremely difficult. Because writing quantitative results sections involve the ability to receive, encode, translate, and reproduce material presented in statistical textbooks, it is likely that reading ability plays an important role in the technical writing process. Thus, the purpose of the present inquiry was to examine this link among 115 African American graduate students. A canonical correlation analysis revealed a strong multivariate relationship between reading ability and writing proficiency. Specifically, reading ability (i.e., reading comprehension and reading vocabulary) significantly predicted students' ability to write up the results of the following four statistical analyses: correlation analysis, independent samples t-test, dependent samples t-test, and chi square analysis. Implications were discussed.

Missing Out: An Examination of Absenteeism and Standardized Reading Scores of Children in Urban Schools

Christine R. Hockert, Clifton Hills Elementary; Sonja Y. Harrington, Alabama State University; Debra Vaughan, Public Education Foundation; and Kirk Kelly, Hamilton County Department of Education

This research study examined the relationship between excessive absenteeism and reading scores on the Terra Nova Standardized Test for students in grades 3 through 5 attending an urban school in Chattanooga, Tennessee. Other variables such as race, gender, and grade level were also examined. Approximately 188 students in grades 3, 4, and 5 attending a low performing, highly impoverished, urban school were chosen to participate in the study. Demographic information indicated that 102 (54%) males and 86 (46%) females participated in the study. Of these students, 133 (71%) were African American, 53 (28%) were Caucasian, and two (1%) were Hispanic. In addition, there were 74 (39%) third graders, 58 (31%) fourth graders, and 56 (30%) fifth graders. At the end of the 2002-2003 academic year, Terra Nova NCE composite reading scores and absences were collected and compared to determine whether a relationship existed. In addition, scores were further analyzed based on gender and race. The data gathered for this research study were analyzed using statistical procedures. Significant results were found on several factors. Several implications suggested a thorough investigation of possible contributing factors for absenteeism, such as suspensions, lack of transportation, head lice, school climate and safety, were needed. Furthermore, excessive absences due to transfers may affect retention rates. Further analyses may suggest a review of attendance policies by the school, school board and district. Possible benefits of this research may be to address the causes of excessive absenteeism and investigate alternative intervention strategies or programs to meet the needs of these students.

Session 4.3
11:30 A.M. - 12:20 P.M. RESEARCH METHODOLOGY (Discussion)..... Bayroom 6

Presider: Richard Daughenbaugh, University of South Alabama

A Framework for Making Quantitative Educational Research Articles More Reader Friendly for Practitioners

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

In recent years, standards for securing tenure and promotion at institutions of higher education in general and research-intensive and research-extensive universities in particular have increased. Typically, junior faculty members at these institutions are expected to accomplish higher research performance levels than has been the case in the past. Consequently, there has been a proliferation in the number of research articles published in the field of education. Indeed, the number of scholarly journals that publish research articles has been growing at an exponential rate. Unfortunately, although many of these published articles are written for practitioners and stakeholders, only a small percentage of these individuals representing this targeted audience appear to read these articles. Yet, some of these articles could help to effect positive change in educational systems. A common reason cited by practitioners and stakeholders for not reading research articles that are pertinent to them is that they are written in too technical a manner. In particular, the statistical analyses presented are deemed to be too difficult to understand. As such, research articles, particularly quantitative reports, are not viewed as being reader-friendly. Thus, the purpose of the present article was to demonstrate how quantitative research articles can be made much more reader-friendly. For instance, the authors discussed how statistical language and research terminology could be simplified in reports. Moreover, using a published article, the authors demonstrated how quantitative reports could be restructured to make them more reader-friendly, without sacrificing any important statistical information. The authors contended that by restructuring these reports, practitioners and stakeholders would be in a much better position to read quantitative research articles, whose findings could then be utilized to improve the quality of education. As such, not only would the divide between researchers and practitioners be reduced, but also educational research studies would have a much bigger impact on schools.

A Study of Action Research as a Method of Professional Development

Sharon P. Sanders, University of North Florida

The study examined four groups engaged in action research to find out: (1) what kinds of “actions” resulted from the action research studies, (2) how the results of their action research supported or changed the researcher’s beliefs or practices, and (3) at what levels the participants planned to continue using action research as professional development. The sample was selected from persons participating in four different action research groups. The participants were either directors of one of the action research groups or action researchers within one of the groups. The first group was from a university teacher preparation program on the west coast of the United States. The second group’s participants were from a professional development partnership formed between a university and several public schools. This group was on the east coast of the United States. The third group was comprised of science and math teacher leaders engaged in a partnership with a university in the southeastern United States. The fourth group consisted of a group of Nationally Board Certified Teachers partnering with a university in the southeastern United States. The researcher held interviews by telephone with representative participants from each of the four groups. The interviews were recorded and transcribed for further analysis. An open-ended method of questioning was used to encourage the action researchers to share personal perspectives about their action research and its outcomes. Questions posed to the directors of the action research programs explored their use of action research as a means for furthering professional development. The evaluation of results took place within the context of a graduate qualitative research course taken by the researcher. Tentative conclusions were drawn, and findings of the study suggested implications for the use of action research as a professional development tool.

Distance Technologies in Collaborative Research

Robert E. Mayben, Sharon E. Nichols, and Vivian H. Wright, University of Alabama

This study investigated how one group of scholars worked collaboratively on research projects to complete specific research goals and on identification of best practices in online education, particularly higher education. The primary goal of this study was to examine the successes and barriers of the use of distance technologies for collaborative research. The study included a discussion of the advantages and disadvantages of particular distance communication tools. Data were collected via a survey administered in a web-based format. Results indicated that email and the telephone are considered the best facilitators of collaboration via a distance. The discussion revealed that technology infrastructures and participant skills play major roles in the selection of collaborative tools.

Putting the “Arts” Back into the Language Arts

Jack G. Blendinger, Mississippi State University; Lauren R. Wells, University of West Alabama;
and Charlotte Tabereaux, Rankin County (MS) School District

This case study shared the authors' efforts to put the “arts” back into the language arts through action-oriented research methods based on an approach called naturalistic inquiry. For the purpose of this paper, naturalistic inquiry was defined as the intensive study of specific instances of a phenomenon (e.g., teaching children to read) in its natural setting from the perspective of the subjects involved. For more than a decade, the visual and performing arts have been pushed to the background to make way for highly scripted or costly computer-based instructional programs whose primary purpose is to raise standardized test scores, rather than developing a passion for reading and writing. In an attempt to reverse the tide, the authors tapped naturalistic inquiry methods to create an arts-infused instructional program for teaching children to read.

Contemporary neurobehavioral research focusing on how the dynamic interactions of hand and brain play a crucial role in helping children encode and decode written language was utilized in designing the program. More than a 100 teachers and school administrators (i.e., involved subjects) participated in developing the arts-infused reading program. A rich, thick description of what an arts-infused approach to the teaching of reading could and should be emerged from the process. Research techniques used to produce the arts-infused reading program, as well as the program itself, were shared with session participants.

Session 4.4

**11:30 A.M. - 12:20 P.M. EARLY CHILDHOOD EDUCATION Bayroom
7**

Presider: Beth Hensley, University of Memphis

Elementary School Recess: A Comparison of Preservice and Inservice Teachers' Perspectives

Rose B. Jones, University of Southern Mississippi

Since many states no longer include recess in the public elementary school curriculum, the purpose of this study was to identify and compare the perspectives of preservice and inservice teachers about the inclusion of recess. The participants included a group of 154 preservice teachers and a group of 116 inservice teachers who had been randomly and systematically selected from elementary schools across the state. The participants responded to a 22-item survey about different aspects of recess. Using chi square analysis, significant differences in the responses of the two groups were found on several items. The preservice teachers were significantly more positive about: recess for special needs students ($X^2 = 75.42, p < .001$); having written policies regarding injuries ($X^2 = 32.69, p < .001$); periodic safety inspections ($X^2 = 63.98, p < .001$); having disaster plans ($X^2 = 45.61, p < .001$); implementing rainy day recess ($X^2 = 73.80, p < .001$); use of parent volunteers ($X^2 = 198.93, p < .001$); CPR training for supervisors of recess ($X^2 = 198.92, p < .001$); and having longer recess time ($X^2 = 21.08, p < .001$). Additionally, 153 preservice teachers preferred to teach in a school that includes recess in the daily schedule. There were no significant differences between the two groups on the importance of talking and interacting with students during recess nor on the importance of play on students' overall development. Both groups of teachers indicated that the adult-to-students ratio should be either 1-to-20 or 1-to 30. The importance of adult supervisors knowing the names of at least 30 students during recess supervision was indicated by both groups (inservice teachers = 94.8%; preservice teachers = 94.1%). The findings of this study suggested that participants in this study strongly supported the inclusion of recess.

Experts and Novices: The Benefits of Multiage Placement in Primary School

Jean D. Krieger, Woodlake Elementary School

There is no doubt that educators are pursuing ways to help students have increased achievement. "No Child Left Behind" implies that all students will continue to show improved growth in academic areas. This presentation outlined an action research project explaining how heterogeneously grouped students placed in a multi-age setting show increased student achievement, particularly in reading, when compared to their peers in traditional classrooms. Classes of 20 students or less consist of first and second graders. Each year about half of the class enters as beginning first graders. The first graders from the previous year remain with the same teacher and loop to second grade. Students learn to work together in a risk-free, collaborative environment where learning includes many hands-on activities. The entering first graders are called "novices" and the second graders are called "experts." Students work together with various assignments incorporating language arts, reading, spelling, writing, handwriting, math, science, social studies, art, and character education. Students in these two classes are representative of the student body including students with special education classifications such as Learning Disabled, Other Health Impaired, Autistic, Gifted, Talented, and Speech Impaired. There is a range of abilities represented within each of the two grade levels of students. This action research project showed how the students have progressed examining nationally normed standardized tests, including the Iowa Test of Basic Skills and the Developmental Reading Assessment. Information was presented pertaining to their ability to pass mandated state assessments in the fourth grade as compared to their peers.

Parents' Interests, Current Involvement and Level of Parental Involvement in School Activities

Tara I. Gbadamosi and Huey-Ling Lin, Alabama State University

The study determined how parents were involved in school activities and the relationship between parents' interests and their level of participation. Parents were given a self-report questionnaire to identify activities they were currently involved in and to identify activities they would like to do in their children's classroom. Of 208 parent surveys distributed, 114 were returned. The survey included gender, age, ethnicity, professions, and involvement activities. Twelve teachers were interviewed to identify the level of parental involvement in their classroom. Descriptive statistics were used to examine the parents' response patterns across teachers. The results were organized into: (1) what parents do and what they would like to do in the classroom, (2) the level of parental involvement in each classroom, and (3) the level of parental involvement based on the interview with the teachers. More than 50% of parents reported they would like to have lunch with their children, attend field trips, and visit

or observe the classroom. More than 10% of parents participated in activities they like doing. Of 12 teachers participating in the survey, three teachers reported having had formal, structural involvement in their classroom. Six teachers reported having had higher-level involvement in their classroom. Three teachers reported having had low-level involvement in their classroom. The high level of parental involvement was related to the participation in the activities that parents liked to do in the classroom. The findings suggested that by identifying activities parents were interested in, parents would have the opportunity to be involved in their children's education. The findings indicated that there is a need for teachers to provide activities that interest parents so the level of parental involvement will increase in their classrooms.

Session 4.5

11:30 A.M. - 12:20 P.M.

LEARNING -- APPLYING STUDIO BASED LEARNING TO EDUCATION SETTINGS (Symposium).....

Bayroom 8

Organizer: Linda Morse, Mississippi State University

Studio-Based Learning: An Instructional Approach for Fostering Critical Thinking and Problem Solving
Linda Morse, Mississippi State University

This paper explored how SBL can be used as an instructional technique to facilitate problem solving and some of the issues associated with its design and use. Typically, SBL involves the presentation of an open-ended problem with multiple solution paths with content knowledge acquired through the process of developing the solution. Rather than the traditional instructional delivery method of lecture, studio-based learning requires that students work in small groups toward problem solution while being guided by the instructor. Students then take responsibility for what is learned rather than being told what to learn. Such an approach to learning is an important tool to transfer to the world of work. Additionally, SBL is an instructional technique that facilitates deeper processing and can be adapted for numerous types of educational settings.

A Model for Studio-Based Learning in Teacher Education: Applications for Math Methods
Dana P. Franz and Kay Brocato, Mississippi State University

Studio-based learning (SBL) has definite application in the mathematical classroom. The mathematical standards written by the National Council of Mathematics include problem solving, representation, communication, and connections. SBL-designed questions allows for students to incorporate all of these standards, while creating a solution to the proposed problem. During the SBL process students must critique, redesign, and defend their problem solutions. This process is essential in developing deep mathematical understanding. This paper discussed how SBL has been applied to a math methods class that covers both course objectives, as well as higher goals such as those required by national standards.

Using Studio-Based Learning with Counselors in Training
J. Scott Young, Mississippi State University

This paper described how a community-counseling course exclusively utilized the SBL approach to teach counselors in training about the delivery of mental health services. In this application, students were provided tasks that facilitated their developing models of mental health delivery systems. This total approach to SBL relied upon structuring successive problems that students would solve as they developed their models. The advantages and disadvantages to such a holistic approach using SBL were discussed.

Research Issues Associated with Studio-Based Learning
David Morse, Mississippi State University

In planning or evaluating research pertinent to studio-based learning, there are several research issues that become evident, including concerns about definition, implementation, duration, experience of instructors or designers and learners, and the nature of the outcomes appraised (e.g., process, satisfaction, attainment of learning outcomes, retention, transfer), as well as how robust findings are against rival explanations. This portion of the presentation addressed the challenges to the researcher planning, reading and evaluating, or summarizing SBL studies and how each may be handled.

Session 5.1

12:30 P.M. - 1:20 P.M.

LEADERSHIP Bayroom 2

President: Jane Nell Luster, Louisiana State University

Leadership Styles and School Violence: Does Leadership Impact Occurrences of School Violence

Shuntina L. Johnson, Jackson State University

The purpose of this ethnographic research proposal was to find out if a relationship exists between school administrator's leadership style and instances of student violence. This proposal provided a detailed discussion about the perpetrators of school violence, trends in school violence, "invisible students" who commit violent acts, and leadership styles of school administrators. This study was needed in the educational arena because there are not many methodological studies on the effects of school administrators and/or school principals and student violence. Moreover, the literature on school violence focuses on the roles of the superintendent, teacher, and parent as participants in preventing student violence in school (Ireh and Bailey, 1999 & Scott, Nelson, and Liaupsin, 2001). However, the literature fails to address the role of the school administrator in capacities other than an intervention specialist or reactionary disciplinarian. Therefore, a study was needed to show that although student violence has increased, effective leadership might play a role in deterring repeated violent offenses. Recent school shootings demonstrate that U.S. schools have been overwhelmed by a barrage of shootings, leaving parents, educators, and entire communities struggling to answer questions of why violence occurred (Bender, 1999). Since the shootings at Columbine High School, Pearl High School, and Heritage High School, reported instances of student violence have increased. Moreover, the profile of violent students has changed from the socially and academically challenged to middle class, intelligent children who have created a subculture within schools. These middle class, suburban children have been called the "invisible kids" (Bender, 1999). According to Bender (1999), these children are not troubled students. These students simply come to school and never overachieve or underachieve to gain teacher attention. It is the "invisible kid" profile that changed the face of school violence in America and created a wave of fear among parents, teachers, and administrators. The methodology of this study focused on Leithwood and Duke's (1998) six forms of educational leadership, instructional, transformational, moral, participative, managerial, and contingent, and the link that exists between administrator's leadership styles and student violence. The purpose of this study was to explain the link between administrator's leadership styles and school violence and whether the administrator's leadership style affect occurrences of school violence. The objectives to reach that goal were: (1) to describe perpetrators of school violence and how violent students affect learning environments, (2) to describe factors that cause students to behave violently, and (3) to describe leadership styles of school administrators and how they affect decision-making processes in schools as it relates to student violence. Questions framed the interviews: (1) Could you discuss your day as a school administrator? (2) How do you define your leadership style? (3) How do you define student violent behavior? (4) What type of punishment is meted out for violent behavior? and (5) Could you discuss factors that deter students from repeating acts of violence at school?

Leading with Emotional Intelligence

Wanda S. Maulding, University of Southern Mississippi

Emotional Intelligence is a fairly new concept in the leadership dynamic of schools. In this session, a discussion of the hypothesis that school leaders with high emotional intelligence foster schools with increased academic achievement was led. The author's contention was that school leaders with high levels of emotional intelligence create (over time) schools with high academic rankings. This discussion was enhanced with dialogue in regard to an in-depth analysis on the topic for the upcoming year. "What factors are at play, for example, when people of high IQ flounder and those of modest IQ do surprisingly well?" Author and renowned psychologist Daniel Goleman believed these factors are attributed to abilities called emotional intelligence, which includes self-control, zeal and persistence, and the ability to motivate oneself (Goleman, 1995). Goleman would argue (and in fact has) in his interview in *Educational Leadership* (Sept., 1996) that "IQ contributes, at best, about 20 percent to the factors that determine life success. That leaves about 80 percent to everything else." Ron Edmond's *Effective Schools Correlates* states that one common denominator in effective schools is the presence of strong academic leadership. With this thought in mind, a study was conducted to determine the impact of school administrators on student achievement. Selected schools in a southeastern state were targeted for this study. With permission, a survey instrument utilized by psychologist Daniel Goleman was administered to school leaders to determine their particular level of emotional intelligence. Others factors, such as years of administrative experience, total educational experience, gender, and race, were correlated with academic school level to find probable relationships between school leadership and school academic success.

A Triple Take: A Closer Look at Comprehensive School Reform

Rodilyn O. Bacho-Logsdon, University of North Florida

The intention of comprehensive school reform designs is to provide coherent school-wide improvement that encompasses all aspects of how a school operates. What should the core dimensions of a comprehensive school reform model be? All parts of the school, from leadership to culture, including curriculum and instruction, parent and community involvement, and available resources, need to be considered. The present study looked at three schools, one from Mississippi, the second from Georgia, and the third from Florida. Each school was engaged in comprehensive whole-school improvement by adopting a particular reform model. The researcher asked a set of interview questions about the coherency of school-wide improvement that covered several aspects of their school's operations in relation to change during the implementation of a comprehensive school reform design: What components of leadership have contributed to whole-school improvement? Define the culture of the setting. How is coherence encouraged between curriculum, instruction, and assessment? What is the level of parent/community involvement? Describe the use of

resources for your school. Data were collected and transcribed from the interviews of superintendents, principals, team leaders, professional development coaches, and teachers leading the implementation of the reform design in each of the three schools. Analysis of responses to the key questions formed a conceptual and historical framework for understanding the reform implementation within each school. Patterns of school transformation developed. Review of the data also suggested that a variety of factors, including recognition of teacher professionalism, managing of change, developing of learning communities of continuous inquiry, providing for coaching and reflection, and building of capacity for leadership, were considered by the participants as essential for effective reform. The findings suggested the importance of recognizing: (1) the systemic nature of comprehensive school reform, and (2) the long-term commitment of leaders to the nurturing of comprehensive school reform.

Session 5.2

12:30 P.M. - 1:20 P.M.

TECHNOLOGY Bayroom 4

President: Stephen Marvin, University of Memphis

What Factors Affect the Way Teams Interact in an Online Course?

Kathleen W. Ingram, John Rivers, Christopher Conley, Scott McDonald,
and Vincent Parker, University of South Alabama

The information age has brought about a fundamental change in higher education practice. The days when one could work for the same company for 20 years without continually increasing one’s skills and knowledge are over. Therefore, institutions of higher education are experiencing a large influx of what were once known as “non- traditional students.” These older, working, or sometimes unemployed, adults are coming back to get a degree or additional skills. They are pursuing this goal in addition to fulfilling their work and personal responsibilities. It is no wonder that distance education, in particular online learning, has become so popular in the last 10 years. This new breed of learner, the adult learner, needs a flexible method for gaining the information, skills, and degrees that are required to stay viable in today’s workforce. To meet the needs of adult learners, this program offers an Instructional Design master’s degree completely online, in addition to evening courses. The meaning of the term “distance learning” has become more than the sum of its parts. Its connotation lies in how the technology mediates the interactions between the learners and the content, the instructor, and the other learners. It lies within the learner’s experience. From the data of a post-course survey and conversations with students, the author became aware of how differently the project teams in the spring 2003 online course had utilized the available technology. The author realized that to meet the needs of future learners, there was a need to investigate the reasons for the differences. The purpose of this case study was to describe the different group processes, their use of technology, and to determine what factors affect their use of the technology and their success as a team.

The Effectiveness of Compressed Video in Delivering Graduate Coursework

Randy Parker, Louisiana Tech University

With the increasing development of instructional technology, online communication, and distance education offerings, there is an increased emphasis on alternative methods of instructional delivery. These methods vary from electronic supplements to regular instruction, to use of compressed video in real time to deliver instruction to several sites, to fully developed online web-based courses. Research is needed to determine the effectiveness of these various methods of course delivery in order to inform the development of distance education courses. This study focused on the effectiveness of compressed video as a means of delivering instruction for graduate-level coursework. There were 147 graduate students at one university who completed a 45-item survey to assess their perceived effectiveness of the compressed video medium. Data were collected during the 2002-2003 academic year from students in the College of Education who completed a course taught by compressed video. In the model, students were either in the on-campus site (with the instructor) or at the satellite sites (off-campus). A 5-point Likert scale instrument was used to collect data. Data were analyzed using descriptive statistics and ANOVA. A factor analysis with varimax rotation was used to identify three factors (convenience, value, involvement) with Eigenvalues greater than 1. Data analysis revealed significant differences at .05 between students in the campus site and those in the off-campus site on all factors. Effect size was computed using Omega squared. Off-campus students rated the convenience factor higher than did campus students; however, the other factors were rated higher by the campus participants. There were no other significant differences in responses identified between participants with regard to the variables of gender, age, degree, or full-part-time status. Still, this study gave some insight into the perceived value of compressed video as a means of delivering graduate-level education courses.

Using Technology to Design and Deliver Effective Responsive Instruction

Linda Cornelious and Yi Yang, Mississippi State University

The question has been asked by many teachers within the past decade, “How does technology fit into my teaching?” For some the answer seems quite simple: technology must be integrated into every course in the curriculum. The key is knowing what works best with each subject. Teachers must clearly understand how technology can become an integral part of the learning environment to ensure that students are

internationally connected and globally competitive. Although computers are now available in most schools, not all teachers see the value of using them to complement their instructional practice in ways that motivate students to maximize their learning. The purpose of this paper was to identify ways in which teachers can incorporate technology into their courses. Recommendations were made as to how teachers can become better prepared and comfortable in their use of technology. Specific strategies included how to use the Internet, computer-assisted software, and multimedia-tools in designing and delivering responsive instruction to ensure that no child or school were left behind. Technology brings about many changes in the ways in which students learn and their teachers prepare for the instructional process. The No Child Left Behind Act of 2001 requires that more money be spent on technology in schools. However, with the focus on using technology to improve academic achievement, preparation must first begin with teachers serving as role models by using technology themselves to make their teaching more effective. This paper suggested how research on teacher's use of technology can enhance classroom practice and improve student achievement. Teachers must remember that technology is a tool that can work for them and, ultimately, advance the quality of instruction within schools. Searches from Academic Search Elite, and EBSCO Research databases, as well as refereed journals, were used to select relevant articles.

Session 5.3
12:30 P.M. - 1:20 P.M. TECHNOLOGY -- SAFE AND RESPONSIBLE SURFING: IMPLICATIONS AND RECOMMENDATIONS FOR THE FUTURE (Symposium)..... Bayroom

5

Organizer: Vivian H. Wright, University of Alabama

Internet Filter Use in Alabama Public School Systems
Jimmy Myrick, Cherokee County (AL) Board of Education, and Harold Bishop, University of Alabama

In one study presented at these symposia, technology coordinators and teachers in Alabama public school systems were surveyed concerning their use and perceptions of Internet filters in schools. Technology coordinators and teachers agreed that Internet filters should be used to protect students from inappropriate materials. The majority of both groups also indicated that having an Internet filter in place did not interfere with student learning and did not prevent teachers from planning, using, and teaching effectively in the classroom using Internet resources. However, the understanding level of teachers concerning the use of an Internet filter was below that of technology coordinators. It was evident that effective educational classes were not being conducted to cover the implementation of an Internet filter and the application of acceptable use policies concerning Internet use.

Opinions and Effectiveness of Acceptable Use Policies in K-12 Schools
Jana Beaver, Athens High School, and Margaret Rice, University of Alabama

In another study, opinions and insights about acceptable use policies (AUP) in public and private K-12 schools across the United States were presented. An online survey administered to technology leaders and administrators found a significant difference between the individuals responding and their opinions of AUPs. Additionally, purposively selected AUPs gathered online were analyzed to determine how effectively key issues were covered in the content. The study recommended that stronger emphasis be placed on orientation and education about AUPs in all schools for both students and faculty/staff.

Electronic Copyright Issues in Alabama Public Schools Systems
Susan Patterson, Alabama Online High School, and Vivian H. Wright, University of Alabama

In a study regarding copyright understanding, technology coordinators in Alabama public school systems were surveyed to gather their perceptions of electronic copyright (e-copyright) education of teachers and teachers' compliance with electronic copyright laws. The study focused on teacher education, teacher compliance, common myths surrounding electronic copyright, and school system policy documents concerning electronic copyright. Additional training is needed to educate teachers in copyright laws and compliance to dispel common e-copyright myths and misconceptions. More frequent inservice training will bring teachers into greater compliance with current e-copyright laws.

Session 5.4
12:30 P.M. - 1:20 P.M. EVALUATION Bayroom

7

Presider: Michael C. Ross, Kennesaw State University

Teachers Have Their Turn: Teacher Perceptions and Attitudes About Educational Reform

Nancy C. Boling, Murray State University

Kentucky classroom teachers need to have input into the Kentucky educational reform process. To improve production efficiency, a well-known leadership principle in industry is to ask for feedback from those who are actually performing the tasks. Kentucky is in its 13th year of educational reform (Kentucky Education Reform Act of 1990, known as KERA). While research has been conducted with superintendents and principals, teachers have had little opportunity to share challenges created by KERA, perceptions of KERA’s effectiveness, attitudes toward implementation, and suggestions for improving the reform process. This research provided elementary education classroom teachers the long awaited opportunity to have a stake in Kentucky’s reform efforts and to provide valuable information to all involved with school reform. In this first phase of research, five counties in Western Kentucky were randomly selected. From those five counties, five elementary schools were also randomly selected. With approval from the superintendents and principals, a survey was administered to the faculty of each of the elementary schools. The survey was used to gather demographic information, perceptions of KERA’s effectiveness, attitudes toward its implementation, and suggestions for improving the process. Complete anonymity was provided to ensure teachers answered candidly. Results showed that the teachers supported KERA with reservations about the assessment process. Various concerns included the amount of material that had to be covered during the year and job security in relation to the testing results. Suggestions for improvement included more training in portfolio development. While educational reform in Kentucky is underway, input from those on the front lines of learning is invaluable. Successive phases of this research project will include other regions of the state and middle and secondary school classroom teachers.

A Study of the Sustainability of GEAR UP Interventions in East Tennessee Middle Schools

Gary J. Skolits, Peggy King, and Terry Lashley, University of Tennessee at Knoxville

This research described the degree to which GEAR UP-sponsored middle school teacher and student interventions were sustained one year after project termination. Project interventions included curriculum realignment, “hands-on” instruction, teacher professional development, and student academic and enrichment activities promoting high school graduation and college/career awareness. This University of Tennessee – GEAR UP partnership operated in 14 middle schools in two East Tennessee school systems before transition of the cohort to high school. The literature suggested several conditions for program sustainability including: (1) motivation for continuation of interventions, (2) sustainability planning including the identification of resources for continuation of initiatives, (3) continued meaningful implementation of interventions, and (4) long-term adoption as part of the school culture. These conditions provided the framework for the study. Researchers utilized multiple data sources for descriptive data on project interventions, including annual reports and evaluations. These data include interviews of principals and surveys of teachers specifically addressing sustainability issues. Study results show evidence of school system motivation for project sustainability. Teachers, administrators, and students perceived project interventions as successfully addressing major school and student needs. Two major interventions show evidence of sustainability: (1) hands-on instruction strategies, and (2) use of available GEAR UP instructional equipment. Both intervention elements used resources previously provided by the program. Correspondingly, researchers found lower levels of sustainability in program interventions requiring real costs: teacher professional development, student enrichment activities, and college/career awareness initiatives. This research suggested that GEAR UP partners must help school systems address sustainability planning and resource development before project termination. As such, the findings presented an early warning regarding upcoming sustainability challenges once the cohort graduates and the GEAR UP project terminates at the high school level in 2006.

Factors Associated with Adolescents' Sexual Behaviors and Intentions

Tina Vazin, and Huey-Ling Lin, Alabama State University, and A. J. Guarino, Auburn University

This research investigated the efficacy of a sexual abstinence program (Choosing the Best Program) on attenuating adolescence sexual behavior and their sexual intention. Participants attended the Choosing the Best Program that consisted of eight classes conducted over a two-week period. Pre- and posttests were administered to a group of 149 seventh and tenth graders from urban areas in Alabama. Fifty-eight percent were females, while 41% were males. The participants were ethnically diverse with 46% African American, 37% Caucasians, and 17% as other. The instrument contained 41 closed-ended items. All variables were examined for content validity, and indices were tested for internal consistency. The dependent variables were teen sexual experience that was measured on a dichotomy scale and sexual intentions (likelihood of having sex in 12 months and likelihood of abstaining) that were measured by five different levels of possibility of refusing or abstain from having sex. Response consistency was evaluated by correlating the dependent variables with independent variables (e.g., gender, age, family structure, alcohol use, perceived grade average, perceptions of peers' sexual behavior, religious service attendance, perceived parental approval, outcome expectancies, action plans, risk perceptions, self efficacy, and teen sex belief). Different factors related to teens having sexual experience and their sexual intentions in pretest and posttest. Since the variables (having sexual experience) from pre- and posttest were not significantly correlated, an increase in the percentage of self-reports of having sexual experiences at the end of the two-week program may be due to untruthful reporting at the pretest. The variables (teens’ sexual intention) from pre- and posttest were also not significantly correlated. This pilot test challenged the reliability of self-report questionnaires related to teens’ sexual behavior and intentions.

Session 5.5

12:30 P.M. - 1:20 P.M. PROFESSIONAL DEVELOPMENT (Training)..... Bayroom 8

Presenter: John R. Petry, University of Memphis

Writing Grant Proposals

John R. Petry, University of Memphis

The session emphasized the following: (1) sources of grant and project funding (local, state, and federal and foundations); (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 materials). 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 practice. Emerging computer applications were discussed, including university electronic services for grant seekers. Participants spent time in imagining an educational need, submitting a short proposal to a funding agency to create a project to meet the need and manage the project, noting deficiencies in design, discrepancies in meeting goals, and success in the achievement of objectives.

Session 6.1

1:30 P.M. - 2:20 P.M. TEACHER EDUCATION Bayroom
2

Presenter: Dennis Zuelke, Jacksonville State University

Factors Effecting Educational Technology Self-Efficacy in Preservice Teachers

Cheryl Murphy and William Brescia, University of Arkansas

Technology in classrooms has grown from novelty to necessity. Use of computers in learning has the power to impact students in various disciplines. The common wisdom seems to be that today’s student comes to higher education much more “computer savvy,” with routine access to the Internet, and knowledge of applications exceeding that of most instructors. However, each semester, students in a required introduction to educational technology course have difficulty applying that knowledge to classroom situations. It is speculated that this inability may be resulting from particular individuals not having access to, or are lacking in familiarity, with technology. Their perception may be that that they cannot perform the assigned tasks (Cassidy and Eachus, 2001). The focus of this study was to determine if an introductory educational technology class can significantly impact preservice teachers’ self-efficacy. The sample consisted of students in an introduction to educational technology class, (n=120). In addition, two subgroups were formed: one was administered an intervention designed to provide vicarious experiences where students saw other learners succeeding, and a second designed to persuade students verbally that they possess the capabilities to master specific computer skills (Bandura, 1998). Students were administered a pre-and post-course self-reporting survey instrument designed to assess their perceived self-efficacy in using classroom technology. Items were adapted from Cassidy and Eachus’s validated computer self-efficacy scale. The instrument required students to respond along a 6-point Likert scale indicating their level of confidence for technology tasks. Wording half of the statements in a positive and half in a negative manner controlled for affirmation bias. Both t-tests and descriptive statistics were applied to the data. The results provided a composite score for overall self-efficacy and indicated tasks where changes occurred. An ANCOVA was performed to ascertain differences in pre- and post-efficacy scores between the three groups.

Technology Use Among Student Teachers

Susan P. Santoli, University of South Alabama

The standards defining professionalism in teaching have changed. No longer is the traditional knowledge of content and pedagogy sufficient. As the world demands more workers and citizens who can process information and knowledge, the key person in helping students develop these skills is the teacher in classrooms at all levels. Those who are responsible for training future teachers can no longer afford to prepare teachers as they were taught. NCATE program standards now require teacher preparation programs to include technology skills as part of the required competencies to be demonstrated during the classroom instruction and as part of the student teaching experience. Many states and districts are now including technology as one of the areas in which teachers are evaluated. This study was begun in order to determine how comfortable students, in elementary and secondary methods classes at a southern state university, felt with the technology instruction they had received and to have them predict which types of technology they would use and how that technology would be used during student teaching. Follow-up surveys assessed what technology was being used in student teaching, whether or not the students were using technology as much and in the ways they had anticipated, and if not, why. The results of this research revealed the difficulty in evaluating technology competencies in some cases because schools and classrooms lack necessary equipment. As well, some cooperating teachers are hesitant to use or to allow student teachers to use technology, impacting not only the student teachers, but the students in their classrooms as well. This research addressed the promotion of quality teachers, the necessity of creating a supporting environment in the schools, and the definition of what it means to be a professional in the teaching

field.

The Use of Video Case Studies in Teacher Preparation

Clifford A. Hofwolt, Vanderbilt University

In training teachers, colleges of education face a problem in trying to turn “novices” into “effective” beginning teachers. Most recommendations for the reform of teacher education stress the importance of equipping preservice teachers with research-based information about effective teaching. Students are sent into classrooms to observe lessons taught by teachers in hopes that “best” practices are observed. Students may view videotapes of real and simulated situations that may not reflect current research about effective teaching and learning. This is a hit and miss approach to teacher education. In reality, novice teachers lack the experience-based context to make research-based information meaningful and accessible when faced with real classroom situations. Novices also bring to methods courses misconceptions about what constitutes effective teaching. The case study method, long a mainstay of legal education, allows students to engage in reflective practice before beginning practice on real students. Through video cases, students can view teaching and learning that is situated in meaningful and realistic contexts. Video case studies allow students to analyze information-rich cases designed to apply research-based information to the classroom context. The attractiveness of the video case study method is that it allows students to analyze cases from multiple perspectives that go beyond superficial observation to develop a sense of what to look for from a particular perspective. The same case study can be analyzed from a different perspective to achieve a different analysis of outcomes, teaching practices, and a variety of other purposes. Under the guidance of an instructor, students can be taught what to look for that is meaningful and valuable in their development as a teacher. The technology exists today to make the use of video case studies a valuable partner in the development of effective beginning teachers.

Session 6.2

1:30 P.M. - 2:20 P.M.

Bayroom 3

ACHIEVEMENT

Presenter:

Rebecca M. Giles, University of South Alabama

Table of Specifications: Accountability for Teacher-Made Tests

Charles E. Notar, Dennis Zuelke, and Janell Wilson, Jacksonville State University

Teachers have been in the era of accountability for some time. There is an increased demand for accountability and the use of non-referenced testing with President Bush’s “No Child Left Behind” initiatives. However, there is a growing demand for less reliance on standardized tests. Admission decisions to colleges and universities are being made with less emphasis on using standardized test scores and more on other criteria such as Grade Point Averages (GPAs). GPA is a standard of accountability. However, when one compares GPA and standardized scores there are frequently differences among students GPA and scores on a standardized test, sometimes very large differences. From the literature one knows that standardized tests are valid. The question needs to be asked if GPAs are a valid measure of student achievement. GPAs are based in large measure on teacher-made tests. If teacher-made tests are not valid, how can a student’s GPA be valid? This paper looked at teacher-made tests and validity. The use of a Table of Specifications can provide teacher-made tests validity. This paper provided why a table should be used and how to construct a table for their assessment purposes.

Tackling Classroom Interruptions

Lawrence J. Leonard, Louisiana Tech University

The current and continuing international cycle of public reforms, founded primarily on the premise that educator accountability will result in improved learning outcomes, places additional pressure on teachers and administrators to better facilitate student achievement. The essential challenge is to forge improved learning environments that provide opportunities for enhanced student growth. Unfortunately, many schools seem to remain mired in cultural norms and routine practices that appear to impede, rather than promote, the realization of that goal. The research outlined here is the latest in a series of investigations undertaken by the author addressing the nature, extent, and apparent consequences of externally imposed classroom interruptions in schools. The intent of the current study was: (1) to ascertain if similar circumstances may or may not exist in a specific American public school environment, (2) to uncover additional insights as to the apparent causes and consequences of such instructional time erosion, and (3) to determine the extent and success of measures designed to curb classroom interruptions. The acknowledged underlying premise is, of course, that curtailed instructional time impacts negatively upon student learning opportunities (McCombs & Whistler, 1997; Nelson, 1990; Stuck & White, 1992). A self-administered survey was completed by 56 teachers in 46 schools in eight districts in northern Louisiana. The findings of the study of externally imposed classroom interruptions provides additional evidence that, for many teachers, a significant problem exists--the consequence of which is the creation of less than optimal teaching and learning environments. Perhaps the most enigmatic aspect of this circumstance is that there seems to be such disparate recognition of the actual and potential negative outcomes of these

prevailing conditions. Teachers repeatedly pointed to prevailing school cultural norms and inept or indifferent administrators as the central root of the circumstance.

Impact of Community Drug Use on Academic Achievement in Schools

David M. Johnson, Sr., Glennelle Halpin, and Gerald Halpin, Auburn University

Academic achievement data from the State Department of Education and drug arrest data from the State Criminal Justice Information Center were analyzed to determine the correlation between community drug use, as measured by drug arrest data, and academic achievement, as measured by scores from standardized tests, across the state on a real-time, long-term basis. Real-time, long-term was defined as the comparison of drug arrest data from a specific year to academic achievement data from the same year. Also, the same data were analyzed to determine the correlation between community drug use and academic achievement on a skewed-time, long-term basis to determine any apparent prenatal effects. Skewed-time, long-term was defined as the comparison of drug arrest data from a specific year to academic achievement data eight years later. Free and reduced-price lunch data, an indicator of socioeconomic status, were also analyzed to determine the correlation between community drug use and socioeconomic status in order to see if socioeconomic status might need to be a consideration when looking at community drug use and academic achievement relationships. Results of the correlational analyses indicated a consistent low correlation between community drug use and academic achievement as measured by the Stanford Achievement Test Series, Ninth Edition; the Scholastic Aptitude Test; and the ACT. Socioeconomic status, as measured by free and reduced price lunch data, was also related to community drug use. A logical conclusion, suggested by the results of this study, is that increased drug usage in a community affects in some way the children of those users and in turn has some detrimental effect on their academic achievement. The negative relationship found between drug use and socioeconomic status suggested that the poor may be more adversely impacted.

Session 6.3

1:30 P.M. - 2:20 P.M. **INSTRUCTION (Training)**..... **Bayroom 5**

Presenter: Charles L. Guest, Jr., University of South Alabama

Using Webquests and Hyperinquiry in Instruction

Charles L Guest, Jr., Brenda C. Litchfield, and Joel M. Lewis, University of South Alabama

The presentation included a discussion of the development and implementation of webquest and hyperinquiry activities for K-12, higher education, and continuing education settings. These tools involve the structured use of the Internet to meet both content-specific objectives, as well as technological skill objectives. An overview of the underlying instructional design theories and cognitive benefits was provided along with detailed guidelines, examples, design templates, and evaluation criteria. The presentation included examples of the technology involved in using these tools, and handouts were provided.

Session 6.4

1:30 P.M. - 2:20 P.M. **MULTICULTURAL EDUCATION** **Bayroom 6**

Presenter: John Marshak, State University of New York at Cortland

Preservice Teachers' Perspectives on Multicultural Education

Indranie Dharmadasa, Chicago State University

The purpose of this study was to identify preservice teachers' perspectives related to multicultural education and to examine to what extent they differed according to age and seniority status. According to Rodriguez (1999), becoming aware of one's own culture facilitates the capacity to explore, understand, appreciate, and assess the many aspects of culture that make up the social background. By 2020, demographers predict minorities will comprise nearly half of United State's school-age students. Diversity among students can result in many differences, with both beneficial and harmful consequences. To foster the intellectual, social, and personal development of all students to their highest potential, it is necessary to minimize the dangers of diversity and pluralism (Johnson & Johnson, 2002). In this regard, it is important for teachers to have knowledge skills and self- awareness in multicultural education. On this background, it was necessary to conduct a study to identify preservice teachers perspectives toward diversity. The sample consisted of 32 preservice teachers, mostly African American, from an early childhood program in a midwestern university. To gather data on three components of multicultural education: knowledge, self-development, and ability, an instrument was developed with items adapted from IMPAC Project (1993). An ANOVA was performed to test the effects of age and status on the three

components. Data were analyzed using descriptive statistics. The instrument had a Cronbach reliability alpha at .93. Age or status did not record statistically significant difference in the three components. However, age showed a statistically significant difference ($F(3,31) = 3.24, p < .05$) in the self-development component. Mean scores for status showed that graduate students rated highest in knowledge and self-development components, 49.67 (SD = 9.10) and 33.25 (5.15), and the freshmen had the highest mean for ability component 38.00 (SD = 3.60). These findings suggested important implications for teachers and teacher educators.

Extending Discussions of Diversity Through Technology

M. Sharon Herbers, University of Memphis

The majority of preservice teachers demonstrate, in coursework and in field experiences, a lack of awareness of multicultural issues and an insensitivity to other cultural perspectives. Researchers report that when prospective teachers reflect on and discuss multicultural issues in courses, attitudes and knowledge change positively. Discussions in class are limited by time and by extemporaneous speaking skills of participants. Online discussions provide one means of overcoming these barriers to participation. Thirty-three students in two Educational Foundation courses in an urban university in the southeast viewed *Twilight L.A.* This video entwined footage of the 1992 riots with fragments of monologues from members of diverse subcultures. Participants went online to discuss reactions with class members and with students of urban institutions in other regions. They wrote reflective papers citing reactions, identifying learning, and comparing and contrasting peer responses. Reflective papers were coded to identify common themes and to describe types of outcomes. Students reported an increase in knowledge of events leading to the riots. There was heightened awareness that racism goes beyond black and white and increased appreciation for the complexity of issues. African American and white students acknowledged a sense of privilege. Questions were raised, connections with contemporary issues were identified, and memories of other historical and personal events were stirred. The majority felt the discussion was beneficial. They expressed surprise that people in other regions "felt the same way." Anonymity decreased resistance to discussion of racism. The main criticism was the lack of depth in the postings. Technology offers one way to extend classroom learning. Online discussion gives every class member time and space for expression of ideas. Online discussion allows for inclusion of broader and more diverse communities. One challenge is to find ways to deepen the dialogue.

Do Multicultural Pedagogical Tools in the Community College Classroom Work? Using Diversity Forums to Enhance Worldviews of Students in a Career Planning Course

Matthew A. Witenstein, Louisiana State University

In spring 2003, the author taught a Career Planning Seminar at a southeastern community college. One of the course objectives was to have students focus on learning about working with a multicultural population in the diverse American workplace. This objective fit the author's research agenda focusing on college students understanding their worldviews and worldviews of others. Worldviews are "cognitive templates that people use to organize information about themselves, other people, and institutions" (Marshall, 2002, p. 13). This course provided a constructive forum for examining this issue with community college students. One approach to conveying such knowledge is through diversity forums (DF), a medium the author utilized in extracurricular settings at four-year institutions. The author was eager to utilize DF in the formal community college classroom environment as a multicultural, pedagogical tool in the hopes of breaking down the "narrow boundaries that have shaped the way knowledge is shared in the classroom," to answer the following questions (hooks, 1994, p. 44): (1) How do students view the use of DF as a pedagogical tool in a community college classroom as a means to foster learning? and (2) Can DF enhance/broaden worldviews of students in a community college classroom to prepare them for work in the multicultural world? Information in this study was gathered during summer 2003 via in-depth interviews with students from a Career Planning Course held in spring 2003 at a southeastern community college. Constant comparative analysis was used to analyze the data, and a purposeful sample was selected to engage in "information-rich" interviews (Gall, Borg, & Gall, 1996, p. 218). An interview guide protocol was used with participants to solidify main areas of inquiry while still being free to "word questions spontaneously and to establish a conversational style" (Patton, 283).

Leaving It All Behind: Challenges to Community Inclusion for Young Adults with Disabilities

Jennifer Sanders, University of Alabama

Students with disabilities graduating from the entitlements of K-12 education slam up against fragmented systems of limited services. While the ideal of inclusion may be imperfectly realized in elementary and secondary settings, access to community-based living, employment, and social networks becomes even more elusive for many young adults with disabilities. Through an exploration of the broader forces of political economy and public discourse that come to bear upon young disabled people, this paper examined both the options available to and the obstacles encountered by students transitioning into adulthood.

Session 6.5

1:30 P.M. - 2:45 P.M.

ATTITUDES -- MORE IRRESPONSIBLE RESEARCH AND

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

Overview

Last year’s session on IR and IR stimulated a new wave of irresponsible and irreproducible research by some old-time MSERA members who are now experiencing various stages of dementia, along with delusions of grandeur. Many papers at the MSERA annual meetings have proposed new theories, and supported or even countered existing ones. These presentations provided evidence of the validity of the Peter Principle applied to educational researchers. The participants demonstrated by their participation in this session that they each are standard deviants-meeting nearly everyone’s level of insignificance. Audience members were invited to participate by chuckling, laughing, moaning, groaning, and singing along; catcalls and raspberries were considered; obscenities or thrown objects were not appropriate.

Integrative Review of Selected Articles on Vocabulary Related to Irreproducible Research Results

Ronald D. Adams, Western Kentucky University; Harry L. Bowman, Council on Occupational Education; George Gaines, Vermont Hotel; Jean D. Krieger, Woodlake Elementary School; James E. McLean, East Tennessee State University; and John R. Petry, University of Memphis

Articles from The Best of the Journal of Irreproducible Results (1983) provided interpretative information for improved understanding of words and terms in such diverse areas as project management, thesis writing, academic communication, and other areas of scholarly interest.

The MSERA Blues

This was sung by its writer/composer and is a little bit country, a little bit blues, and a little bit rock and roll but it was all MSERA, the research and the paper chase that all have had to live with for most of one’s professional lives.

Lessons Learned from Friends

This was a presentation about ships: friendship, scholarship, statesmanship, and yoemanship.

MSERA, the Afterlife: What Can Happen to a Former MSERA President Who Leaves the Educational Research World for Greener Pastures

The presenter shared some unusual and arguably humorous experiences from his 20-year career in marketing research.

The Quintessential Question in Statistics: Did You Divide by n or n-1?

The presenter has been intrigued by the question since he was a graduate student. Has he finally figured out the answer?

Data Is Through the Eye of the Beholder

This presentation demonstrated how information could be collected and distributed and then manipulated by the “beholder.”

Session 7.1

2:30 P.M. - 3:20 P.M.

DISPLAY..... Bayroom

Results from the Year 2 Evaluation of Mississippi’s Reading Excellence Act Grant

Malenna Sumrall, University of Alabama at Birmingham

The Mississippi Department of Education (MDE) was awarded a three-year Reading Excellence Act (REA) grant to improve

reading in grades K-3. To evaluate the progress made as a result of this grant, three data collection points were established: one at the beginning of the grant, one at the halfway point, and one at the end of grant activities. This display session presented the results from the second data collection point. Data came from a variety of sources for the evaluation. Surveys were used to collect perceptions of principals, teachers, and parents concerning REA activities. School data reports were used to collect school-wide demographic information, such as attendance rate, retention rate, percentage of students eligible for free/reduced lunch, and number of special education referrals. Students were randomly selected at the beginning of the grant to be tested at each data collection point using the Woodcock Diagnostic Reading Battery. In addition to these data sources, a teacher rating scale was completed by principals and reading specialists for each teacher. The purpose of this rating scale was: (1) to determine improvement in reading instruction, and (2) to provide a basis for comparing student progress. Each student who was tested was assigned a value that corresponded to her/his reading teachers' rating on this scale to examine whether students of teachers who had adopted the REA model well outperformed students whose teachers were still struggling to implement the model. The results showed positive trends in several areas. Professional development appeared to be helpful, participation in extended learning opportunities increased, parents were more involved in activities, and reading instruction improved. Students showed gains in reading ability overall, with females out-performing males and white students out-performing African American students.

Success in Creating Web Forms: Experiences from the Field

Marcia R. O'Neal and Feng Sun, University of Alabama at Birmingham

With the increasing availability of computers and widespread access to the Internet, many data collection efforts have moved or are moving to an online format. For anyone who has not participated in creating a web form, the task can seem daunting. A number of issues must be considered; however, individuals unfamiliar with the process need not feel overwhelmed. This display session offered conference attendees practical advice on the process of developing a web form, or online data collection instrument. The authors have had experience in either developing or managing the development of a number of such instruments including student assessments, surveys, and conference registrations. The process of creating an online form may be viewed as consisting of three major phases: planning, form construction, and piloting. During the planning phase, consideration should be given to whether the form can be developed in-house or constructed by an external group. Also to be considered are computer systems and browsers available to users, issues of security, details of the appearance of the form, and the logic involved in how the user will navigate through the form. During form construction, careful programming, extensive testing, and complete documentation should take place. The piloting phase may be limited or extensive depending on such things as the complexity of the form and the nature of the data being collected. Training issues may need to be considered here, also. Careful attention to details in each phase will increase the likelihood of success and minimize the problems encountered when the form goes live. Presenters shared with attendees their experiences in web-form development, as well as an outline designed to aid in the planning, construction, and piloting process. Examples of successfully constructed web forms were shared.

Teaching Educators to Do Naturalistic Inquiry

Jack G. Blendinger, Mississippi State University, and Lauren R. Wells, University of West Alabama

This study presented the results obtained from efforts to teach an approach to research commonly referred to as "naturalistic inquiry" to 41 elementary and secondary educators for the purpose of helping them become leaders in school improvement. Naturalistic inquiry may be defined as the intensive study of specific instances of a phenomenon in its natural setting, such as a classroom, school, or school district, from the perspective of the subjects involved. Three basic purposes of naturalistic research are to: (1) describe phenomena, (2) find solutions to problems, and (3) answer research questions. From a naturalistic perspective, research design is viewed as an emerging, rather than a fixed process. Participating educators were taught multiple methods for collecting and analyzing data, such as reviewing documents, searching for artifacts, interviewing, or observing. Prior to studying naturalistic inquiry methods for collecting and analyzing data, the participating educators were asked to evaluate their proficiency in conducting research in educational settings such as classrooms, schools, or school districts. They were also required to support their responses. After studying naturalistic inquiry methods for a three-month period, the educators were again asked to rate their proficiency in conducting research in educational settings and support their responses. This display session shared the results of the study and the steps taken to introduce naturalistic inquiry methods to the 41 educators participating in the study. The display also featured field notes, teaching materials, and other artifacts.

Session 7.2

**2:30 P.M. - 3:20 P.M. COUNSELING Bayroom
3**

Presenter: Allison P. Potter, University of Memphis

Implementing Problem-Based Learning in the Counseling Session

Kimberly R. Hall, Mississippi State University

Although there are no specific rules for conducting counseling sessions, utilizing a structured framework for some clients may facilitate the counseling process. Students often become frustrated during the counseling process because they are unable to accurately define and then resolve her/his problem or issue. Problem-based learning (PBL) offers a very focused method for the counseling process that allows the client to provide her/his insight into how to actually solve/resolve the issue. While PBL has now been applied to virtually all academic areas, it has never been applied in the counseling session. This method not only actively involves the client in resolving the issue, but also provides the skills that are necessary to solve problems in the future. This research investigated the effectiveness of PBL in counseling and utilized a single-subject design.

Graduate Students' Agreement with the Ethical Standards for Counselor Supervisors and Educators

George R. Beals and Kathy D. Dooley, Mississippi State University

There are many facets to the relationship between graduate-level counselor trainees and their supervisors. Considerable emphasis is usually placed on the level of skills and personal development that the graduate student brings to this relationship. However, there has been little research to investigate what graduate students bring to the supervisory relationship about the knowledge of the ethical standards for the supervisory relationship and general ethical awareness. In 1996, Guest stated that supervising counselors in Mississippi agreed with the ACES Ethical Guidelines for Counselor Supervisors. However, the level of agreement was not strong. A lack of strength with minimal standards is surprising and somewhat alarming. Ladany, Hill, Corbett and Nutt (1996) showed that counselor trainees were reluctant to share pertinent information with supervisors when they feared that it would reduce the supervisors' favorable impressions. The purpose of this research was to begin a descriptive investigation into the ethical knowledge and awareness that graduate students bring to their supervision experience. Using the Ethical Issues Questionnaire (EIQ) (Guest, 1995), graduate students in three Counselor Education programs in southeastern United States (N=219) were surveyed to measure the level of agreement with the ACES Ethical Guidelines for Counseling Supervisors. The EIQ is a 45-item, 5-point Likert-scale instrument using anchors of strongly disagree to strongly agree. The midpoint was undecided. Results showed that graduate students in these three programs generally agreed with the ACES Guidelines. When using 5 as the anchor denoting very strong agreement, the mean response was 3.87 (SD=0.289). Few items showed agreement greater than 4.5. Those items that speak directly to the concept of vicarious liability were among some of the lower responses. Surprisingly, the three items that asked about client well being as the focus of supervision showed the lowest levels of agreement. Graduates students' weak level of agreement with the ACES Ethical Guidelines should be somewhat disturbing to counselor educators and supervisors. If ethical guidelines are a beginning point, then emerging counselors should be expected to endorse those standards more vigorously. Informing students throughout their graduate school experience of professional standards for both counselors and supervisors might reduce vicarious liability risks, as well as create more dialogue about professional ethics.

The Efficacy of Exposure-Based Cognitive Therapy with Adult Survivors of Child Sexual Abuse (CSA)

Yun H. Gardner, Mississippi State University

Recently, there has been an influx of research on sexual abuse trauma, PTSD symptomatology, and the efficacy of cognitive behavioral interventions (Edmond, et al., 1999; Farrell & Hains, 1998; Hall & Henderson, 1996; King et al., 2000a, 2000b; Nishith, et al., 1995; Palm, & Follete, 2001; Parnell, 1999; and Shapiro & Maxfield, 2001). Cognitive behavioral treatment (CBT) interventions require trauma survivors to directly confront their painful memories through some form of written accounts in order to assess the survivor's cognitive distortions that need to be challenged and reframed (King, et al., 2000b; Hall & Henderson, 1996). CBT shifts the survivor's focus from avoidance of the intrusive thoughts and feelings to acceptance, confronting, and changing the typical responses to these experiences. The extent and amount of confronting, or re-exposing the survivor to the traumatic memories, is often a delicate and controversial issue. This position paper discussed the efficacy of CBT in treating sexual abuse survivors. The question to be considered in therapy with sexual abuse survivors is whether to expose or not expose the survivor to the traumatic events in order for healing to take place. The Basic Tenets are Exposure-based therapy is efficacious for the treatment of CSA. Cognitive-Behavioral Therapy (CBT) aids in the healing process by requesting that the survivor identify the most salient and traumatic aspects of the abuse to be utilized in therapy). CBT assists in counteracting the survivor's typical and ineffective coping responses to the traumatic CSA events (i.e., "experiential avoidance"). CBT aids in working through the traumatic events while assisting the survivor to gain control and empowerment over her/his current situation and the use of Exposure-based CBT provides the survivor with an opportunity to process the traumatic events that will result in dissipation of symptomatology (Palm & Follette, 2001).

Session 7.3

2:30 P.M. - 3:20 P.M.

4

ACHIEVEMENT Bayroom

Presenter: Gail Weems, University of Arkansas at Little Rock

University of Michigan Decision: A Case for the Greater Cause

Joyce C. Nichols and Fernandra Ferguson, University of West Florida

As a former admissions officer during the 1980s, the author felt compelled along with the coauthors that have worked professionally in affirmative action to speak out about the impact of the University of Michigan case on higher education. In 1961, then President Kennedy used the term affirmative action to refer to equal opportunity and address the issues of discrimination in jobs and education despite the civil rights movement. The idea of affirmative action was to provide minorities with the same opportunity for college admission, scholarships, and financial aid. Indeed, over the years, affirmative action has been instrumental in increasing the participation of African Americans in higher education. State governments, and colleges and universities, have spent a lot of time, money, and effort on campus diversity initiatives. This paper chronicled the history of the affirmative action movement in colleges and universities and discussed key court cases that have changed the course of affirmative action, including the University of Michigan, Allan Bakke vs. University of California, and Cheryl Hopwood vs. State of Texas. The authors explored the decision that was handed down by the Supreme Court in the University of Michigan case and addressed the possible impact on college admission, minority programs/retention, campus diversity initiatives, financial aid, and scholarship. This paper examined the post-University of Michigan impact hiring practices of minority faculty, staff and administrative.

To the Parents, for the Love of Reading: A Value-Added Newsletter Helps Improve Parental Participation in Classroom Reading Program and Student Achievement

Danjuma Rabe Saulawa and Kimberlyn Stallworth, Alabama State University

This paper was a report of a year-long project using a newsletter as a means of promoting parental involvement in the literacy program of a small-town school in a southeastern state. Upon finding that many parents are not sure how to match children with appropriate reading books, one of the teachers used a value-added newsletter approach in which an appropriate story was sent home to the parents along with instructions for story sharing as part of a weekly newsletter up to a period of one academic year. At the end of the year, both the parents and students were surveyed for their reaction to the newsletter experience. Both groups expressed support and enjoyment for the practice. Moreover, it was observed that both parental participation and student attitude have improved as compared to previous years. Data were included that demonstrated improvement in student achievement. Implications for staff development and school-wide use of this approach were discussed.

Does Educational Placement Matter in the Performance of Students with Disabilities?

Jane Nell Luster, National Center for Special Education Accountability Monitoring,
and John Durrett, Special School District, Louisiana Department of Education

In special education there is a presumption that student success occurs most effectively and efficiently when children with disabilities actually receive educational services in general education classrooms and are not removed or segregated in separate special education classes. The second part of this presumptive assertion is that when children with disabilities are educated in general education there is an increased likelihood that these children have improved educational results, such as adequate performance on statewide assessments and, in turn, increased graduation rates. However, these are presumptions. There has been little correlational examination of the relationship between student performance and educational placements. To date, there has been little research to support or refute these presumptions. This study examined the relationship between the level of general education placements to performance of students with disabilities on state-level assessments at grades four and eight and to graduation rates of students with disabilities by districts in a southern state. Results indicated there might be a relationship between the percent of students with disabilities receiving their education in general education classes and the district's performance levels of students with disabilities. As this study was being concluded it was suggested that another variable should be examined; that is, the level of participation of students with disabilities in on-level assessment. The point of this suggestion was that if students with disabilities are excluded from assessments performance levels might be falsely elevated. This study, therefore, compared 66 districts on the level of including students with disabilities in general education to the percent of students with disabilities included in on-level assessments, to the performance of students with disabilities on fourth- and eighth-grade assessments and to graduation rates. The results indicated that the greater the level of inclusion, the greater the performance of students with disabilities.

An Investigation of Correlates and Predictors of College Student Academic Achievement

John K. Rugutt and Caroline C. Chemosit, Illinois State University; Philip K. Kaloki, Dallas Baptist University;
Joseph K. Rugutt, Massachusetts College of Liberal Arts; and Fredrick M. Nafukho, University of Arkansas

This study explored linkages between several variables that help to augment the knowledge base in learning environments. The study explored student-faculty interaction outside of classroom, student involvement in learning, student use of Internet and campus technology, as correlates and predictors of student academic performance. The study was designed to answer the following questions: Is there a relationship between student-faculty interaction and student academic achievement? Is there a relationship between student interpersonal relations/leadership and student academic achievement? Is there a relationship between student involvement in learning and student academic achievement? Is there a

relationship between student use of Internet and campus technology and student academic achievement? The target population consisted of Illinois State University (ISU) undergraduate seniors. Participants included a random sample (n=537) of senior students during the spring of 2000. Each graduating senior student was given the 2000 National Survey of Student Engagement (NSSE) questionnaire. Analyses completed included: (1) descriptive of selected demographic and instrument items as well as composite variables, (2) factor analyses of the instrument subscales, (3) internal consistency (Cronbach's alpha) reliability of instrument subscales, (4) bivariate correlations among instrument subscales used in the study, and (5) multiple regression analyses. Factor analyses identified four factors that were used in a variety of analyses in this study. Alpha reliabilities for the measurement subscales were: Student Extra Effort in Learning (SEE) (8) (0.60), Personal Relations and Leadership (PRL) (7) (0.85), Internet and Campus Technology (ICT) (8) (0.80), and Student-Faculty Interaction (SFI) (11) (0.85). The bivariate correlations showed that twelve of 25 correlations were statistical significant and these ranged from $r = 0.17, p < .0009$ (GPA/SFI) to $r = 0.37, p < 0.0001$. Multiple regression analyses of senior year cumulative GPA on the subscales of the independent variable measures (SEE, SFI, PRL, and ICT) were completed. The overall regression model was significant, $F(4, 364) = 4.74, p < 0.001$. Each individual predictor was evaluated for significance. The results of this study were important since they inform practice, lend support to measurement and theory development, and provide foundation for further research in college/university teaching and learning environments.

Session 7.4

2:30 P.M. - 4:20 P.M. RESEARCH METHODOLOGY (Training) Bayroom 5

Presider: Kathy K. Franklin, University of Alabama

Giving Voice to the Vulnerable: A Qualitative Research Training Session

Kathy K. Franklin, University of Alabama, and Susan N. Perry, University of Arkansas at Little Rock

With any scientific inquiry method, researchers are concerned with the link between data and reality. Scientists measure this "link" in terms of reliability and validity with the latter construct defining the generalizability of: (1) sample to population and (2) data to resulting theory. Interpretivist researchers are primarily concerned with the latter. Extant literature concerning interpretivist research offers a myriad of strategies for improving validity, including triangulation and peer examination. All of these strategies assume that interpretivist inquiry begins with a sample representative of the phenomenon. This assumption is placed in jeopardy due to difficulty in identifying and recruiting volunteers who represent the phenomenon. These challenges are further exacerbated when the representatives of the phenomenon come from a vulnerable population. The purpose of this training session was to explore the challenge of inquiry with a vulnerable population. The learning objectives included: (1) defining "vulnerable population," (2) understanding the role of reliability and validity, (3) comprehending the challenge of working with vulnerable populations, (4) analyzing the influence of this type of population on generalizability, and (5) evaluating strategies to enhance generalizability. To accomplish the learning objectives, the two-hour training session included: (1) a presentation of extant literature about reliability and validity along with a definition of vulnerable populations, (2) a role-play activity allowing participants the opportunity to design a research study with a representative of a vulnerable population, and (3) an open discussion among trainers and participants about the strategies used to protect the validity of the enacted research project. For the role-play activity, workshop participants were divided into groups of four. One "representative" from a vulnerable population joined each group and "role-played" as the group develops intent of study, recruitment protocol, and interview questions. Handouts were provided.

Session 7.5

2:30 P.M. - 3:20 P.M. EDUCATION REFORM Bayroom 6

Presider: Kathleen W. Ingram, University of South Alabama

Inclusion of Students with Emotional/Behavioral Disorders: A Reality Check!

John J. Sachs, University of South Alabama

Since the passage of Public Law 94-142 in 1975, and the subsequent reauthorizations (IDEA, 1997) there has been a push for the inclusion of exceptional students in mainstream educational settings. Unfortunately, Congress and the individual state departments of education have yet to be able to provide the resources necessary to successfully achieve this goal. In addition, there have been political decisions that are being made at the national level that contradict the intent of inclusion e.g., zero tolerance and the dismantling of the procedural safeguards of IDEA. These decisions are being made based on emotional responses to a difficult issue, rather than utilizing empirical evidence that has identified what are the best educational practices available to our teachers and school administrators. This presentation provided the results of a national survey on the inclusion of students with emotional/or behavioral disorders in the nation's schools and provided the participants an opportunity to discuss the implications of the studies' findings.

Vouchers: A School Choice

Jean L. Pinney, Siham Elseginy, Alicia Costa, and Ellen Lusco, University of New Orleans

“A Nation at Risk” sounded its alarm nearly 20 years ago regarding the poor quality of America's schools. School assessments, opinion surveys, and school report cards have only confirmed low levels of academic achievement by students, particularly in urban schools. School choice, via vouchers, has once again surfaced as an attempt to reform education and has been touted as a means of improving educational efficiency. This type of school choice would allow parents with children living in poverty to choose not only what they deem to be the best schools, but also the safest schools. These schools may include both public and private schools. Are voucher programs successful in improving academic achievement of poor or minority students? The evidence is inconclusive. Studies of the Milwaukee Parental Choice Program, the oldest voucher program in the United States, show mixed results. The state evaluators showed no substantial gains over five years between choice and Milwaukee public school students. Harvard teams showed significant math and reading gains, but Princeton teams only found such gains in math. The Cleveland voucher program has been evaluated by two teams, one from Indiana and the other from Harvard, and both found students who remained in the voucher program for three full years to perform slightly higher than public school students. The New York voucher program evaluation revealed no overall impact on student achievement but when disaggregated along racial lines it showed African Americans did perform higher but the way this data was collected calls into question the accuracy of the results. Consensus on whether school choice works was not reached by the evaluators of the various programs, nor was it reached by the authors of this paper. Both sides of the issue were presented in this position paper.

Life-Long Learning: Insights from Dewey and Thoreau

Janet R. McNellis, Troy State University

In recent years, the importance of life-long learning has become widely recognized and discussed by educators and legislators. The primary reason for this interest is economic. It has become apparent to educational policy makers that many people will need further education if our economy and society are to remain strong in a rapidly changing world. However, effective methods for facilitating life-long learning skills have been elusive. In addition, other benefits of life-long learning have been largely neglected. This has not always been the case. Thinkers as diverse as Henry David Thoreau and John Dewey grappled with the issue many years ago. Dewey and Thoreau both believed that education should prepare students to live in their present world, as well as prepare them for their possible futures. As the authors explored in this paper, their reasons for being interested in the topic are different. Nevertheless, there are common threads running through these ideas that can be instructive to educators who are interested in treating education as a life-long pursuit. Dewey and Thoreau believed that learning was most effective in real-life situations and that classroom instruction should be supplemented by educational opportunities that exist outside of the classroom. Not only does learning in life situations enhance the educational experience, it also enhances an individual’s ability to learn and to function in more of life’s situations. The authors used ideas from Dewey and Thoreau to illustrate this. In conclusion, the authors explored how a broader view of life-long learning can help educators better structure learning experiences. The authors also argued that real-life and cooperative learning experiences are valuable tools for enabling students of all ages to live more-fulfilling lives and to be more informed participants in our democratic society.

Session 8.1

3:00 P.M. - 4: 30 P.M. MSERA MENTORS MEETING..... Bayroom 8

Presenter: Carolyn Reeves-Kazelskis, University of Southern Mississippi

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 proposed research projects, manuscripts in progress, dissertation ideas, data analysis, and such considerations as program evaluation projects.

Session 8.2

3:30 P.M. - 4:20 P.M. DISPLAY..... Bayroom 1

Computer-Assisted Observation in Student Teaching

Steven F. Pugh, University of South Alabama

This session included information on using available commercial software to assist in the observation/feedback process in student teaching. The presenter discussed the advantages of using computer-assisted observation, and how this technology was used to provide specific, targeted, feedback to student teachers. The presenter discussed the features of the technology that allowed the observer to simultaneously track

selected time and event variables and take anecdotal notes. Finally, the presenter demonstrated how the technology allowed the supervisor to track student progress and aids in goal setting.

Transition Experiences and Attitudes of Parents of Adolescents with Severe Mental Disabilities

David P. Fuller, University of Central Florida, and Jimmy D. Lindsey, Southern University at Baton Rouge

The purpose of this study was to investigate the transition experiences and attitudes of parents of adolescents with severe mental disabilities (SMD) and their ranking of transition program components. Forty parents selected using a stratified, sampling procedure served as subjects (population = 96). Between- and within-subject designs were used; factors included: (1) familial (e.g., configuration), parental (e.g., age), and adolescent with SMD characteristics (e.g., gender); (2) transition program experiences (e.g., training); and (3) transition program components (e.g., community-referenced curriculum and instruction). The dependent variables, obtained using a questionnaire and telephone interviews, were the subjects' transition experiences, attitude towards program components, and ranking of program components. SPSS was used to manage and analyze the data, and null hypotheses were tested ($p < .01$). Results indicated that there were significant moderate associations between the number of children living at home and the subjects' transition experiences, specifically family involvement ($f\hat{O}2 = 7.078$, $df = 1$, $p = .008$) and empowerment ($f\hat{O}2 = 9.197$, $df = 1$, $p = .002$). Parents with one to three children living at home had more transition involvement and empowerment experiences than parents with more than three children. Also, parents of students with SMD ranked the importance of transition program components differently ($f\hat{O}2 = 69.276$, $df = 6$, $p = .000$). Seventy-one percent ranked parental involvement in the transition process first or second in importance. Other transition experiences, attitudinal scores, and program component rankings were not significant. The above findings are important to the developing literature on adolescents with SMD, their parents' experiences in and attitude towards educational programs, and educational planning for this exceptional population. The findings of the study were discussed, limitations of the study delineated, and recommendations for future research presented.

Teachers Certified Through an Alternative Program: Demographic and Retention Data

Barbara A. Salyer, University of South Alabama, and Barbara W. Larson, Alabama Department of Education

Alternative teacher certification programs have proliferated over the past two decades. Purported goals of these programs have included: (1) meeting current or projected teacher shortages, (2) increasing minority representation in the teaching force, (3) meeting the need for more teachers in specific subject or geographic areas, and (4) recruiting older adults, especially career changers, into the teaching field. Examination of both the demographic characteristics and the entrance and retention rates of teachers who have acquired alternative certification (AC) can provide insights into how well these goals are being met. This information is vital to teacher educators who prepare teachers for AC, to policymakers who decide to create or continue AC programs, and to administrators who hire and help retain new teachers. This study had two major purposes. First, it was designed to describe the demographic characteristics of 6115 teachers who acquired certification through an alternative fifth-year program between 1995 and 2001 in a state in the southeastern United States. Second, the study was designed to determine entrance and retention rates for these teachers over this same six-year period. Demographic characteristics including gender, age, and ethnicity, were extracted from state teacher certification records. All teachers certified through the alternative fifth-year program were identified and assigned a unique identification number to preserve anonymity. In order to study entrance and retention rates, annual reports for 1995 to 2001 from all school districts in the state were searched for each teacher identification number. Among other results, the number of teachers who entered and taught in the state for the entire six-year period, the number who never entered teaching in the state, and the number who appeared inconsistently in the data were reported.

Session 8.3

3:30 P.M. - 4:20 P.M.
2

HIGHER EDUCATION Bayroom

Presenter: Rose B. Jones, University of Southern Mississippi

Online, Structured Course Discussion and Bloom Taxonomy in Teacher Education

Amany I. Saleh, Arkansas State University

This study investigated the effects of online structured class discussions on teachers' thinking skills. Thinking skills were defined in terms of Bloom taxonomy for the purpose of this research. Sixty graduate students, 55 of them practicing teachers in public schools, were enrolled in five graduate, curriculum, online classes at a university in the southern United States. As one aspect of the of course requirements, students were expected to participate in an ongoing, asynchronous, weekly class discussions. In these discussions, the students were asked to answer some questions or reflect on certain issues related to the course content. The researcher analyzed the students' comments using Bloom's taxonomy to determine the thinking levels of each of these postings for each student. The comments were collected and analyzed at different intervals in the course. The results were also compared to previous students' comments from traditional classes. The results revealed that there were statistically

significant differences between the comments of students posted online and those who were included in the traditional classes. Students who were enrolled in online classes posted a significantly higher number of comments at the top three levels of Bloom's taxonomy as compared to those who were enrolled in the traditional classes. Similarly, students enrolled in the online classes posted more comments at the two highest levels of Bloom's taxonomy later in the course as compared to their earlier postings. The author shared some examples of students' comments at the different levels and discussed the reasons why online teaching may lead to such results. Also, the researcher offered some implications for such practice for teachers and its impact on students' learning in the future.

Faculty Attitudes About Deception During the Faculty Application Process

Mary H. O'Phelan, Western Kentucky University

Most of the literature on deception by job applicants centers around the business world, but not much has been done on deception at institutions of higher education. Recently, there have been a few cases in the news of falsification of credentials of faculty, e.g., the new poet laureate of California who served as faculty for more than 30 years without a college degree. However, the degree to which faculty applicants present false information, distort their past histories, or omit negative evidence is not known. The authors were interested in what faculty report about their beliefs, their behavior, and the beliefs and behavior of other people. The focus for this report and presentation was on the development of a scale to measure faculty attitudes about deception in the college and university workplace, the revisions of the instrument during development, and establishing the reliability and validity of the instrument. Items for the preliminary instrument were developed to incorporate four different scales within the instrument: faculty beliefs about deception, faculty self-reported behavior, faculty beliefs about other people's perceptions, and faculty beliefs about other people's behavior. Items were 5-point, Likert-type items. Faculty members across a variety of disciplines were given the pilot version of the instrument and asked to give their reactions and suggestions. After revision, preliminary studies to establish reliability and validity were conducted. The revised instrument was sent to a random sample of faculty members at the same university for the first data collection using this instrument. The presentation included a brief overview of the revisions made to the instrument, the procedures and results of the reliability and validity studies, and the results of the use of the revised instrument.

Shared Governance: A Seven-Year Longitudinal Study

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

This longitudinal case study reports the authors' personal experiences in shared governance at a college of education over a seven-year period (1996-2003). The initial attempt at having faculty share in the governance of the college was first reported at the 1997 annual meeting of the Mid-South Educational Research Association. This paper addressed results from 1997, when the process was initiated, to the present. The process of shared governance started with exuberance, drifted into disappointing despair, and finally moved to a possible resurgence. Although the faculty's original vision has never been translated into reality, hope in what could and should be continues despite inhibiting factors such as poor morale, high faculty turnover, and partially failed efforts to restructure the college. Qualitative methods were used to collect and analyze data gathered from operational guidelines, memoranda, minutes, reports, faculty surveys, artifacts, interviews, and other sources. Findings from the seven-year study and reasons why shared governance was not as successful as envisioned were shared and discussed with session participants.

Session 8.4

3:30 P.M. - 4:20 P.M. TEACHER EDUCATION Bayroom 4

President: Scott Bauer, University of New Orleans

Character Education and Positive Psychology: Virtues and Strengths in the Classroom

Irina I. Khramtsova and Joyvin L. Benton, Arkansas State University

The proponents of this approach insist that teacher education programs should provide training in character education (Wynne & Ryan, 1997). Yet there are serious arguments against character education (Kohn, 1997). Positive psychology offers a new approach to teaching character in schools (Seligman & Csikszentmihalyi, 2000). Its goals coincide with the broader definition of "character education," such as helping people become better, but it also provides empirical tools to measure character strengths. A unique contribution of positive psychology is the classification of positive traits (Peterson & Seligman, 2003) that describes six core virtues and 24 character strengths found cross-culturally. The authors examined agreement about the importance of those characteristics among Educational Psychology students (mostly future teachers) and Introductory Psychology students (mostly non-education majors) (N = 134). The authors asked participants to rate on a 5-point scale the importance of the 24 character strengths in the classroom setting. Although there are interesting variations that were discussed in the presentation, the authors' focus was on representative results on the six core virtues. In a Class (Educational Psychology vs. Introductory Psychology) x Sex x Virtue repeated measures ANOVA, the authors found variation in responses to those six virtues (p<.001). Wisdom (M=4.53, SD=.53) was rated higher by students from both classes and by both males and females, and Love consistently was lowest (M=4.07, SD=.76). There was slight variation between classes,

but only for the males ($p < .05$), and not in the relative importance of the virtues ($p > .1$). Educational Psychology students and female Introductory Psychology students viewed the virtues as more important than male Introductory Psychology students. Although descriptive, this paper demonstrated agreement about the importance of character strengths in a classroom setting and the centrality of the virtues in human lives.

Evaluation of a Multi-District Teacher Mentoring Program: Year One

Scott W. Snyder and Brian Geiger, University of Alabama at Birmingham

In response to the importance of high quality mentoring programs for supporting and retaining beginning teachers, the Teacher Quality Enhancement Project piloted a teacher induction and mentoring program in eight Alabama school districts during the 2001/2002 academic years. The project, supported as part of Title II initiatives, was designed to address the professional, instructional, and personal needs of novice teachers. The structure and focus of the induction program and the program evaluation were informed by previous research on the needs of first-year teachers in Alabama, as well as studies of induction programs in other states. Surveys of 255 mentors and 291 beginning teachers (K-12) were conducted during the fall and spring. In addition, telephone surveys of district coordinators were conducted. Descriptive statistics and qualitative analyses of open-ended responses were applied. Beginning teachers and mentors identified similar benefits, problems, and recommendations for improving the induction programs. Beginning teachers benefited in terms of psychosocial support, instructional support, and professional support. Common challenges reported by mentors and novice teachers included logistical problems, pairing challenges, and concerns about the adequacy of training, materials, and follow-up for the mentor and teacher. Recommendations followed logically from the concerns and reflect efforts to improve logistics of the induction process, supporting psychosocial well being of the novice-mentor pair, and selecting and training mentors. This study revealed changes in the competencies that beginning teachers use to define their success as a teacher during the year. The mentoring activities that mentors were most likely to engage in included providing moral support, discussing different teaching methods, discussing classroom management and discipline, and discussing the needs of specific students. This paper provided recommendations for states and school districts implementing mentoring programs and suggested roles for teacher education institutions in facilitating induction.

How Do Principals Rate Teachers Trained Using the PATHWISE Model?

Linda Thornton, Harding University

The importance of training highly qualified teachers has been brought to national attention by recent federal legislation. Institutions of higher education are redoubling their efforts for ways to improve the quality of teachers they supply to PK-12 schools. PATHWISE/Praxis III is a research-based (Dwyer, 2000) system for training teachers and mentoring new teachers developed by Educational Testing Service and adopted for use in evaluating beginning teachers in Arkansas and Ohio. The teacher education program of Harding University has been training teachers using the PATHWISE model since 2000. The purpose of this study was to investigate the teaching effectiveness of beginning teachers who were trained at Harding University using the PATHWISE mentoring model, as perceived by their principals or supervisors. A questionnaire was developed to align with the PATHWISE/Praxis III competencies. Questionnaires were mailed to alumni with letters asking them to ask their principals or supervisors to complete and return them. Preliminary results indicated support for the hypothesis. Respondents ($n = 31$) rated their teachers especially high in Competency B1: Creating a climate that promotes fairness, and somewhat lower in Competency D4: Communicating with parents or guardians about student learning.

Session 8.5

3:30 P.M. - 4:20 P.M.

SCHOOLS Bayroom 6

Presenter: Anisa Al-Khatib, Eastern Kentucky University

The Development of an Instrument to Measure Teachers' Perceptions of Resource Allocation Within Schools and Districts

Connie L. Tollett and Regina A. Lowery, University of Memphis

The purpose of this study was to develop and pilot an instrument to measure teachers' perceptions of resource allocations. Specifically, to determine whether or not teachers perceived administrators (both district and school) allocated resources effectively given the limited amount of funding schools received. Two additional important purposes of the study were to build on the limited research knowledge in this area and to provide avenues for future inquiry. The survey was administered to 44 elementary, middle school and high school teachers. Of these, 33 were female and 11 were male. The majority of the teachers were Caucasian (72%), followed by African American (21%), and other (7%). Responses from the 44 teachers were entered into a factor analysis with VARIMAX rotation to determine the number of latent variables underlying the 32 items. Five factors exceeded a minimum eigenvalues of 1.00 and yielded the most interpretable results. Seventy-six percent of the variance was accounted for by these factors (eigenvalues for the five factors were 16.97, 2.73, 1.85, 1.43, and 1.34, respectively). These factors reflect teacher's: (1) assessment of school leadership, (2) confidence that school physical structures are operational, (3) confidence of effective monitoring of funds, (4) assessment of district leadership, and (5) belief that student level needs are met. Factor 1 accounted for 53% of the variance and

included nine items. Factor 2 included seven items and accounted for 8.5% of the variance. Factor 3 accounted for 5.8% of the variance and included four items. Factor 4 included five items and accounted for 4.5% of the variance. Factor 5 accounted for 4.2% of the variance and included seven items. Cronbach's alpha for these subscales ranged from .80 to .96.

Selected High School Teachers' Perspectives Concerning Academic Dishonesty

Beverly C. Culley and William A. Person, Mississippi State University

The purpose of this study was to investigate perspectives of academic dishonesty among selected high school teachers. The specific problem in this study was to determine whether high school teachers of various school classifications, gender, highest level of educational attainment, and years of teaching experience differ in their beliefs, concerns, and attitudes regarding academic dishonesty. The moral climate of a school influences the level of academic cheating. If the moral climate of a school is high, it helps to establish a good emotional tone in the classroom and encourages students to view cheating as a serious matter; therefore, leading to a lower incidence of cheating (Bushway & Nash, 1977). The literature on cheating among high school students has shown that it is widespread and growing (McCabe, 1999; McCabe & Trevino, 1996; Schab, 1991). Students have readily offered a variety of rationalizations for academic dishonesty (Evans & Craig, 1990a; McCabe, 1999). The sample of this study involved cluster sampling. The data used in this study were collected from a random sample of 14 public high schools from the state of Mississippi. A random selection of 150 high school teachers was used in this study. Two research instruments were used in this study. Multiple regression analyses were used to test two null hypotheses at the .05 level of significance. Findings for this study indicated that a statistically significant relationship existed between the independent variables or the interaction of the independent variables when measured by the mean individual sub-scores of perceptions of cheating on the Survey of Academic Cheating (SAC). However, there was no statistically significant relationship between the independent variables or interaction of the independent variables when measured by the mean score of perceptions of cheating on the Scales of Attitudes Toward Academic Cheating (SATAC). It was concluded from this study that cheating is a problem in secondary schools in the state of Mississippi as perceived by selected high school teachers. However, there is a paucity of research regarding high school teacher and student perspectives of academic dishonesty in secondary schools. Therefore, more rigorous research studies should be conducted on teacher student perspectives of academic dishonesty at the secondary level.

Patterns of Risk Behavior in Adolescents

James P. Selig, University of Arkansas at Little Rock; David Deere, Mark E. Edwards, and Leanne Whiteside-Mansell, University of Arkansas for Medical Sciences; and Carol Lee, Child Development Inc.

Engaging in risk behaviors during adolescence can often lead to a number of negative outcomes both during adolescence and later in adulthood. The goal of this study was to determine whether risk behaviors across a range of domains co-occur or occur independently of one another. The Youth Risk Behavior Surveillance System (YRBS) was used to collect data from the majority of (N = 1959) 7th- to 12-grade students in a rural Arkansas school district. Of these, 1865 yielded usable responses. The YRBS is composed of questions that fall into six categories of risk behavior: unintentional injuries and violence, tobacco use, alcohol and other drug use, sexual behaviors, dietary behaviors, and physical activity. The questions from the YRBS were used to create seven risk indicators: (1) carrying a weapon on school property, (2) fighting on school property, (3) tobacco use, (4) alcohol use, (5) marijuana use, (6) other drug use, and (7) sexual behavior. Among the surveyed students 7% had carried a weapon to school in the past 30 days, 15% had been in a physical fight at school in the past year, 16% used tobacco on 10 or more of the past 30 days, 22% used alcohol on three or more of the past 30 days, 15% used marijuana in the past 30 days, 14% had used other drugs, and 32% were sexually active. Cluster analysis was used to identify groups of students who exhibited varied patterns of risk behaviors based on these seven risk indicators. Results suggested possibilities for tailoring interventions to groups of students exhibiting specific patterns of risk behavior.

Session 8.6

3:30 P.M. - 4:20 P.M.
7

ADMINISTRATION Bayroom

President: Lawrence J. Leonard, Louisiana Tech University

A Study of the Effects of Fiscal Reductions on Public Schools in Alabama

Olin Adams and A. J. Guarino, Auburn University, and Wade Smith, Louisiana Laboratory School

Alabama's system of school funding requires in-year budgetary reductions when budgetary shortfalls occur at the state level, causing local school superintendents to adjust their budgets accordingly. Historically in Alabama, shortages of revenue have been addressed through proration. Proration is a budget reduction approach that applies prior shares of funds to a smaller pool of available funds. In Alabama, the implementation of proration in the academic year for which it is declared may not involve reduction in funds for personnel. The research questions

in the study addressed superintendent's perceptions of various budgetary items under their control, the effects of proration by school level, whether school system reserves influenced decisions of superintendents, and the effect of demographics on the impact of proration. The measure was administered at the 2002 winter conference of the Alabama Chapter of the American Association of School Administrators (AASA). Fifty-eight superintendents responded to the survey for a return rate of 59%. Data Analysis Analyses revealed superintendents from larger school districts were less concerned with these matters than were superintendents from smaller districts. This suggested a phenomenon of economy of scale. Significant differences were also found between elected and appointed superintendents, as well as rural and non-rural superintendents. These findings were supported by the qualitative phase of the study. Superintendents prioritized budget reduction by material, raises, indirect, and direct sub-scales. Economy of scale appeared to be a factor in the degree of impact felt by a system under proration. A significant difference in the perceptions of rural and non-rural superintendents on the impact of budget reductions was also noted. Superintendents are loath to cut personnel, and larger school systems are buffered from the effects of proration.

What Principal Interns Say Their Internship Taught Them

John Marshak, State University of New York at Cortland

The culminating experience in preparing teachers to be school administrators should be the internship. At the author's institution, after seven or eight three-credit classes (out of a program required 30 credit hours), they are eligible to do an internship. An application is required, but that is not a guarantee of acceptance. The three documents that must also be present are letters of commitment by: (1) a central office person to support this person for recognition by the school board as an "administrator in training," (2) a seated administrator accepting the responsibility for providing and/or "opening the door" to a wide variety of administrative experiences, and (3) a job description delineating the intern's responsibilities to the school district during this time. (The job's requirements, while frequently overlapping, are not in themselves sufficient to satisfy our institution's required, diverse administrative experience for an internship.) Upon acceptance, a university supervisor is appointed. Through repeated electronic interactions and on-site visitations, the university supervisor provides a perspective on the experience in addition to that of the on-site supervisor. Being almost finished with course work and with this level of school district and university support, one would think that an internship would be a routine matter of applying the areas in which they have been trained. To understand what an internship teaches and needs that classroom preparation did not fill, an end-of-program, informal, qualitative assessment was made. What was it that the internship taught them that was not a part of their academic preparation?

Teacher and Administrator Perceptions of a Fifth-Year Teacher Preparation Program

Tom E.C. Smith, University of Arkansas

The University of Arkansas developed a fifth-year, Master of Arts in Teaching program in 1998. Since that time more than 400 students have earned the MAT degree and received licensure from the Arkansas Department of Education. Recently, more and more students are opting to leave the university after receiving their BSE degree and entering the alternative licensure program offered by the Arkansas Department of Education. The most recent data indicate that approximately 50% of all BSE graduates are choosing not to enroll in the MAT program. The primary reason given by students who choose to enter the alternative licensure program is financial. Once in the alternative program, individuals are eligible for a provisional teaching license and are able to secure employment in a teaching position. They complete the requirements for a regular teaching license during the school year. Although school administrators indicate their preference for employing fully licensed, MAT graduates, many are compelled to employ individuals in the alternative licensure program because of teacher shortages. They indicate, however, that graduates of the MAT program are without question stronger teachers than individuals receiving their license through the alternative program. This presentation provided a detailed description of principals' perceptions of fifth-year, MAT graduates compared to teachers who are employed through the alternative licensure program. Twenty-five principals and 25 teachers (K-12) were surveyed concerning their perceptions of the fifth-year MAT teacher preparation program and the alternative licensure program. Questions focused on the preparedness of teachers to perform the essential functions of teaching during their first year of employment. The results of this survey, that strongly supported the MAT program, were presented along with an analysis of the results and implications for policy issues related to teacher licensure.



Thursday

Thursday Sessions: [9.1](#), [9.2](#), [9.3](#), [9.4](#), [9.5](#), [9.6](#), [9.7](#), [9.8](#), [9.9](#), [10.1](#), [10.2](#), [10.3](#), [10.4](#), [10.5](#), [11.1](#), [11.2](#), [11.3](#), [11.4](#), [11.5](#), [12.1](#), [12.2](#), [12.3](#), [12.4](#), [12.5](#), [13.1](#), [13.2](#), [13.3](#), [13.4](#), [13.5](#), [14.1](#), [14.2](#), [14.3](#), [14.4](#), [14.5](#), [15.1](#), [15.2](#), [15.3](#), [15.4](#)

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Session 9.1

8:30 A.M. - 9:20 A.M.

DISPLAY.....Bayroom 1

Impact of Block Scheduling on Student Achievement.

Robert P. Lyons and Scott Terry, Murray State University

The adoption of block schedules by high schools has become a large part of the education reform movement in Kentucky, with approximately 52% of high schools reporting the use of an alternative school day schedule in 2002. Although studies have shown that block schedules have advantages in terms of school environment and student/teacher perceptions, student achievement on standardized tests has not been shown to significantly improve. With the passage of NCLB, student achievement, as measured by standardized tests, has become the determinant of school effectiveness, with dire consequences possible for schools failing to make Adequate Yearly Progress (AYP) toward state goals. The purpose of this study was to determine whether alternate school day schedules had impacted school effectiveness in Kentucky as measured by standardized testing results. Kentucky's accountability system characterizes school effectiveness using an Accountability Index (AI) and an Accountability Designation (AD). The AI is a scaled score between approximately 45 and 140, with 100 indicative of Proficiency, based upon the results of tests in eight areas. The AD is a categorical variable indicating the extent to which schools had made AYP toward proficiency (e.g., Met Goal, Progressing, In Need of Assistance) during the 2002 cycle. Using Kentucky Department of Education records, mailout surveys, and telephone follow-up surveys, the AI and AD for all high schools in Kentucky for the 2002 accountability cycle, were determined (n=224). MANCOVA was used to determine whether significant differences existed between the testing results of schools on different types of schedules (e.g., 4X4, A/B, 6-period day, 7-period day, other), as well as on different schedule approaches (e.g., traditional, alternative). Both the AI and the results of each individual test were utilized as the dependent variables in these analyses. Chi square was used to investigate whether a significant relationship existed between the AD the both the schedule type and schedule approach utilized. School and community socioeconomic indicators were used as covariates in both parts of this study.

Racial Differences in Library Anxiety Among Graduate Students

Qun G. Jiao, Baruch College, City University of New York; Anthony J. Onwuegbuzie, University of South Florida; and Sharon L. Bostick, S.L. Bostick and Associates

Evidence exists that library anxiety is a multidimensional construct that prevents students from using the library effectively or even at all. Indeed, library anxiety has been found to be negatively related to academic performance. Consequently, research has examined predictors of library anxiety in order to identify students who are most at risk of experiencing debilitating levels of this phenomenon. Yet, despite the fact that racial differences in other forms of academic-related anxiety have been documented, to date no study has examined whether racial differences exist in library anxiety. Therefore, this study compared empirically 135 Caucasian American and 45 African American graduate students with respect to five dimensions of library anxiety (i.e., barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers). A canonical discriminant analysis revealed significant differences between the two racial groups, with Caucasian American graduate

students reporting significantly higher levels of library anxiety associated with three library anxiety dimensions (i.e., barriers with staff, affective barriers, and comfort with the library) than did their African American counterparts. These findings suggested that race appears to be a predictor of library anxiety levels. Implications of the findings on academic library services and future research were discussed.

Using Simulations to Prepare Future School Administrators for the Real World

Jack Klotz and Shelly Albritton, University of Central Arkansas,
and Thelma Roberson, University of Southern Mississippi

This display session focused on presenting five proven and tested simulation activities that have been utilized in three different university master's degree preparatory programs for future school administrators. The focus of these simulations were on the following topics/issues: (1) preparing for and presenting a school district budget at a Board of Education's open hearing, (2) developing and reporting employee performance documentation via various memorandum formats, i.e., memo to the principal's personal file, specific incident memo, summary memo, and visitation memo, (3) planning and organizing for administrative leadership of a school-site personnel's group work/task, (4) developing and reporting narrative formative/summative teacher assessment based upon available teacher evidence, and (5) developing a plan of action for a beginning principal's first three months on the job, this is a "Nuts and Bolts" activity. The displayers provided each attendee with copies of all pertinent information and directions necessary to replicate each of these simulation activities within their administrative preparatory programs. Also shared were the observational results of such simulations by the displayers and their engaged students.

Session 9.2

8:30 A.M. - 9:20 A.M.

CULTURE Bayroom

3

Presenter: Sandra M. Harris, Troy State University at Montgomery

Lesbian Perspectives on Primary Health Care

Lorraine K. Gaddis, Mississippi State University

Lesbians experience unique health care needs. However, lesbians are often reluctant to seek even the most basic of health care due to fear of rejection or a history of maltreatment by health care providers. The purpose of this qualitative study was to explore how lesbians believed primary health care providers could make their practices safer and more approachable for women with alternative sexual preferences. Data were gathered using an open-ended questionnaire during a Women's Music Festival in the southern United States. Analysis revealed that many lesbians still avoid health care encounters because of personal experience or rumors of abuse and prejudice. Outcomes indicated that lesbians preferred health care providers who clearly avoid homophobia and heterosexism, openly advertise their "gay-friendliness," and provide quality care for all of their clients. Participants also sought health care providers who conduct their personal lives, as well as their clinical practices, in a way that honors basic human rights. Recommendations for future research include a similar study exploring the health care needs of gay men and the development of quantitative instruments to assess the health care needs of lesbians. Insights gained from this study are pertinent for counselors and educators, as well as all types of health care providers.

School Climate in High Schools: What Makes a Difference?

Allison P. Potter and Aaron J. McDonald, University of Memphis

The climate or culture at a school has an impact on everything that happens within that school. A negative school climate can have a detrimental effect on teaching, as well as learning, within that school. There has been much written about the effects school size has on school climate and culture. Much of the research literature on this topic points out that it is not so much the size of the entire school campus, but the size of each individual grade, with smaller schools/grades being considered more optimal. This study examined survey data collected in the spring of 2002 and 2003 from 1500 teachers completing the School Climate Inventory (SCIÓ) developed by researchers at the Center for Research in Educational Policy, University of Memphis. Three levels of schools were examined: elementary, middle, and high school. Significant differences were found in school climate between elementary and middle, as well as between middle and high school. The level of agreement with positive school climate indicators decreased as the grade level increased. Differences in school climate were also noted when taking into account the number of students per grade in each school. Schools that had the largest amount of students per grade had lower indicators of positive school climate than schools with fewer students per grade. High schools have traditionally had more students per grade than elementary and middle schools. It could be suggested that the climate decreases that are seen as school level increases may be due to factors other than those related to the grade level of the student. The number of students per grade may make a significant difference in the climate of their school. Further examination of this area would shed more light on the challenges large high schools face in dealing with their academic environments.

Technology and the Cultural Divide: A Review of the Literature

Allen C. Grant, Louisiana State University

The recent proliferation of technology in educational settings is giving teachers new and innovative methods of teaching an inquiry-based curriculum within a constructivist framework. One problem saddling our nation’s schools is the growing cultural divide. The cultural divide is the extent of the cultural barrier that exists between educators and students of one culture with those of others. Current researchers are working to document the extent of the cultural divide and the methods of reducing this divide through technological innovations in preservice education programs, software development, and in the classroom. This review of the literature explored recent technological studies that relate to cultural issues in educational settings, including efforts to reduce attitude bias and cultural stereotyping in preservice teacher programs, questions of software bias as a contributor to the cultural divide, and technological innovations in pedagogy that contribute to reduction in the cultural divide. Studies and articles for this review were selected using the Louisiana State University Libraries website. This included searches through INGENTA, ERIC and the library’s collection of full-text journal articles. The author chose the majority of studies and articles with a publication date after the year 2000. These studies have many implications on education. Primarily, teacher education programs must create environments that embrace cultural diversity and a global perspective. They need to adjust their curriculum to provide young teachers with the tools to help their own students experience diverse cultures and international perspectives. The advent of distance learning through the World Wide Web is the obvious tool for meeting this challenge. These experiences, when led by a trained teacher, are constructivist in ideology, inquiry based, and involve real life challenges. Researchers are charged with finding the methods that most significantly achieve these goals.

Session 9.3

8:30 A.M. - 9:20 A.M.

PUBLICATION -- PUBLISHING TIPS FOR BEGINNERS

(Symposium) Bayroom

5

Organizer:

Gail Weems, University of Arkansas at Little Rock

Getting Started in Research

Anthony J. Onwuegbuzie, University of South Florida

Finding a Journal and Writing for it

Larry G. Daniel, University of North Florida

Writing Tips

James E. McLean, East Tennessee State University

Obtaining the first few publications can be a daunting task for graduate students and new faculty. Therefore, the purpose of this symposium was to offer basic advice to those who are undertaking this mission. Advice was offered for getting started in research, finding a journal and writing for it, and writing tips. Areas for each topic are: (1) getting started in research, (2) establishing a research agenda, (3) try working with coauthors, (4) reading, writing, and finishing, and (5) scheduling research time and sticking with it. The symposium was presented as a panel discussion with each member sharing 5-7 minutes. Participants were encouraged to ask questions on these topics and other areas of concern.

Session 9.4

8:30 A.M. - 9:20 A.M.

MATHEMATICS EDUCATION Bayroom

6

President:

Jean Clark, University of South Alabama

Can Preservice Elementary Teachers Identify Mathematical Errors?

Rebecca R. Robichaux, Southeastern Louisiana University, and A. J. Guarino, Auburn University

As a result of the No Child Left Behind Act of 2001, all teacher education graduates must be “highly qualified,” as evidenced by passing a rigorous test of content knowledge (Cowan & Manasevit, 2002). Research findings suggest that many preservice teachers have an inadequate understanding of the mathematics they were expected to teach (Stacey, Helme, Steinle, Batur, Irwin, & Bana, 2001; Thomas, 2000). Thus, the primary purpose of this research was to investigate preservice teachers’ mathematical content knowledge through the use of errors in simulated student responses. The participants (N = 215) were preservice teachers enrolled in an elementary mathematics methods course. Participants assessed simulated student responses to problems involving division, multiplication, discounts, and probability. In analyzing the

responses, the investigators determined the percentage of Type II errors (failing to identify incorrect responses) and Type I errors (identifying correct responses as incorrect). A Cochran test, which evaluates differences among related proportions, was significant, $2(3, N = 215) = 22.73, p < .001$, and the Kendall coefficient of concordance was .035. Follow-up pairwise comparisons using a McNemar's test indicated that the proportion of Type I errors for discounts was significantly less than the other problems. For conceptual errors on the four problem vignettes the proportions were .55, .19, .45, and .14, and for computational errors the proportions were .44, .24, .33, and .28. The results of follow-up tests indicated significant differences among all pairwise comparisons for both the conceptual and computational errors. Results of this study indicate a lack of mathematical content knowledge of the participants. Particularly bothersome are the proportions of Type I errors made that indicated many of these teachers were not able to recognize a correct solution when they saw it. Implications of these findings were discussed.

Improving Teachers' Mathematics Preparation: A Professional Development Program for Mathematics Educators.

Julie Cwikla, University of Southern Mississippi at Gulf Coast

Universities and teachers' colleges nationally are concerned about the preparation of elementary mathematics teachers. These students in general are not exceptionally strong mathematically and in most cases did not learn K-12 mathematics in a standards-based environment. But these future teachers were expected to facilitate a reform-minded mathematics classroom. Therefore, it is the task of the preservice program to help preservice teachers shift their views about mathematics learning as well as extend and/or correct their understanding of the content. Teacher education must foster the development of the important knowledge and skills to better serve K-8 students' learning. This study investigated: (1) what mathematics educators think is important for their students to learn, and (2) in what ways do mathematics faculty members develop professionally across institutions as they collaborate to define learning goals, course content, and classroom practice. This research program, funded by the National Science Foundation, supports a Professional Forum for Mathematics Educators (PME) from five institutions that meet periodically to discuss and review data collected in their classroom and from their students. Mathematics faculty members across institutions have the opportunity to make data driven decisions about their teaching and classroom practices. The PME is being monitored for: (1) mathematics teaching and learning discourse within the group, (2) planned improvements in their classroom practice, (3) explicit design of learning goals for preservice teachers of mathematics, and (4) alignment of course content and practices across and within institutions. This presentation reviewed: (1) the surveys faculty have completed concerning their attitudes and beliefs about teaching and learning, (2) the content and topics addressed during the PME meetings, (3) discussions and online conversations, and (4) the documented progress and improvements made in syllabi and course objectives.

Effects of Integrated Mathematics and Children's Literature Instruction on Mathematics Achievement

Leigh Ann Beard, Southeastern Louisiana University

The purpose of this study was to investigate the impact of integrated mathematics and children's literature instruction in comparison to students who received direct mathematics instruction. This study was investigated using a mixed method design in which quantitative and qualitative data were collected and analyzed. A three-way (group by gender by time) repeated measures analysis of variance revealed a statistically significant time main effect for the Saxon achievement test with the control group, the experimental group, and the gender groups increasing their achievement scores from the pretest to the posttest. No other main or interaction effects were statistically significant. In particular, there was no statistically significant gender or group by gender effects. A three-way (group by gender by time) repeated measures analysis of variance revealed a statistically significant difference for the time by group interaction. No statistically significant differences were found for any other main effect or interaction effect. Examination of the time by group interaction indicated initial group differences in anxiety. To control for initial differences, a one-way analysis of covariance was used with the pretest anxiety rating used as the covariate. Since no gender effects were found, gender was not included in the subsequent analysis. The results of the ANCOVA determined that there were no statistically significant mean anxiety level differences between the groups. The qualitative data collected from student interviews, student journals, and researcher observations were triangulated. Mathematics was the students' favorite subject. In addition, the students who participated in the integrated mathematics and children's literature classroom indicated that they enjoyed the use of the books to teach mathematical concepts. This study found that mathematics was an enjoyable subject to the students, the students increased their knowledge and understanding of the subject, the students decreased their anxiety towards the subject, and their self-esteem increased.

Session 9.5

8:30 A.M. - 9:20 A.M. LEADERSHIP Bayroom 7

Presider: John R. Petry, University of Memphis

Cultivating Teacher Leadership for School Improvement

Scott Bauer and Juanita B. Haydel, University of New Orleans, and Caroline Cody, Cody Associates

Cultivating Teacher Leadership for School Improvement Research has confirmed that quality leadership is needed to improve schools (Elmore, 2000; Hallinger & Heck, 1996). Yet, as Fullan (2000) wrote, “At the very time that proactive leadership is essential, principals are in the least favorable position to provide it” (p. 256). As a consequence, the image of the type of leadership needed, and from whom, has expanded. Recent literature stresses that school leadership needs to extend to all levels of the school and school system. The concept of teacher leadership in school improvement has thus become a hot topic (Gimbert & Nolan (2000); Lieberman, Saxl & Miles, 2000; Zepeda, Mayers & Benson, 2003). The purpose of this paper was to describe an innovative performance-based program intended to develop teacher leadership for school improvement and to present an evaluation of the program’s efficacy. The Teacher Leader Institute (TLI) included job-embedded experiences that required students to demonstrate mastery of the skills and abilities evidenced in a subset of the Interstate School Leader Licensure Consortium (ISLCC) standards, and culminated in the presentation of a web-based professional portfolio. An outside evaluator conducted a multi-method assessment of the program. The evaluation included individual and focus group interviews with students, administrators, and university faculty; surveys of program completers and dropouts; participant observation of classes; and an analysis of the program curriculum. The design of the TLI should be of interest to faculty interested in leadership development, as well as those involved with the realities of converting a traditional program to one that is performance-based. The evaluation revealed several important lessons associated with this transition, including student resistance to the rigor of the program; their ambiguity over the notion of teacher leadership itself; and the changing role of faculty in implementation of this type of program.

Defining and Applying Leadership: Perceptions of Teacher Leader Candidates

Glee Whitsett and Jack Riley, University of Montevallo

This study examined shifts in the perceptions of the meaning of leadership and necessary leadership skills held by teachers enrolled in a graduate program in teacher leadership. The purpose of the study was to determine the extent to which developing teacher leaders change in the way they define and apply leadership as a result of formal training. Although teachers as leaders appears to be a new focus for education, teachers have served in leadership roles since the days of the one-room schoolhouse. Sliva, Gimbert, and Nolan (2000) identify three waves of teacher leadership, progressing from those who hold positions of leadership, such as department chair or grade-level captain, to those who participate in mentoring and curriculum development, and finally to teacher leaders involved in the reculturing of schools. Kotter (1998) makes a clear distinction between management and leadership, and Urbanski and Nickolaou (1997) advance the view that administrative leadership is primarily managerial, while teacher leadership is more collegial. Limited research on the effects of formal training in teacher leadership led to this study. Subjects were 19 graduate students enrolled in a graduate program in teacher leadership. Instrumentation was a Likert-scale survey indicating perceptions of the importance of leadership skills identified in the literature on teacher leadership, and the extent to which they had attained growth in each of those skills. In addition, subjects wrote two definitions of leadership, one at the onset of their program, and one after a year of study. Issues addressed in this paper included shifts in leadership definition and the relative importance assigned to leadership skills. The implications for training of not only teacher leaders but also school administrators who deal with teacher leaders were also discussed.

Surviving the Superintendency: What District and State Education Report Cards Can Tell Us

Marie M. Miller-Whitehead, Consultant

This study examined Alabama and Tennessee State Education Report Card data for the years of 1998 through 2003. The purpose of the study was to determine if there were measurable differences in reported accountability indicators between districts that elected and those that appointed superintendents. The study also examined trends in attrition and hiring or electing of male and female superintendents in city and county school districts. Personal interviews and published research indicated that the district superintendency is often a high-risk position, and turnover may be linked to district performance, as well as to factors not reported on district or state Education Report Cards. The data consisted of accountability indicators for 128 Alabama public school districts and 138 Tennessee public school districts. The analysis used t-tests of statistical significance and a series of regression analyses to identify the relationships among the variables of interest. These included: funding sources, student SES, expenditure per pupil, and teacher education level. Results indicated that there were significant differences in performance indicators between districts that elected and those that appointed superintendents (Alabama), as well as between city and county districts with appointed superintendents (Tennessee). Gender was a significant predictor on more indicators for the Tennessee Report Card data than for Alabama, although females were no more likely to be appointed than elected in either city or county districts. Data for several high-risk districts, i.e., those that had as many as three or four superintendents in a five-year period, were examined to determine if performance indicators were significantly different than for districts with lower superintendent turnover. Although a district on “Caution” or “Alert” status was linked to superintendent turnover, districts with the highest turnover rates were on “Clear” status. Forty-one percent of appointed and 45% of elected Alabama superintendents remained in office from 1999 to 2003.

Session 9.6

8:30 A.M. - 9:20 A.M.

STATISTICS -- USING FACTOR ANALYTIC METHODS IN EDUCATIONAL RESEARCH (Symposium)

Bayroom

Organizer: Christine DiStefano, Louisiana State University

Overview

The use of factor analytic methods are popular in the social sciences due to their applicability to a variety of research problems (Floyd & Widaman, 1995; Russell, 2002; Raykov & Widaman, 1996). For example, Exploratory Factor Analysis (EFA) techniques may be used to uncover underlying dimensions of a measurement instrument or to reduce a large number of items to a smaller set of components (Benson & Nasser, 1998; Gorsuch, 1983). The methodology may support the existence of latent variables or “confirm” a theoretical structure (Confirmatory Factor Analysis; Shumaker & Lomax, 1996). Additionally, more complex designs may be used to assess interrelations among latent variables within a nomological network (Structural Equation Modeling; Byrne, 1998). All of these have become common statistical procedures in the field of education. This symposium illustrated the use of factor analytic techniques and their applicability to a variety of research questions within the field of education. Included were methods employing EFA, as well as tests of relationships between latent variables and of the stability of factors over time. The symposium illustrated the usefulness of factor analytic techniques across a wide age range of subjects (e.g., preschoolers to college students) and examines a variety of questions.

Exploring the Freshman Survey

Joe Lott, Jr., Louisiana State University

This paper explored the Freshmen Survey to uncover its underlying dimensional structure. Data from 1214 first-time freshmen were analyzed using information about activities conducted over the past year, self-ratings of competencies, college choice, and goals and values. Results have implications for student and academic affairs including recruitment, retention, and mentoring.

Creating a Short Form of the BASC TRS-P

John Tate, Louisiana State University

This paper compared two alternatives for creating a short form of the BASC TRS-P to reduce the number of items while retaining acceptable reliability. Forms were derived through principal components factor analysis and through empirical methods. Follow-up analyses evaluated the utility of each short form to measure behavioral characteristics of preschoolers.

Examining Desegregation Over Time

Edwin Litolff, Baton Rouge Community College

This study compared and analyzed the results of higher education desegregation in public colleges and universities. The sample was composed of selected states that formally operated dual systems of higher education. Two factors, student desegregation and faculty desegregation, were analyzed using a longitudinal structural equations model to comprehend changes and trends in higher education following the U.S. vs. Fordice Supreme Court decision.

Student Goals and College Contributions to Retention: A Path Analysis

Kathryn Covington, South Louisiana Community College

Admission staff at higher education institutions maintained a strong connection with recruitment efforts. However, with the increasing focus on retention at colleges and universities, does the admissions staff have a significant impact on student retention? Using path analysis, this study examined the impact of the admissions staff among other factors on student retention.

Gender Differences in Participation of Physical Activities: A Comprehensive Model Approach

Kay Daigle, Southeastern Louisiana University

This study examined the interrelationships of 8th-grade students’ intent to engage in physical education activities as measured by perceptions of support, perceived value of physical activity, and perceived competence. Structural equation modeling was used to identify relationships between constructs, examine effects of gender, and assess indirect relationships among constructs.

Session 9.7

9:30 A.M. - 10:20 A.M. ACHIEVEMENT Bayroom

Presider: Dennis Zuelke, Jacksonville State University

Black Women with Terminal Degrees: History, Current Status, Successful Strategies

Joyce C. Nichols and Carol B. Tanksley, University of West Florida

This study updated research published 10 years ago that profiled the status of African American women administrators in higher education at Florida State University (Coleman, 1992). This study extended the research to include African American women who hold terminal degrees in various professional positions and explored their personal history, current status, and success strategies. The women included in this study hold degrees in law, medicine, education and the sciences. The subjects were African American women with terminal degrees that are members of a national organization called Societas Docta, Inc. Questionnaires were mailed out to 101 members of Societas Docta, Inc. Research questions were as follows: (1) participants were asked to provide general information such as marital status, number of children, age which they earned the terminal degree, type of college or university attended, where degrees were earned and field of study; (2) participants were asked to describe their motivation to earn a terminal degree, future career goals, career path, and support system; (3) participants were asked to explain any barriers or conflicts, if any, that they encountered in pursuit of their career goals; (4) participants were asked to recommend success strategies for African American women who are in pursuit of a terminal degree; (5) participants were asked to discuss any additional advice that you give aspiring professionals; (6) participants were asked if they have relatives that have college degrees; and (7) participants were asked to list experiences that they have had outside of their education that influenced them to get the terminal degree. The purpose of this study was to explore some of these issues using data collected from African Americans women who have achieved the terminal degree. The findings of this study suggested implications for African Americans who are interested in pursuing the highest degree.

Measuring the Success of Education Reform in Kentucky

Qaisar Sultana, Eastern Kentucky University

Responding to a court order, the state legislature passed the 1990 Kentucky Education Reform Act (KERA). Claimed as the most comprehensive educational reform, the Act was considered a model. It provided an annual increase of over a billion dollars to education. It mandated Learners Expectations, New Teacher Standards, New Administrator Standards, accountability, rewards and sanctions for schools, statewide assessment for all students, and Writing Portfolios. Three different studies were conducted to measure the success of educational reforms. One study examined the extent to which teachers employed high order thinking skills in their classrooms in order to meet the Learners Expectations. Two teacher educators independently rated 126 lesson objectives written by first-year teachers on Bloom's taxonomy. They found that only 23% were directed toward the three highest levels of Bloom's taxonomy. Another study analyzed the assessment skills of teachers to determine the extent to which they prepared their students for the Commonwealth Accountability Testing System (CATS), a mandated statewide assessment. Two special educators reviewed the proposed assessments written on the lesson plans by 60 first-year teachers. They found that 42% of the assessment plans were not measurable, observable, or comprehensible. The third study compared the writing skills of Kentucky high school students who graduated before and after KERA to determine the effect of the Writing Portfolio, which is a significant part of the statewide assessment system. Essays written by pre- and post-KERA students to fulfill the University Writing Requirement (UWR) at Eastern Kentucky University were scored by trained UWR readers. The t-test did not show a statistically significant result. According to these studies, KERA has not fulfilled its promise. This researcher's documented observations in classrooms point to teacher preparation as an ignored piece of the education reform.

Session 9.8

9:30 A.M. - 10:20 A.M. EVALUATION Bayroom 4

Presider: Rose B. Jones, University of Southern Mississippi

Determining the Factor Structure of the Technology and Teaching Efficacy Scale

Jesus Tanguma and Nolie B. Mayo, University of Houston at Clear Lake,
and David Underwood, Arkansas Tech University

The Technology and Teaching Effectiveness Scale was developed to assess the impact of technology training for preservice teachers as part of a Department of Education grant, Learning to Integrate Technology within the Curriculum. The objective of the grant was to prepare teacher candidates to develop and to deliver technology-integrated lesson plans. The instrument was designed to measure the participants' feelings of technology self-efficacy and to assess changes in the level of self-efficacy as a part of the project evaluation. Self-efficacy is defined as a person's sense of being able to take action to attain specific outcomes. It is developed through transactions with the world; therefore, education should improve feelings of self-efficacy. A sense of self-efficacy may vary according to an activity and its associated difficulty, and studies related to specific subject areas are needed. The Technology and Teaching Effectiveness Scale was employed to assess teachers' confidence in their

abilities to: (1) implement technology into their classes and (2) promote students' success. The items were rated on a 5-point, Likert-type scale using a strongly disagree to strongly agree response format. This locally developed scale was determined to have a Cronbach's alpha reliability of 0.930, indicative of good reliability. To assess construct validity, data from the first year of the grant were subjected to a factor analysis using a principal component extraction method with orthogonal varimax rotation. Five factors emerged accounting for 69.56% of the variance. However, factors IV and V accounted for less than 9% of the variance and did not seem stable. Consequently, a three-factor solution was sought. These three factors accounted for 60.63% of the variance with a reliability coefficient of .925. Similar reliability coefficients were found for the subscales. Psychometric findings provide support for the construct validity and internal consistency of the scores derived from the survey.

A Conceptual Model for a Task Analysis of Methods in Action Research Design

Linda C. Kondrick, Arkansas Tech University, and Kathy K. Franklin, University of Alabama

Abstract Action research is an umbrella term referring to research by practitioners for the purpose of improving their practice. Action research in higher education is being conducted by a growing number of practitioners whose formal training is outside of the discipline of educational research. This has precipitated a need for faculty development and, consequently, a conceptual model for analyzing the requisite skills for various action research methodologies, hereafter referred to as tasks. Daniel and Onwuegbuzie have proposed a three-dimensional model for categorizing action research strategies based upon three criteria: research goal, method of data analysis, and level of expertise needed to execute the research design. This paper extended the discussion of this three-dimensional requisite-skills model to a global task-analysis model. Three major differences exist between these two models. First, rather than assessing the degree to which the research strategy varies from the practitioner's normal activity, the currently proposed model offered a means of analyzing the level of skill implied in a given action research strategy. The development needs of the practitioner can thus be matched to the task-analysis of the proposed study. Second, rather than a three-dimensional system, this pyramidal model was multi-dimensional. It was readily adaptable to any number of methods criteria that the faculty development facilitator deems appropriate. Third, the method presented in this paper provided a multi-dimensional model for conceptualizing the balance among the various criteria in the design of the study. It, therefore, could be applied not only as a skills analysis tool, but also as a tool for categorizing and describing the nature of a particular action research strategy. Examples were given for use of this model as a training tool, a research planning tool, and an evaluation tool.

Development of an Instrument to Measure High School Student's Attitudes Toward Leadership, Civic Responsibility, and Human Relations

Regina A. Lowery, University of Memphis

The purpose of this study was to develop an instrument that measures high school students' attitudes toward their ability to act as a leader, civic responsibility, and issues involving human relations. This instrument was tailored toward a specific enrichment program's mission and goals. Urban area students from varying backgrounds were recruited and selected to participate in a program that engaged them in experiential, adventure-based education with the purpose of exposing them to life outside their own race, religion, culture, and class. This movement toward an expanded view of community is essential to success outside their homogeneous high school groups. In addition to reporting organizational progress, the development of this instrument also aided in building on the limited research in this area and provided avenues for future inquiry. This instrument was administered to approximately 500 entering high school juniors (Junior Class Cohort) and approximately 400 entering high school seniors (Senior Class Cohort) who began the program as juniors. There are expected to be an even distribution among males and females. A fairly even distribution between Caucasian and African American students with less than 15% of those surveyed falling into other racial groupings (Hispanic, Asian, Native American, Bi-Racial, Other) was expected. The Junior Class Cohort received two administrations of the instrument, once before any of the program activities took place, and once after a week of intensive, residential program time. The Senior Cohort completed the instrument after their summer camp experience. Using a factor analysis with VARIMAX rotation, a determination of the number of latent variables underlying the instrument items was made. Factors exceeding a minimum eigenvalue of 1.00 and yielding the most interpretable results formed scales for interpretation. Scales around the program mission and goals were expected to emerge.

Session 9.9

9:30 A.M. - 10:20 A.M. HIGHER EDUCATION

Bayroom 6

Presenter: Rebecca M. Giles, University of South Alabama

Graduate Research Class: Comparison by Sex

Rob L. Kennedy, University of Arkansas at Little Rock, and Pamela M. Broadston, Texas Tech University

Female students sometimes believe that males have an advantage in quantitatively-oriented courses, such as a research class. To test

this idea, the study compared test scores by sex before and after a graduate advanced research class. The four classes that were the focus of this study were offered in the fall 2001, spring 2002, fall 2002, and spring 2003 terms under the same instructor. All sections incorporated article critiques (based on an instrument from Wilson and Onwuegbuzie), a critique-based exam, and an oral presentation of a grant application completed by the student. The purpose of the critiques and grant application were to provide the students with opportunities to apply in some depth the research knowledge they had acquired from their basic research courses. There were 51 participants for whom there was complete information, comprising 31 females (61%) and 20 males (39%). Multiple-choice pretests and posttests on fundamental research topics were given. A 30-item posttest yielded a Cronbach's alpha of 0.63. Since there were no initial differences in the pretest scores as to sex, a two-sample t-test was run on the posttest scores. The assumptions of normality and homoscedasticity were verified by the Omnibus Normality of Residuals and Modified-Levene Equal-Variance tests, but random selection was not possible since students cannot be randomly assigned to these classes. The t-test indicated that the null hypothesis of no statistically significant difference between the posttest scores for the males and females could not be rejected at the 0.05 level ($t=0.0079$, $p=0.99$). The effect size, $d=0.002$, was negligible (Cohen). The Mann-Whitney U test agreed ($Z=0.53$, $p=0.60$). It is concluded, then, that there were no practical differences in the sexes as to their test scores, suggesting that there are no particular academic benefits for males over females in these graduate research classes.

A Conceptual Framework for the Study of Managerial Accounting Practices in Higher Education Administration

Olin Adams, Auburn University

Colleges and universities are subject to increased economic pressures and are employing established business practices to surmount the challenge. The author synthesized the scholarship of higher education finance and of managerial accounting to propose a conceptual framework for the study of managerial accounting practices in higher education administration. Colleges and universities are moving from a not-for-profit perspective to a business perspective. This change includes greater attention to methods of planning and control, known as managerial accounting practices. Managerial accounting practices include systems of budgeting, costing, pricing, and performance measurement, as well as initiatives in outsourcing and efforts to change organization behavior through fiscal policy. Effective budgeting systems address the outputs of institutions, planning for cash, and planning for the acquisition of long-term assets. Successful approaches to budgeting also provide the flexibility to deal with changes in volume of operations and to make adjustments to budgets during the fiscal year. Costing is the accumulation and analysis of cost information for an organization and its constituent parts. Costing remains, for most higher education institutions, in a developmental stage. Pricing practices in colleges and universities vary by the extent to which an institution can subsidize price through reserves of institutional wealth or appropriations from a state. Private institutions have raised tuition, yet buffered the effect on affordability by offering discounts. Public institutions have increased tuition to offset reduced state appropriations. Institutions of higher education have shown greater interest in measuring performance, in performance-based funding, and in decentralized management. The managerial accounting practices described herein provide an organizing structure for the application of the business model in higher education. The adoption of business practices is accelerating as institutions confront demands for affordability, solvency, and survival.

The Chilly Climate for Women: A Literature Review

LaDonna K. Morris, Florida Community College at Jacksonville

Since Hall and Sandler's original work on the chilly classroom climate for women, published in 1982 by the Project on the Status and Education of Women of the Association of American Colleges, there has been much controversy and debate about its existence or non-existence. Critics point out that the original work was nothing more than a literature review, no data were collected, and much of the information presented was anecdotal in nature. Proponents maintain that women are, in fact, treated differently from men both in and out of the classroom, and this differential treatment negatively impacts their performance in college. Over the past twenty years, empirical research on the chilly climate for women has yielded conflicting results. While some authors have focused exclusively on the classroom environment, others have included the campus environment as well. This review of literature on the chilly climate for women included a historical overview of the major reports and studies, data that substantiate its existence, as well as data that refute it, and the various tools that have been used for measuring chilly climate.

Session 10.1

10:30 A.M. - 11:20 A.M. EARLY CHILDHOOD EDUCATION Bayroom 2

President: Jean Clark, University of South Alabama

Is There a Relationship Between Reading Recovery and Phonemic Awareness?

Susan N. Perry, University of Arkansas at Little Rock, and Liz J. Jorgenson, North Heights Elementary School

The No Child Left Behind Act of 2001 and the Report of the National Reading Panel have once again stimulated interest in

phonemic awareness and its relationship in teaching children how to read. As teachers, administrators, researchers, and politicians learn of studies identifying phonemic awareness as one of the two best predictors used in indicating how well children will learn to read, early intervention programs such as Reading Recovery have been questioned regarding the implementation of phonemic awareness instruction with at-risk readers. Articles selected for this study included those which described: (1) an evidence-based assessment on the need for phonemic awareness in early reading instruction, (2) support and objection regarding phonemic awareness implementation in Reading Recovery, (3) national and state elementary reading standards, and (4) federal legislation that recommends phonemic awareness instruction with young readers. Reading Recovery teaches phonemic awareness through the use of a variety of instructional and metacognitive strategies. Children are taught to manipulate the sounds in language that helps them learn to read and benefits their spelling skills. Phoneme manipulation is taught with and without letters. Instruction is focused on learning only one or two types of phoneme manipulations at a time. The length of phonemic awareness training is determined by how long it takes a child to understand the skill being taught. Teachers generalize phonemic awareness training with real reading and writing. Implementing a well-designed phonemic awareness program in early reading instruction will build significant gains in children's reading and writing abilities. Phonemic awareness instruction in Reading Recovery lessons correlate with national standards, Arkansas benchmarks, and the No Child Left Behind Act of 2001. Instruction provided in Reading Recovery has been found to provide a positive result in improving phonemic awareness in at-risk readers.

Parents' and Teachers' Perceptions of Pre-School Children's Readiness

Jesus Tanguma, Lilian McEnery, and Teresa Laird, University of Houston at Clear Lake

The study examined the perceptions of parents and preservice teachers concerning their beliefs about the relative importance of various cognitive and social readiness behaviors in pre-school children. The scale was administered to two different groups: preservice teachers at a local university and parents whose children were involved in three Even Start programs in a major metropolitan area. The initial sample consisted of 55 preservice teachers and 105 parents. Numerous factors and variables affect a child's level of success in school; two such variables are the perceptions held by a child's parent and a child's teacher. Researchers have long held that a child's first teachers are her/his parents (Taylor, 1988). Strong evidence suggests that parental input and involvement in education greatly increases student success in both achievement and social behavior (Ginsburg & Bronstein, 1993; Philipson, 1996). Preservice teachers also influence a child's level of academic success since the perceptions and beliefs they carry into the classroom will ultimately affect instructional decisions (Tobin & Dawson, 1992). This project involved the development and administration of a Pre-Kindergarten Readiness Scale. Participants were asked to rate the indicators on a 4-point Likert-type scale consisting of 47 items. The items were rated using a very important to not important response format. This locally developed scale was determined to have a Cranbach's alpha of .88 indicative of high internal consistency. The results indicated that in virtually every area (e.g., book and print awareness, writing indicators, and social awareness), parents rated behaviors as more important than preservice teachers.

Cut Adrift: Starting a University-Based Child Development Center Off Campus

Sheila A. Webb, Jacksonville State University

When the Board of Trustees purchased a 32,000 square foot building 12 miles from campus, the president assigned the dean, College of Education and Professional Studies, the chairship of a committee to develop the concept of a child development center. The committee consisted of faculty and staff members from early childhood education, department head of curriculum, associate dean, business, social work, nursing, physical plant and the director of the campus half-day child development center for four year olds. Eventually, the committee also included the president's wife. The committee oversaw the total renovation of the building and purchase of furniture, the concept of national accreditation, development of a staffing plan, and development of a budget. This included work that faculty and staff outside the physical plant normally do not encounter. After well over a year of development, the Child Development Center at McClellan looked very inviting. The facility boasts the capability for 240 children infants through school-age under national standards based on square footage and 270 children based on state standards criteria. There are two indoor activity rooms, three enclosed playgrounds, a multipurpose room with stage, commercial kitchen, nurse's station, security controlled admittance doors, exterior security cameras, interior video cameras in each room, and a web site where parents can view their child in the classroom any time the center is open. As start-up details began to focus on hiring personnel, developing policy, developing curriculum, and recruitment of clients, the university essentially began to cut the center adrift. It was to follow all university policies but become a stand-alone unit that still was housed within one college. Stand alone means the center would be run as a separate entity responsible for all utilities, all maintenance, all insurance, and so forth. This concept cut the center from assistance from the physical plant. For the first time, educators and administrators in the college accustomed to calling maintenance if the air conditioners did not work or there were not enough paper products in the restrooms, faced independence. This session discussed the development of a stand-alone building located 12 miles from campus that remains housed within a college and how personnel learned to focus not only on educational but also business issues.

Session 10.2

10:30 A.M. - 11:20 A.M. ATTITUDES Bayroom 3

Presenter: Dana Thames, University of Southern Mississippi

Students' Perceptions of Characteristics of Effective College Teachers

Ann E. Witcher, Kathleen M. T. Collins, Janet D. Filer, and Cheryl D. Wiedmaier, University of Central Arkansas, and Anthony J. Onwuegbuzie, University of South Florida

Virtually all college teachers are required or expected to administer to their students some type of course evaluation instrument at one or more points during each semester. Typically, when these instruments are administered at the end of the course, they serve as summative evaluations that are used by administrators and colleagues to help make decisions about tenure, promotion, merit pay, and the like. These instruments ask students to evaluate the knowledge, skills, and dispositions of their course instructors. Through these instruments, students are asked to provide information on how effective they believe their college teachers have been. Because the items contained in such instruments generally are constructed by faculty and/or administrators, the evaluation criteria are based upon what faculty and administrators consider to be characteristics of effective college teaching, with little or no input from students. Yet, although recent research has documented what college students think are attributes of effective primary and secondary school teachers, scant information exists about what students perceive to be characteristics of effective college teachers. This was the purpose of the present investigation. Specifically, this qualitative study used a multi-stage concurrent mixed-methodological analysis to examine students' perceptions of characteristics of effective college teachers as a function of an array of demographic and background variables (e.g., gender, age, year of study, major). Participants were 912 undergraduate and graduate students from a multitude of academic majors enrolled at a university in a mid-southern state. A phenomenological analysis (Stage 1) revealed the following nine characteristics that many students considered to reflect effective college teaching: motivator, student-centered, professional, accessible, provider of adequate performance feedback, fair and respectful, effective communicator, knowledgeable of subject, and competent instructor. These themes were related to a variety of demographic variables. Implications were discussed.

Unisex Math: Narrowing of the Gender Gap

Martha Tapia, Berry College, and George E. Marsh II, University of Alabama

Research about gender differences in mathematics has produced conflicting results. Original studies indicated that males had higher achievement scores, with the differences being more pronounced in high school. Girls were better at calculations, while boys excelled at problem solving. Recent studies bring these conclusions into question and may indicate the gender gap might be closing or not exist. Attitudes might have played an important role. The Attitudes Toward Mathematics Inventory (ATMI) was developed to measure students' attitudes toward mathematics. The initial pool of items was submitted to an exploratory factor analysis and four factors were identified: self-confidence, value, enjoyment, and motivation. This study examined gender differences in attitudes toward mathematics of undergraduate students. The instrument was administered to students enrolled in introductory mathematics classes (Pre-Calculus, Calculus, and Business Calculus) at two universities in the southeast, one a large state university and the other one a small private liberal arts college. The subjects of the study were 266 college students. One hundred forty-one of the subjects attended a state university and 134 attended a liberal arts college. General linear analysis revealed no significant differences between students from the state university and students from the liberal arts college in any of the four factors. Also, there were no significant differences between males and females in each of the four factors. These results suggested that gender differences in mathematics were not reflected in this sample.

Development and Validation of the Student Perceptions of Mentoring Relationships (SSMPR)

Sandra M. Harris, Troy State University at Montgomery

In the endeavor to recruit, retain, and matriculate future leaders of American society, institutions of higher education could benefit tremendously from formal mentoring programs. The results of such programs will, inevitably, depend upon the students' perceptions of the effectiveness of such programs. The purpose of this study was to evaluate the construct validity of the Survey of Student Perceptions of Mentoring Relationships (SSMPR), a 27-item, researcher-developed, self-report inventory measuring student perceptions of mentoring relationships in higher education. The survey consists of three scales: (1) benefits of mentoring a relationship, (2) mentor's role in a mentoring relationship, and (3) mentee's role in a mentoring relationship. Data were gathered from 234 students enrolled in a small, southeastern university. Reliability analyses generated coefficient alphas of .88, .81, and .86, respectively, for the scales. Each scale was subjected to both restricted and unrestricted factor analyses; unrestricted factor analyses generated the most meaningful factor scores. Three factors of the Benefits Scale accounted for 71% of the total variance in the sample scores, with factor loadings ranging from .53 to .85. Three factors of the Mentor's Role Scale accounted for 71% of the total variance in the scores, with factor loadings ranging from .64 to .88. Three factors of the Mentee's Role Scale accounted for 74% of the total variance in the sample scores, with factor loadings ranging from .71 to .89. Pearson correlations among the scales ranged from .57 to .64. Results presented evidence of the construct validity for the SSMPR. The conclusion presented implications for possible use of the SSMPR in structuring and improving mentoring programs in higher education. The survey could be used to determine student expectations of mentoring programs, and the results could be used to design programs that would help to meet those expectations.

Session 10.3**10:30 A.M. - 11:20 A.M.****TECHNOLOGY Bayroom****4****Presider:** Lola Aagaard, Morehead State University**A Longitudinal Examination of Electronic Portfolios: Process or Product of Learning?**

Vivian H. Wright, University of Alabama

Technology standards have encouraged teacher educators to seek innovative techniques to prepare teachers to seamlessly integrate technology. This study examined the use of electronic portfolios in a preservice teacher education program to facilitate technology integration. The purposes of the electronic portfolio process were: (1) to purposefully integrate technology into preservice teachers' content area instruction, (2) to create self-portraits of themselves as educators, and (3) to assess learning. Portfolio assessment, a systematic collection of students' development and learning (Farr & Tone, 1994), is considered by some to be a more authentic measure of teaching and learning. Like traditional portfolios, electronic portfolios are a "purposeful collection of student work that exhibits the student's efforts, progress, and achievements" (Lankes, 1998, p. 18). Campbell, Cignetti, Melnyer, Nettles, and Wyman (1997) argued that out of learner responsibility comes a degree of control over the learning process. This longitudinal study took place over four semesters at a southeastern university. The participants were preservice teachers in five content areas required to produce an online electronic portfolio. Participants completed surveys at each semester's beginning and end. Participants found electronic portfolio assessment to be both a distinctive and exceptional evaluation tool, and many described the process as "exciting." The preservice teachers were positive about using the electronic portfolio as an assessment tool. Interestingly, while the preservice teachers' perceived knowledge increased, their perception of whether the technology elements in the methods block were worth doing was generally lower on the post survey. These data could support that the preservice teachers are viewing the electronic portfolio as a product rather than a process in learning. This must be addressed as the electronic portfolio process evolves. Additional direct connections to the preservice teacher's content area and a focus on strategies for classroom technology integration may help with this effort.

Evaluation of Special Education Student Teachers Using Laptop Computers

Linda Haynes, Donna Rogers, and Phillip Feldman, University of South Alabama

The purpose of this study was to evaluate the use of laptop computers by special education student teachers in their college courses and their student teaching setting. This project is a component of a project funded by the U.S. Department of Education: Preparing Tomorrow's Teachers to Use Technology. The student teachers used laptop computers on loan from the College of Education during their "Block" courses (methods courses) and during their student teaching semester. A 12-item questionnaire was sent by e-mail to the special education student teachers. The results of 15 respondents were analyzed to determine the frequency of student teacher use of the laptop computers, the purposes for which the student teachers used the laptop computers, and the student teachers' beliefs about the benefits to their student teaching experience. The results showed that the student teachers used the laptops more frequently during their Block classes than during their student teaching experience. During the Block classes at the College of Education, the students had access to a wireless network for printing materials and accessing the Internet. The students also reported the convenience of using the laptop to complete specific course assignments. Although the students did not report extensive use during their student teaching, they reported the benefits of the overall experience with the laptop. The students who reported lesser use during student teaching reported problems of accessibility to peripheral devices such as printers. The six students who used the laptop during their student teaching experience reported activities such as lesson planning and creating materials and graphs. The results of this evaluation indicated that the students need more assistance determining ways to make the laptop computers fit in with the infrastructure found in the schools where they teach. The results also offered insight into the allocation of limited computer resources.

Student Learning Compared Through the Use of Student PowerPoint Presentations and Traditional Teaching Methods

Camille B. Branton, Delta State University

This paper focused on the use of technology in the classroom and its effect on student learning. Research indicated that the use of technology in the classroom has become an effective means of improving instruction. Most universities are encouraging the use of various types of technology in the classroom, and many of the major accrediting agencies are including the use of technology in instruction as a major component of compliance. It is for this reason the researcher chose to look at some of issues related to the use of technology in the classroom. An informal study was undertaken to look at general learning trends when comparing the use of student initiated PowerPoint presentations for presenting the major instructional modules with the traditional lecture/discussion of the same instructional modules in comparable undergraduate classes. It was found that in the undergraduate classes, students appeared to have a better understanding and mastery of the material after the traditional lecture/discussion model than with the use of student PowerPoint presentations. On the graduate level, all students presented using PowerPoint; however, class size was the major differing factor. It was found that the small classes (under 20 students) achieved considerably higher grades and were more engaged

than the larger classes (over 40 students.) This did not imply that technology should be abandoned. Instead, instructors should use good judgment about when and how technology may be used the most effectively for the particular class being taught.

Session 10.4

10:30 A.M. - 11:20 A.M. ACHIEVEMENT Bayroom
7

President: William A. Person, Mississippi State University

A Study of Students' Academic Change in Mathematics Achievement: A Case for African American Students

John K. Rugutt and Caroline C. Chemosit, Illinois State University; Joseph K. Rugutt, Massachusetts College of Liberal Arts; Philip K. Kaloki, Dallas Baptist University; and Fredrick M. Nafukho, University Of Arkansas

The purpose of this study was to investigate individual achievement change over time in mathematics for African American students and whether this differs from student to student and if the individual growth parameters for this domain were related over time. Study research questions were: (1) Are the growth parameters (intercepts and slopes) in mathematics related? (2) Is the pattern of interrelationships, among the individual achievement growth parameters, the same for students with free/reduced-cost lunch and without free/reduced-cost lunch (SES)? and (3) Are there marked differences in variability in Mathematics achievement growth parameters within each SES group? This study used panel data drawn from the Louisiana State Department of Education (LDE) school data files. The subset of students was African American elementary school students in the LDE data files who attended public schools. Students who had complete records for grades 4, 6 and 7 were 11,627. The Iowa Tests of Basic Skills (ITBS) and Norm-Referenced Tests (NRTs), as part of the Louisiana Educational Assessment Program (LEAP), was utilized. Reliability data for the ITBS meet stringent psychometric standards where the ITBS Complete Battery average test reliabilities (K-R 20) for grades 3 through 8 are 0.86 and 0.87 for the fall and spring, respectively. This study adopted a multilevel data analysis as provided in the covariance structure analysis technique of Singer (1998), Sayer and Willett (1998), and Willett and Sayer (1994, 1996) for single and double populations. The multilevel data analysis techniques carry out analyses at two levels simultaneously: within- and between-individuals (Bryk & Raudenbush, 1992; Kaplan & Elliott, 1997; Yang & Goldstein, 1996). The major findings of the study showed that: (1) students vary significantly in knowledge of mathematics at entry into grade 4 and that students not in the lunch program overall initial status in mathematics was higher than that of students with free/reduced-cost lunch; (2) the mathematics overall slopes for the two groups of learners were positive and significantly different from zero; (3) the correlation coefficients of the slope and initial status for mathematics and within each group of learners were positive and statistically significant; and (4) variance estimates for mathematics slopes were significantly different from zero and showed variance increases at lower grade levels as students advance in school from grade 4 through grade 7. The results of this study differed from the findings of other studies and suggested that initial status differences in achievement levels between the two groups of students are rather stable, and in some comparisons, actually increase over time (from grade 4 through grade 7). These differences, as well, might be predictive of later, differential dropout rates between the two groups. The growth curve analyses in these comparisons showed that the growth curve for the African American students who do not receive free/reduced-cost lunch was higher at all grade levels than the growth curve for African American students who did receive free/reduced-cost lunch.

The Dore Student Retention Program

Marilyn M. Larmon, University of Southern Mississippi; Jo Ann Belk and Allen Sneed, University of Memphis; and Phyllis Cuevas and Faye White, McNeese State University

This program looked at attendance rates, report card grades, and percentile scores on the ITBS in reading and mathematics of at-risk middle school students who received after school tutoring and mentoring by university students over a two-year period. Of the 30 students composing the initial sample, only 16 stayed with the program from the beginning of the 6th until the completion of the 7th grades. Reduction of the sample size was mainly due to students moving to other schools; one student was expelled. Of the 16 students who consistently remained in the program, seven were male and nine were female. All of the students in the program were African American. The students received approximately 99 days of after-school tutoring supervised by classroom teachers at the selected middle school each school year starting in the fall of 2001 and ending in the summer of 2003. University students serving as mentors and tutors met with these students weekly to work on reading and/or mathematics skills. Parental training occurred each Tuesday for two hours per week for 22 weeks each school year beginning in the fall of 2001 and ending June of 2003. The grant was evaluated at the middle and end of the first year by a state licensed grant evaluator. The final evaluation of the grant is ongoing at this time. This presentation led to discussion of the problems involved in working with at-risk middle school students and the difficulty with gaining parental involvement. Both the strengths and weaknesses of the program were highlighted. The results of student and parent questionnaires also were made available.

Does After-School Tutoring Have Any Impact on Student Achievement?

Janice Hinson, Christine DiStefano, and Shannon A. Lasserre-Cortez, Louisiana State University

During the 2001-2002 school year, K-12 students in a public school district in Louisiana participated in an after-school tutoring. The 30-week program consisted of four 90-minute sessions of language arts and math per week. Approximately 1000 students participated, with preference given to students with ITBS scores below the 30th percentile. This study examined the impact of the tutoring program on standardized test scores and classroom grades for students in grades 3-9. The research questions and methodology were: (1) Is there a difference (by grade level) in standardized test scores and classroom grades of those children who attended the after-school program versus children who did not attend? (Comparisons between student groups were made separately for each of the dependent variables: standardized test scores, math classroom grades, and reading classroom grades), and (2) Do attendance levels have an impact on standardized test scores and classroom grades for students who attended after-school tutoring? Students were divided into groups based upon attendance (high, medium, low participation). One-way ANOVAs were conducted by each grade level (3 through 9) to determine the effects of the level of tutoring on the dependent variables: test scores, math classroom grades, and reading classroom grades. No significant differences were noted (by grade level) in standardized test scores and classroom grades of those children who attended the after-school program versus children who did not attend. Additionally, the amount of days each student attended appeared to have no impact on standardized test scores and classroom grades. However, no distinctions were made between students ranking above or below the 30th percentile. This paper reported the results from year one of a three-year study. Additional research is in progress. The findings directly impacted how tutoring activities are structured and whether future funding is merited.

Session 10.5

10:30 A.M. - 11:20 A.M.

**HIGHER EDUCATION -- GRADUATE STUDENT TRANSITIONS:
MOVING SUCCESSFULLY INTO EDUCATION FROM A "FOREIGN"
DISCIPLINE (Symposium).....**

Bayroom

8

Organizer:

Allison P. Potter, University of Memphis

Experiences of a Graduate Student Transitioning from Business to Education

Allison P. Potter, University of Memphis

Moving from teaching accounting in a community college to teaching life-span human development at a university may seem like a strange shift in careers, and indeed it is. This paper highlighted the experiences of one graduate student who moved into a completely different field after a decade of training and work in the world of business. Topics discussed were the strategies used to make the transition, as well as suggestions for others contemplating such a move.

The Job Search Process for a Non-traditional Candidate

Scott Bauer, University of New Orleans

Securing a job after many years of intense study can be a daunting task in and of itself. When the candidate must also compete as a non-traditional candidate, with interviewers lobbing questions, inquiring about past non-academic experiences, it can be even tougher. This paper discussed how to prepare for these interviews, either over the phone or face to face, and avoid feeling like an oddball in the job-search process.

Negotiating the Bridge between Secondary and Higher Education

Linda C. Kondrick, Arkansas Tech University

High school teachers face a variety of challenges day to day, many of which can prepare them well for a career in higher education. The experiences they bring from the secondary system can help bridge the gap between teaching teenagers and teaching young adults. This paper highlighted some of the steps used to negotiate this change.

Preparation That Will Ease the Transition Toward Becoming a Teacher

Gahan Bailey, University of South Alabama

Teaching can be a true calling, especially when one comes into it from another discipline. This paper discussed the experiences of a professional moving into the field of education and the tactics used to make the transition as painless as possible.

The Road Less Traveled: The Path from Corporate America to Higher Education Administration

Kathy K. Franklin, University of Alabama

Professionals in the business world face many challenges and opportunities that are a far cry from the world of education, yet there are often many similarities. This paper highlighted one professional's path from the corporate realm to teaching at a four-year college. Personal experiences and advice for others considering the transition were discussed.

Session 11.1

11:30 A.M. - 12:20

DISPLAY..... Bayroom

1

Expanding the Construct of Library Anxiety: The Role of Computer Attitudes

Qun G. Jiao, Baruch College, City University of New York,
and Anthony J. Onwuegbuzie, University of South Florida

Over the past 30 years, computer-based technologies have become dominant forces to shape and re-shape products and services the academic library has to offer. The application of library technologies has had a profound impact on the way library resources are being used. To keep up with the latest information and research, students are now faced with the ever-changing modes of electronic access tools and practices in addition to the traditional print-oriented resources. Although many students continue to experience high levels of library anxiety, it is likely that the new technologies and electronic databases in libraries have led to students experiencing other forms of negative affective states. In particular, it is likely that the anxiety experienced by students is, in part, a function of their attitudes toward computers. Thus, the purpose of the present study was to examine whether computer attitudes predict levels of library anxiety. Participants were 94 African American graduate students enrolled in a HBCU (Historically Black College and University) university in eastern United States. These sample members were administered measures of library anxiety and computer attitudes. A canonical correlation analysis revealed a strong multivariate relationship between library anxiety and computer attitudes. Specifically, the library anxiety subscale scores and computer attitudes subscale scores shared 40.82% of the common variance. In particular, scores pertaining to all five subscales of the library anxiety instrument were related simultaneously to computing liking and computer usefulness. That is, students with the highest levels of library anxiety associated with barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers were less likely to indicate that they liked computers and tended to report the most negative perceptions of the usefulness of computers. Computer anxiety and computer confidence, the other two dimensions of computer attitudes, served as suppressor variables. Implications were discussed.

A.R.T.: The Art of Effectively Evaluating Your Aggression Replacement Training Program

Caren R. Moore, Angela White, David Deere, Mark E. Edwards, and Leanne Whiteside-Mansell,
University of Arkansas for Medical Sciences, and Carol Lee, Child Development Inc.

Aggression Replacement Training, popularly known as A.R.T., has provided learning institutions, youth shelters, and adult correctional facilities, to name a few, a healthy option in substituting unwanted behaviors with constructive behaviors in their students. Through its three component curriculum, moral reasoning, skills training, and anger control, A.R.T. has examined the behaviors that are detrimental, not only to the individual, but to the institution as a whole. However, based on research of previous implementations of the program, there has yet to surface any formal evaluations. These evaluations would enable the properly trained to recognize noticeable and subtle changes in their individuals based on the effectiveness or ineffectiveness of the program. Past evaluations have included observing academic performance, monitoring the number of referrals to administrative offices, and assessing the individual social skills. Others have used situational evaluations to assess the improvement in the participant's reaction. These assessments of behaviors provide useful evaluation information. However, overt behaviors may not reflect changes in cognitive capabilities also addressed by the program. Other techniques and sources of evaluation data include: (1) student/clients self rate that is important to determining cognitive changes, (2) an unbiased observer to rate pre- and post-evaluations of the program, (3) parental observational input on behavior changes at home, and (4) teachers/administrators a chance to voice their observation of the changed behaviors of their clients they serve. This study reviewed previous A.R.T. evaluations and proposed a tiered evaluation method based on the severity of the behaviors at the institutions wishing to implement this program. A variety of scales was examined and recommended based on their validity and reliability and effectiveness in capturing each program component of A.R.T. The tiers are general enough to apply to any environment that fits the criteria of behaviors targeted by the program.

Graduate Student Learning Styles and the Environmental Factor of Noise: A Pilot Study

Johan W. van der Jagt and Nicki L Anzelmo-Skelton, Southeastern Louisiana University; Marion Madison, University of West Alabama; and
Louann I. Gum, Sumner County School District

Learning styles appear to have changed from auditory preferences to visual and kinesthetic preferences over the last four decades

among university students throughout the world's cultures. This may be due to increases in environmental noise. The main purposes of this study were to investigate the relationships among environmental noise (e.g., location, type and constancy) and graduate student preferred learning styles (e.g., visual-overhead transparencies, auditory-lecture, kinesthetic-activity), gender, and age differences. The participants in this sample consisted of 43 graduate teacher students with teaching experiences ranging from five to 30 years in a southern state studying at a southern university. Of these teachers, six were male and 36 were female. Eighteen percent were African American, 4.6% Spanish or Native American, and 75% white American-born from original European or Australian descent. The teachers considered themselves to be drawn from large city (11), medium city (8), small town (17), and rural areas (7). A survey instrument was given to the participants. The participants indicated their demographic factors, preferred learning styles, and environmental noise variables under separate headings. Data were analyzed using SPSS descriptive and inferential statistical procedures. The independent variables were environmental noise (location, type, and constancy), gender, and age. The dependent variables were preferred learning styles. The results of the investigation, limitations, and implications for future research were presented.

Session 11.2

11:30 A.M. - 12:20 P.M. ADMINISTRATION Bayroom 3

President: Kathy C. Trawick, University of Arkansas Medical Sciences

A Study of the Most Critical Issues Facing Education as Identified by Aspiring, Novice, and Experienced Principals

Ronald A. Styron and Thelma Roberson, University of Southern Mississippi,
and William Schweinle, University of South Dakota

The purpose of this study was to identify and describe what potential and serving principals viewed as education's most critical issues. One hundred thirty subjects from public, private, and parochial schools were surveyed. Subjects were placed into one of three groups: aspiring principals, teachers currently certified by not yet serving as principals; novice principals, principals with less than four years of experience; and experienced principals, principals with five or more years of experience. Surveys were sent to all those enrolled in the Aspiring Leaders Program at the Greater New Orleans School Leadership Center, all principals in Louisiana with four or less years of experience, and principals with five or more years of experience who belonged to The Greater New Orleans School Leadership Center. Subjects were asked them to list, by rank order 1-10, the most critical issues facing them today. They were also asked to write a one-to-two paragraph justification of the issue they listed as the most critical. Data were sorted by sex, years of experience, grade level of school, highest degree, and school classification (public, private or parochial). Rank order responses were charted using derived coding categories, and paragraph responses were subjected to thematic analysis utilizing an empirically derived coding scheme. Data were also grouped by response for each priority and frequency, and then assigned values using an ordinarily weighted frequency method. Conclusions were drawn based on the data provided. It was the hope of the researchers that these conclusions would help highlight the enormous pressure felt by today's principals and lead to ideas and strategies for coping with and addressing what has emerged as their most pressing issues.

Strategic Planning: The Principals' Perspective

Edward P. Cox, University of South Carolina

A substantial disparity exists between schools in South Carolina regarding the role of the principal in developing and implementing a strategic plan. A stronger consensus and improved understanding regarding how this important responsibility is being carried out is needed. Strategic planning in schools has been advocated by many in the field as a critical administrative activity. Cook (1995) addressed the concept in depth. Usher & Hughes (2001) devoted an entire chapter in their principalship text to the planning process. Applications in South Carolina were addressed by Stuchey & Heath (1998) soon after it was initially required in all South Carolina schools. To discover the perspective of South Carolina principals after many years of involvement in strategic planning, a survey was constructed and mailed to three randomly selected principals (one elementary, one middle school, and one high school) in each of the 85 school districts. One hundred forty-three surveys were returned. Several Likert-scale questions were tabulated as mean scores. Means were compared through use of an ANOVA. Other questions utilized a rank order format. A majority of the principals (78%) were at the school when the strategic plan was developed, and most (90%) brought attention to it monthly or weekly. They viewed the process as largely an internal activity. High school principals viewed the plan as having significantly more impact than both elementary school and middle school principals. Strategic planning is valued, but it is still perceived as an internal activity done by school people for school people. This is particularly noteworthy in a state like South Carolina where each school is statutorily required to include a community-based school improvement council in their planning activities. The reasons behind the perceived greater value at the high school level warrant additional investigation.

Identifying the Ideal Administrator Mentor: Comparing Perceptions of Interns Attending a HBCU with Those Attending a Predominately White University

John S. Gooden, Sidney Brown, and Sonja Y. Harrington, Alabama State University

The participants in this study were administrator interns at a historically black university (HBCU) and at a predominately white university in Alabama and North Carolina, respectively. The purpose of this study was two-fold. First, it was designed to determine what interpersonal and professional characteristics and assignment concerns administrator interns-protégés perceive as important when selecting mentor. Second, it was designed to determine if interns attending a HBCU's perceptions were significantly different from those attending a predominately white university. The survey was divided into two sections. The first asked participants to rank order 10 interpersonal characteristics and 10 professional characteristics of the ideal administrator mentor in their perceived order of importance. The second section asked respondents to rank order professional, personal, and logistical concerns that should be taken into consideration when assigning interns to their mentors. Using descriptive statistical methods, numerical data were analyzed and tabulated using frequency distributions, means, percentages, and standard deviations. Using demographic information as variable, an ANOVA and t-test were used to compare means and standard deviations to both intern populations.

Session 11.3

11:30 A.M. - 12:20

**TEACHER EDUCATION -- PROFESSIONAL DEVELOPMENT SITES:
THE IMPORTANCE OF MATCHING THE MODEL TO THE SITE
(Symposium).....**

Bayroom 5

Organizer:

Trevor F. Hutchins, Belmont University

The PDS Process at Belmont University
Trevor F. Hutchins, Belmont University

For the past four years Belmont University has worked with a number of schools to develop a Professional Development Site (PDS) program that embeds methods courses for elementary and middle school licensure within several schools. The 15 credit hours of methods courses were initially placed into a one-semester block and then this block was placed into a PDS school. For the first year, faculty from Belmont University and school faculty, working from the NCATE Standards, discussed what a PDS might look like, the roles of school and university faculty in a PDS, and how a PDS might be structured. Also discussed was how a PDS might be assessed as part of both candidate development and school development. In subsequent years other schools were added. This symposium offered participants a chance to discuss the process of development, the variations that occur across schools and candidate along with school and Belmont faculty reaction to the PDS processes and outcomes. This paper examined some of the research and other literature on Professional Development Schools and showed how the NCATE PDS Standards have been used to guide the development process at Belmont University.

The PDS at Granbery Elementary School

Zafrullah Khan, Belmont University; Steve Baum, Julia Green Elementary School;
and Lori Donahue, Granbery Elementary School

This paper examined the development of the PDS at Granbery Elementary four years ago and some of the changes that have been made since that time. The authors shared some of the products of collaboration related to the roles of participants in a PDS, program structure, course development, and assessment. Participant reactions were also discussed.

The PDS at Brentwood Middle School

Joy Kimmons, Belmont University, and Laura Sunley and Angela Rathjen, Brentwood Middle School

This paper engaged participants in the issues raised by the NCATE Standards with a particular emphasis on the nature of collaboration. The authors shared some of the products of collaboration related to the roles of participants in a PDS, program structure, course development, and assessment with a particular focus on how different schools have developed different approaches to the PDS.

The PDS at Walnut Grove Elementary

Melinda Grimac, Belmont University

This paper discussed with participants how a new PDS is established.

Session 11.4

11:30 A.M. - 12:20 P.M.

EDUCATION REFORM

Bayroom 6

Presenter: Jack Klotz, University of Central Arkansas

George Counts and the Progressive Education Association

Doug Feldmann, University of Southern Mississippi

By the early 1930s, the world had found itself at the peak of suffering from the Great Depression. The poverty appeared to be endless, and people around the globe sought hope in whatever form it might take. In the United States, a small faction of academicians began to question the very principles of capitalism as the disparity between the rich and poor in the country appeared to be ever growing. This charge, led primarily by George Counts and Harold Rugg, came to generally be known as the "Reconstructionist" movement. The Reconstructionists sought to rebuild the educational and economic systems of the nation on a platform of social justice. It was asserted by Counts that the method of schooling in place was not serving the masses, and the new-found "progressive" education movement, having already been on the scene for approximately 20 years, lacked focus and direction, according to Counts and his Reconstructionist colleagues. However, the Reconstructionist effort finally reached a critical mass in 1932, as the Progressive Education Association commenced the "Eight-Year Study," an experiment designed to identify changes from the traditional, humanities-based curriculum that might benefit students entering colleges and universities. Thirty high schools from across the country were given permission by a consortium in higher education to deviate from the traditional curricula in whichever manner each school saw fit. Students entering these schools as freshmen were traced through their secondary years, through college, and into their first year in the workforce. With the study being directed by prominent educator Wilford Aikin, the 30 schools enjoyed a refreshing influx of new coursework, subject matter, and enhanced student achievement that allowed its students to effectively compete with those from schools of traditional curricula.

The Discourse of Liberation Theology in School Reform

James D. Kirylo, Southeastern Louisiana University

The 1980s and 1990s were recalled for the numerous reform efforts undertaken in American education. At best, these efforts have yielded mixed results and have proven to be of limited impact. And though one knows that millions of American youths come to our schools pained by poverty, disruptive family circumstances, and psychological, physical, and mental stress, one continues to delineate our task and education reform in terms of enhanced teaching methods in math and science, technological advancement, and other disciplines of study. Quite obviously, these areas are extremely important in educational reform, but it should not be at the expense of not passionately, aggressively, and continuously finding solutions to the social and moral issue of poverty. Concepts that are associated with liberation theology (preferential option for the poor, conscientization, praxis, biblical dependence and prayer, and liberation) provide together a lens that can give American educators a new perspective and insight to understand, reflect, and act on the issues of poverty that are prevalent for a large cross section of American children. This lens views the world through the eyes of the poor, the marginalized, and the many nameless people who are in oppressive living, psychological, and social circumstances. In addition, this lens can also assist educators to reach a different and perhaps a new way of teaching those individuals who come from marginalized situations. Drawing from the work of Gustavo Gutierrez, Patrick Slattery, Bill Pinar, Jonathan Kozol, and others, this paper pointed out the significant contribution of liberation theology to the discourse of curriculum theorizing and its impact on school reform, particularly as it related to the education of the poor and marginalized.

Policy Implications from Indoor-Air Quality (IAQ) Inquiry

Charles M. Achilles, Seton Hall University and Eastern Michigan University; Jean Prout, Mt. Pleasant Baptist School; and Jeremy Finn and Gordon Bobbett, Contributors

Observations in small (S, 15-17 students) and regular (R, 20-28 students) classes revealed different behavior patterns. In (R) classes teachers became irritable, edgy, and tired. In (S) classes teachers remained productive all day; students were well behaved, engaged and energetic. Upon hearing these scenarios, a graduate engineer said: "Check the carbon dioxide levels." CO₂ is related to the number of persons in a space, and may influence teaching and learning. Class size and time of day seemed key. Schools (n=6; classes n=32) selected contained both (R) and (S) classes, had the same Heating-Ventilating/Air Conditioning systems and were matched. A scientific instrument (Q-Trak) took four readings simultaneously (CO, CO₂, Temperature, Relative Humidity) to check Indoor Air Quality (IAQ). This study reported only CO₂ analyses by time, class size, and cubic feet (ft³) per student. Analyses used (S) vs (R) classes and average CO₂ readings taken at approximately 8:00, 9:30, 11:00, 12:30, 2:00, and 3:30 (± 10 minutes). Readings of about 1800 or more parts per million (ppm) of CO₂ are unhealthy. The Q-Trak "maxed out" at 6000 ppm. Class-size and time-of-day effects were evident. All classes started approximately 600-700 ppm of CO₂ but by day's end the (S) average (2836 ppm) was 1345 ppm (p<.007) below the (R) average at 4181 ppm. Results helped explain observations, [e.g., superiority of test scores, engagement, and behavior of (S) students when compared to (R) students, and higher teacher energy levels in (S) vs. (R) classes]. Interactions of

CO2 with class size, time of day, and ft3/student influenced achievement, behavior, and occupant safety. Given the deterioration of many U. S. schools, frequency of “sick building syndrome,” increasing child asthma, and claims of low test scores, the policy, and health applications of these results were important.

Session 11.5

11:30 A.M. - 12:20 P.M.

SCIENCE EDUCATION

Bayroom 7

Presider: Ronald L. Skidmore, Morehead State University

The Effects of Student Mediating Variables on Kentucky's Accountability System in Seventh-Grade Science: Individual Student Achievement Versus School-Level Change Scores

Stephen K. Miller, University of Louisville; D. Clayton Smith, Western Kentucky University;
and Larry S. Ennis, Lindsey Wilson College

This study examined the effects of student mediating variables on Kentucky's accountability system in 7th-grade science. The research compared the impact of Student Self-Efficacy on absolute individual student achievement scores (N = 21960) versus school-level change scores (N = 254), that measure value-added improvement. Self-efficacy is represented by these variables, rated on a 4-point scale: (1) Student Self-Concept of Ability, “How well do you think you did on the science part of the test?” and (2) Student Effort, “How hard did you try on the science part of the test?” A mediating variable represents some internal state of an agent who processes some prior information to produce a later outcome. In this instance, students receive instruction and their self-concept or effort “mediates” the test scores they produce. Simultaneous multiple regression was used to analyze the 1997-1998 data. At the individual level, a student's responses for the self-efficacy constructs were matched to the same student's science scores. At the school level, the efficacy responses were aggregated for the 7th grade and examined for impact on the composite school-level science scores (percentage change for Accountability Cycle 3, 1994-1998). Findings indicated small but important effects. For individual students, both self-concept and effort were significant, explaining 3.3% of the variance in achievement. Student effort had the stronger influence with a one-unit increase in effort producing an increase of 4.94 units in achievement. At the school level, only self-concept was significant, with 3.8% variance explained. Here a one-unit increase in self-concept would produce an increase of 33.3% in the school change score. Thus, in accountability models, even small increments can be crucial. These results buttressed previous research on the importance of mediating variables. In particular, Brookover and colleagues found that teacher expectations, clearly alterable variables, were the most potent influence on student mediating variables.

Active Learning and Preservice Teacher Attitudinal Change

Jim Johnston and Luka Rittich, Harding University

The purpose of this paper was to describe the kinds of instructional learning and attitudinal change that preservice teachers develop during a semester-long required course entitled: Science for the P-8 Teacher. The course and research were under the leadership of the professor of the course and taken in conjunction with Integrating Mathematics and Science for the P-8 Teacher. The research used the Science Teaching Efficacy Belief Instrument (STEBI) form B with permission from Larry Enochs of Oregon State University. The research report data originated from the responses to the 23-item, Likert-scale questionnaire. The data pool consisted of the preservice educators who completed the instrument. The numbers of participants in the pretest groups were: N=204, and in the posttest group N=232 . The number of questionnaires that could be matched pre to post represented N=140 or 70 individuals. The participants represented diverse science experiences from across the country with majors in early childhood or middle-level education. Statistical analysis of simple t-tests and paired-analysis were calculated between pre- and post-groups for each item on the questionnaire. Findings revealed significant differences in all of the 23 questionnaire items with value t-test of 0.0013 at the .05 alpha level. The greatest significance was found in items concerning personal science teaching efficacy. Preservice teachers seem to enter the class with high outcome expectancies. Items revealed a slightly higher but significant change. Preservice teachers' attitudes were more positive at the end of the course. Negative attitudes seem to be maintained in the semester that had fewer hands-on/open-ended activities. Interpretive descriptive analyses were made within and across groups to gather insight to the significant differences in responses. Results show a definitive effort of the participants to answer truthfully rather than accommodatingly.

Museum-Based Learning: Informal Learning Settings and Their Role in Student Motivation and Achievement in Science

Julie Holmes, Louisiana Tech University

This study examined changes in student motivation and achievement in science in relationship to a visit to the IDEA Place Experiment Gallery. The theoretical model for the study was the activity theory concepts and research of Engestrom, Leon'tev, and Vygotsky. The format of the study was a pretest-posttest control comparison group design with four experimental groups: (1) control, (2) exhibit, (3) lesson, and (4) exhibit/lesson. The sample consisted of 228 6th-grade students enrolled in a public north central Louisiana school and were randomly assigned to groups stratified by teacher. The researcher used the Children's Academic Intrinsic Motivation Inventory (CAIMI) to measure motivation and an achievement test written by the researcher, specifically to measure science content knowledge of the Experiment Gallery exhibits. The pretest, posttest, and delayed posttest data for achievement and motivation were analyzed using one-way Analysis of Variance (AVOVA), dependent t-tests, and Pearson r. Statistical analysis revealed that there were no significant differences between the pre-CAIMI and post-CAIMI scores between groups. There were also no significant differences between the pre-achievement and post-achievement scores between groups. No significant relationships were revealed between the motivational level and the achievement gained between groups on the posttest. Data analysis within groups revealed a significant difference between the participants' motivational levels in the lesson group from pre-CAIMI to post-CAIMI and from post-CAIMI to delayed-CAIMI scores. There was a significant difference in the exhibit group participants' achievement levels from pre-achievement to post-achievement and from post-achievement to delayed-achievement. A significant relationship between level of motivation and science achievement tests scores was revealed for the exhibit group for the delayed posttests. There were no other significant findings to support that the effects of the treatment led to any long term effects on motivation or achievement within any of the four experimental groups.

Session 12.1

12:30 P.M. - 1:20 P.M.
3

PERFORMANCE ASSESSMENT Bayroom

President: John A. Sargent, East Texas Baptist University

Impacts of Scheduling Configurations on Mississippi Biology Subject Area Testing

Fran L. Marchette, St. John University

This study is important to educators because it can assist them in considering the impacts that different types of schedule configurations have on student performance and if ethnic or gender issues are influencing testing results. A mixed modal study was conducted that compared the results of Mississippi Biology Subject Area mean scores of students that used a 4X4 block, A/B block, and traditional year-long schedule in large, medium, and small-sized schools. This research further explored data about whether schedule configurations allow sufficient time for students to construct knowledge. Interviews were conducted with secondary administrators and teachers concerning the type of schedule configuration used and the influence that the schedule had on student academic performance on the Biology Subject Area Test. This study used the causal-comparative method for the quantitative portion of the study and constant comparative method for the qualitative portion to explore the relationship of schedule configuration on student academic achievement on the Mississippi Biology Subject Area Test. The selected student scores indicated that the Mississippi Biology Subject Area Test, when used as a measure of student performance, revealed no significant difference on student achievement for the three school schedule configurations. Adjustment in data for initial differences of gender, minority, and school size on each schedule configurations were made. Results imply that schools may employ various schedule configurations and expect student performance on the Mississippi Biology Subject Area Test to be unaffected. However, many areas of concern were identified in the interviews that might impact on school learning environments. These concerns relate to effective classroom management, the active involvement of students in learning, the adequacy of teacher education programs, and the stress of testing on everyone involved in high-stakes testing.

A National Report Card for Technical Education Institutions - An Interim Report

Bill Coulton, Council on Occupational Education

The difficulties involved in measuring the quality of educational performance among postsecondary public institutions in this age of accountability are well documented. An often heard lament is that there are no common benchmarks that will allow meaningful institution-to-institution and state-to-state comparisons. Five state agencies overseeing public postsecondary technical schools and colleges in Florida, Georgia, Kentucky, Louisiana, and Tennessee formed a consortium for the purposes of developing common benchmarks and a common report card. The agencies sought the participation of their institutions' accreditor, the Council on Occupational Education (COE). COE is a national accreditor of technical schools and colleges recognized by the U.S. Secretary of Education. The model project is built upon four premises: (1) a valid and reliable report card must compare like-institutions having common missions and common goals; (2) the report card should emphasize excellence and best practices; (3) the benchmarks must be based upon consistently applied and nationally recognized standards such as those validated by COE, a recognized authority in the field; and (4) and every aspect of data collection, processing, and verification must be consistent to ensure accuracy and a "level playing field" among the participating institutions and states. The project is in its third year. This formative report presented several outcomes of the first two years and opined what would occur during the third year and beyond. Thus far, the yield of positive and unexpected results has proved invaluable to all. The presentation discussed these results from various agency perspectives. The model report card project is funded by the participating agencies and in part by a three-year grant from the Fund for the Improvement of Postsecondary Education

(FIPSE), a unit of the U.S. Department of Education.

Finding the Gap Between Teacher Preparation and First-Year Professional Evaluation

Pamela A. Manners and Catherine R. Strickland, Troy State University,
and Carol Moore, Troy State University at Phoenix City

The purpose of this research was to evaluate relationships among assumed indicators of beginning teacher success (a state-mandated supervisor-administered assessment instrument) and established indicators of preservice teacher achievement (e.g. GPA, Basic Skills Test scores). The Alabama Professional Education Personnel Evaluation Program (PEPE) is used to measure the performance of first-year teachers. PEPE evaluation data for each teacher are supplied to their degree-granting institutions by the Alabama State Department of Education, along with an overall performance letter grade for teacher preparation programs. Any student scoring below 18 is assigned “alert” status and must receive remediation at the institution’s expense. PEPE is comprised of seven scales: (1) preparation for organized instruction, (2) presentation of organized instruction, (3) assessment of student performance, (4) classroom management, (5) positive learning climate, (6) communication, and (7) performance of professional responsibilities. Each scale ranges from 1 – 4 and is presumed to be a global assessment based on supervisors’ observations of specific behaviors. For the purposes of these analyses, only the total score, the sum of the seven scales, was used. Preservice data included overall GPA, professional core GPA, teaching field GPA, Basic Skills Test score, ACT score, course grades in English composition and college algebra, and demographic data. A series of correlation coefficients was derived. Results showed strong intercorrelations among preservice variables, but no link between PEPE total scores and any preservice measure. Discussion included a call for further construct and content validation of PEPE, inasmuch as one of its purposes is to provide feedback to teacher education units.

Session 12.2

12:30 P.M. - 1:20 P.M.

COGNITION Bayroom

4

Presider: Srilata Bhattacharyya, University of Memphis

Cognitive Development of Fourth Graders in a High-Stakes State

Lola J. Aagaard and Robert D. Boram, Morehead State University

At what stage of cognitive development are 4th-graders in a mid-southern, small-town elementary school? Many states now have a high-stakes testing environment and higher-order type assessments beginning at the 4th-grade level (age 10). Piaget expected that most children would begin the concrete stage by age seven and transition to formal around the age of 11 (Piaget & Inhelder, 1969); that would make higher-order and open-response items difficult for fourth-grade children still at the preoperational level, due to their limited logical ability. Bakken, Thompson, Clark, Johnson, and Dwyer (2001) reported 50% of tested 5th-grade students were still preoperational. If students hit a “developmental ceiling” on the state tests, then better instruction in content is not the answer to raising test scores. Rather, experience with hands-on materials to encourage operational thinking would be essential to enable the necessary logical thinking (Bakken, et.al, 2001). Determining the extent of concrete thinking at the 4th-grade level is the first step toward exploring this issue. Eighty-seven percent (N=47) of the total 4th-grade at one elementary school was individually tested with the Piaget conservation tasks for number, liquid, mass, and area, as well as tasks involving group classification and class inclusion. A combinatorial logic task tested for formal thought ability. Fewer than half (45 percent) of the students tested passed all the conservation and classification tasks. Seventeen percent missed one task (predominantly area), but 19% missed 2-6 tasks. About 28% of the total 47 were also in transition to formal thought. This 4th grade clearly has a wide range of cognitive developmental levels that may have an impact on the school’s standing on the state assessment. An analysis of the cognitive level of the released assessment items was included.

Redefining Basic Skills in Schools in Light of Brain Research

Amany I. Saleh and David Holman, Arkansas State University

All educators recognize the critical role of higher order thinking in learning. Recently, research from biology on how the brain functions supported this notion. The brain tends to use simultaneous, parallel, advanced-thinking skills as it processes the information and looks for relationships in networked ideas. Yet, one finds school curriculum is designed in linear and sequential manner, where advanced skills build on simpler skills in a pyramid fashion. The contention is that children must master a certain set of basic skills before they can process the information using advanced thinking skills. Educators focus on these basic skills in early stages of education in the hope that the students were able to progress to advanced skills in later years. However, recent literature reports that only a small percentage of students is performing advanced cognitive processes using skills such as synthesis or evaluation by the upper grades. The authors feel that students must be equipped with metacognitive skills that enable them to learn. Metacognitive skills are those that make students aware of their own cognitive processes when learning. It is more prudent that students be introduced to metacognitive skills first to be able to master cognitive skills. It is the authors’ contention that metacognitive skills

should be the new basic skills that students must master to be able to learn. Students need a certain degree of mastery of skills such as analyses, syntheses, and evaluation to perform traditional basic skills. The students must understand the underlying concepts of multiplication first to be able to process the information, attach a personal value to it, and then master the multiplication skill. The authors reported on several studies in which “slow” students were taught using the upper levels of Bloom’s taxonomy and demonstrated significant gains.

Siegler's Overlapping Waves Theory of Cognitive Development: Implications for Learning

Gerald J. Calais, McNeese State University

To understand how children’s cognitive development evolves, researchers have traditionally employed a staircase metaphor to investigate both what children know, as well as when they know it. These studies, moreover, consistently revealed significant variability and overlap concerning how children utilize strategies when thinking and learning about problems. This step model, however, cannot account for such variability in children’s cognitive strategy use. In order to resolve this dilemma, Robert Siegler has proposed an overlapping waves metaphor where each cognitive strategy’s ebb and flow is represented by a wave. In this model, when children embrace novel, more complex strategies, old strategies persist and gradually deteriorate. Articles and studies were selected from psychologists of different theoretical orientations, including, but not limited to: A. Brown, R. Case, K. Crowley, S. Ellis, K.W. Fischer, R. Gelman, Y. Munakata, J. Piaget, J. Shrager, R.S. Siegler, R.J. Sternberg, and E. Thelen. These theoreticians’ studies provided the framework from which to evaluate Siegler’s paradigm shift. Siegler’s overlapping waves theory relied on three basic assumptions, employed a general conceptual framework for analyzing cognitive development via five dimensions of cognitive growth, and demonstrated five advantages for studying strategic development and cognitive variability vis-à-vis the step model. Microgenetic analysis, a methodological advance, was needed to accommodate the overlapping waves theory, a theoretical advance. This new methodology exhibited three intrinsic properties; revealed how change mechanisms have significantly weakened the once-rigid distinction between learning and development; proved advantageous over cross-sectional and longitudinal studies; displayed commonalities in children’s learning, despite differences in investigators’ theoretical orientations; and manifested four consistent findings. Descriptions of the change mechanisms specifically responsible for learning have undergone a paradigm shift from Jean Piaget’s staircase metaphor to Robert Siegler’s overlapping waves metaphor. This new shift has implications for classroom instruction and assessment, curriculum design, teacher educator programs, national standards, and state standards and benchmarks.

Session 12.3

12:30 P.M. - 1:20 P.M. PROFESSIONAL DEVELOPMENT (Training, 1 Hour)..... Bayroom 5

Presenter: John R. Petry, University of Memphis

Writing and Getting Published

John R. Petry, University of Memphis

Opportunities and problems associated with writing and publishing articles and manuscripts were discussed. Topics included sources of ideas for research and writing, guides for effective writing, elements of style, publications 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. A number of sources for publishing 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 knows, 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 motivated to begin or continue the process.

Session 12.4

12:30 P.M. - 1:20 P.M. ACHIEVEMENT Bayroom 6

Presenter: Suzanne P. Stokes, Troy State University

Preparing for the Future: Differences on the ACT Work Keys Attributable to Education Level, Race, and Gender

Shirley Lanier Barnes, Glennelle Halpin, and Gerald Halpin, Auburn University

One of the most widely recognized features of the workforce in the 21st century is the change in the requirements for entry-level employees. Many employers are losing billions of dollars annually because of the existing gaps in literacy, math, and writing skills of potential employees. To address these concerns, businesses are turning to high schools, technical schools, and two-year and four-year educational institutions to assist them in equipping students with job-readiness skills to meet the demand for qualified workers. The purpose of this study was to determine, in part, if these educational institutions are responding adequately for all students. The research questions asked if there were statistically, as well as meaningfully, significant differences on the ACT Work Keys assessments in the areas of Applied Mathematics and Reading for Information attributable to level of education (secondary or postsecondary), as well as race (black or white), and gender (male or female). Participants were students in secondary and postsecondary schools in a southern state. All responded to the ACT Work Keys, a standardized measure assessing Applied Mathematics and Reading for Information. Results from analyses indicated that statistically significant differences existed on both the Applied Mathematics and Reading for Information assessments for secondary and postsecondary students and for blacks and whites. Skill levels were higher for the postsecondary students than for the secondary students. Skill levels were also higher for the white participants than for the black participants. These findings support the progressive nature of education. However, educators need to be cognizant of individual differences in achievement whether attributable to race, gender, or other variables and do whatever is needed to prepare everyone for the future world of work.

An Investigation of the America Reads-Mississippi Program: What Works and What Doesn't Work

Jennifer E. Wilson, Delta State University

This study investigated the America Reads-Mississippi (ARM) program in six key areas: (1) the history of the program, (2) students' reading scores on norm-referenced tests, (3) students' attitudes toward reading, (4) site supervisors' reports regarding the program's strengths and weaknesses, (5) tutors' perceptions of the program, and (6) program visionaries' thoughts concerning the program. Qualitative and quantitative methods were used to collect data from three sources: (1) ARM's archival documents, (2) surveys administered by ARM officials to individuals participating in the program, and (3) interviews with key individuals involved in the implementation of the program. The researcher analyzed the reading achievement of students participating in the program by comparing pretest scores on the Gates-MacGinitie Reading Test obtained at the beginning of the year with posttest scores obtained at the end of the year to determine reading gains. The researcher collected and analyzed surveys that were administered by ARM officials to elementary school administrators, program supervisors, reading tutors, and students participating in the program to obtain their perceptions of the program. Responses to questions and statements were tabulated and described; frequencies and percentages were summarized and presented in table format. The researcher conducted semi-structured interviews with individuals involved in the implementation of the program. These individuals included: (1) the administrators who conceptualized the program, (2) the ARM's state director, (3) three regional coordinators, (4) eight assistant regional coordinators, and (5) 13 elementary school administrators who were implementing the program in their schools. Data were analyzed for the purpose of identifying emerging themes, and categories were established based upon recurring regularities found in the data. The investigation yielded a number of interesting findings about the ARM program. These findings suggested implications regarding program implementation, as well as implications regarding the use of tutors to improve students' reading achievement.

The Effects of Alterable Instructional Strategies on Seventh-Grade Science: Individual Student Results and School-Level Change Scores in Kentucky

Larry S. Ennis, Lindsey Wilson College; Stephen K. Miller, University of Louisville;
and D. Clayton Smith, Western Kentucky University

This study examined possible connections among alterable instructional strategies and 7th-grade science achievement. Data for this study were obtained from Kentucky's assessment and accountability reporting system. The study was constructed around theorized relationships at the individual student level (N = 21499), and the school level (N = 264). At the school level the researchers measured the percentage of change in science achievement scores over a four-year period. At the student level science achievement was measured by the test scores for the last school year of the four-year period. The instructional strategies investigated in the 7th-grade classrooms were: (1) use of textbooks and worksheets, (2) working in pairs or small groups, (3) use of computers, (4) use of everyday objects from everyday life, (5) teacher demonstrations, (6) hands-on activities, and (7) science experiments in class. Using data reduction techniques, strategies 2, 4, 5, 6, and 7 were classified as active classroom strategies and were considered together as one variable in the analysis of the data. Strategies 1 (traditional) and 3 (computers) were examined individually. Simultaneous and hierarchical regression analyses were conducted to investigate possible relationships and to assess the extent to which the variability of the student achievement results (the dependent variable) could be explained by the instructional strategies (the independent variables). The results of the study suggested that certain alterable instructional strategies, such as computers, science experiments, and the use of textbooks and worksheets have implications for teaching 7th-grade science. A number of trends were revealed--some expected, some unexpected,

some disturbing.

Session 12.5

12:30 P.M. - 1:20 P.M.

LEARNING STYLES Bayroom

7

Presenter: Naomi Coyle, Centenary College of Education

Does an Inclusive Setting Affect the Reading Comprehension of Fourth-Grade Students with Learning Disabilities?

Donna Rogers, University of South Alabama

In the field of education, there is considerable controversy about the appropriateness of an inclusive setting as a more beneficial environment than a resource room for students with learning disabilities. The purpose of this research was to determine whether students with learning disabilities perform better in an inclusive setting or in a resource room. In the fall of 2001, 17 4th-grade students (including five students with learning disabilities) were tested with both formal, commercially prepared tests of reading comprehension and informal, teacher-made reading inventories to determine current reading levels and abilities. Following the testing, a 12-week study was conducted with the students with learning disabilities. For the first six weeks, the students received reading instruction in the resource room. For the remainder of the time, these students received reading instruction in an inclusive setting. Literature Circles were the grouping method of choice. The academic achievements of these students in the two settings were compared. Results showed that academically, as well as behaviorally, all students performed better in the inclusive setting.

Block Scheduling and African American Learning Styles: A Plausible Mean to a Positive End?

Michael C. Ross, Kennesaw State University, and Daphne Hubbard, University of South Alabama

This study was designed as a quantitative analysis of classroom teachers' ability to address the learning styles of African American students when teaching on the 90-minute block schedule in comparison to the 55-minute traditional schedule. The participants for this study consisted of middle school students from two schools and four classes. The students were administered a learning style inventory based on the Dunn and Dunn Learning Style Instrument (LSI) designed to identify the students as either visual, auditory, or tactile learners. Following the learning style inventory, each class was provided matched instruction, matched assignments, and matched assessment. The learning style data collected was analyzed for significant differences in the learning style preferences for the study population. Based on the learning style data collected and the students' indication of a preference for the tactile learning style, cooperative learning instruction, assignments, and assessment were used. The learning style data collected for the students was analyzed using ANOVA, and the student test scores were analyzed using independent t-test. The findings generated from this study indicated no significant differences in the learning styles for the participants. However, the analysis of the students' academic achievement on the 90-minute block schedule and the 55-minute traditional schedule revealed that the students instructed on the 90-minute block schedule realized higher academic achievement than that of their counterparts.

Session 13.1

1:30 P.M. - 2:20 A.M.

POLICY Bayroom

2

Presenter: Eric Marvin, University of Memphis

Meeting the Challenge of Character Education: An Analysis of State Policies

Alicia C. Costa, University of New Orleans

Heinous acts of violence in our public schools have resonated cries for immediate relief and long-term solutions. In response to this crisis, 28 states have already passed legislation regarding character education, 11 others support it without legislation, and the remaining states are getting on the bandwagon trying to create similar policies. So what are states doing regarding character education that might translate into successful implementation at the district and local levels? The methodology for this study encompassed case studies of the 50 states and the District of Columbia, employing both quantitative and qualitative analysis at different phases of the research process. Analyses focused on content standards of character education programs proposed by the state agency. Data consisted of official documents detailing state character education standards, pedagogy, and processes, as well as existing state statutes, legislative reports, and appropriations bills passed or failed regarding character education. A confirmation survey completed by the deputy superintendent of each state was used to substantiate the status of the state policy in

terms of its legal nature and other pertinent policy components. A tool for analysis, Protocol Rating for Character Education State Policies, was designed by the researcher to ensure an objective means for evaluating and ranking the state policies. Four policy attributes (consistency, specificity, authority, and power) provided the framework for analysis. Inspired by the recent wave of state report cards now being issued that focus on the states' improvement of student achievement, standards and accountability, improving teacher quality, school climate, and charter school laws, this study described and ranked state policies such that the resulting scorecard might serve as a measure by which to frame forthcoming legislation and amendments and serve as a guidepost for state departments of education in their leadership role of inspiring local districts to deliberately engage in character education.

The Two-Year Impact of High-Stakes, State-Mandated Student Performance Assessment on Teachers' Instructional Practices

Kenneth E. Vogler and Desiree A. Butler-McCullough, University of Tennessee at Martin

The purpose of this study was to determine if the public release of student results on high-stakes, state-mandated performance assessments continues to influence instructional practices. Data were obtained from a survey instrument given to 10th-grade English, mathematics, and science teachers in 1999 and again in 2001. An analysis found notable increases in the use of open-response questions, creative/critical thinking questions, problem-solving activities, use of rubrics or scoring guides, writing assignments, and inquiry/investigation. Teachers have continued to decrease the use of worksheets, multiple-choice questions, and true-false questions. Also, data show that in 1999, and even more so in 2001, teachers felt that changes made in their instructional practices were most influenced by factors relating to sanctions attached to the accountability system. The results seem to indicate a possible expansion of the high-stakes testing program to involve the use of performance assessments in more subjects and in more grades.

Survey of School and Non-School Personnel Regarding Legal Issues in Education

Thomas A. DeVaney and Anthony Armenta, Southeastern Louisiana University

In a society that is becoming more litigious, schools are also experiencing an increase in lawsuits. Given the budget problems in many school districts, the cost of lawsuits can become a burden for districts. It is imperative, then, that school personnel be aware of legal issues in education. A lack of knowledge, particularly among administrators and teachers, concerning the constitutional rights of students and employees, tort liability, church-state rulings, and other such topics can contribute to unnecessary lawsuits and expenditures for school districts. This study was designed to assess the knowledge of and attitudes toward legal issues in education of school and non-school personnel. A 25-item survey was used to assess knowledge of, and attitudes toward, legal issues. The subjects included students in a graduate educational research course. These students were also required to administer the survey to five individuals, including school personnel and parents. Comparative analyses were based on the responses of 230 subjects who were identified as an administrator, teacher, or parent. Results indicated that administrators were more knowledgeable about school law than teachers or parents; however, on average, administrators answered less than 75% of the knowledge-based items correctly. Results further indicated that there was no statistically significant difference between the knowledge of teachers and parents with both groups answering less than 70% of the items correctly. Statistically significant differences in attitudes were identified in areas including the separation of church and state and diversity. These results indicated that parents believed more strongly that communities should influence a school district's policy on school prayer and that parents did not agree as strongly that diversity within the student body and faculty were desirable goals. Implications of the current findings were discussed within the context of teacher and administrator preparation programs.

Session 13.2

1:30 P.M. - 2:20 P.M.

HIGHER EDUCATION Bayroom

3

President: Doug Feldmann, University of Southern Mississippi

Southern Opposition to the Morrill Act - The Morrill Land Grant, Agriculturalists, and the Tariff

Kathy K. Franklin, University of Alabama, and Newton J. Brooks, Austin Peay State University

The Morrill Act, establishing the land grant colleges, was bitterly opposed by the South. Paradoxically, the South benefited most from the colleges. The South, contrary to popular myth, placed great emphasis upon higher education. In 1860 there were almost as many students attending institutions of higher education in the South as there were students attending northern institutions of higher education; this in spite of the fact that the population of the northern states was more than twice that of the South. The question then arises, why would a rural region that was interested in higher education, and which stood to gain greatly from federally-funded colleges targeting rural needs, oppose a free gift to endow one or more colleges in each state? The purpose of this historical research was to explore southern opposition to the land grant acts. Using content

analysis, the researcher analyzed primary and secondary documents related to the history of the land grant acts searching for causes and explanations of the opposition. Research uncovered the fact that while farmers were slated to be the main beneficiaries of the Morrill Act, the vast majority of agriculturalists in Congress opposed the act. Occupation-wise, those Congressmen who gave the strongest support to the bill were industrialists, businessmen, and lawyers, many of them corporate lawyers. The conclusion was that the areas and constituents most in favor of a high tariff supported the act. This was in a time of economic recession, when the federal government was without sufficient income to pay its bills. The further conclusion was that the Morrill Act received much of its support from men who perhaps hoped that by giving away public lands, a major source of income for the federal government, they would force an increase in the tariff.

The Relationship Between Stress Levels and Job Satisfaction Among Community College Faculty In East Tennessee

Carolyn G. McCracken, Northeast State Technical Community College, and Russ West and Terrance Tollefson, East Tennessee State University

Questionnaires were distributed to all full-time faculty at five community colleges in east Tennessee, with 51.3% returned. Questionnaires consisted of a socio-demographic survey, the Faculty Stress Index (FSI) to measure stress levels, and the Job Descriptive Index (JDI) to measure job satisfaction. Of those responding, 92.4% were white, 76.5% were married, 61.2% were female, 58.9% were tenured, 1.9% were 30 or younger, 81.3% were over 40, with 52.2% over 50, but 51.1% had been in current positions for six years or less. A total of 72.4% ranked as assistant (22.9%) or associate (49.5%) professors, whereas 19.2% were instructors, and 8.4% were professors. Factor analysis determined four dimensions of FSI items: Reward/Recognition, Time Constraints, Departmental Influence, and Student Interaction. FSI scores implied low stress levels in Reward/Recognition and Departmental Influence, with moderate levels in Time Constraints and Student Interaction. Those in position for less than three years, non-whites, and non-tenured faculty reported significantly less stress in Student Interaction. Tenured faculty and associate professors were significantly more pressured by Time Constraints. The JDI consisted of six sub-scales: Work on Job, Pay, Opportunities for Promotion, Supervision, People on Job, and Job in General. Respondents indicated high satisfaction in Work, Supervision, People, and Job in General but dissatisfaction with Pay. Negative feelings were measured in Opportunities for Promotion, with significantly less satisfaction for older, tenured faculty, and associate professors. Non-tenured respondents were significantly more satisfied in Work and Supervision. Correlation analysis showed significant inverse relationships among all FSI dimensions and JDI sub-scales. In hierarchical multiple regression analyses, FSI dimensions were significant predictors of satisfaction in all JDI sub-scales. Socio-demographic variables were significant predictors only for Opportunities for Promotion. Recommended were longitudinal studies of stress and satisfaction among specific groups and/or colleges. Encouraged were stress management programs and improved systems for faculty reward and recognition.

The Development of the Business Model in Intercollegiate Athletics

Olin Adams and T. Gregory, Auburn University, and Lucian P. Spataro, Ohio University

Intercollegiate athletics began as one dimension of the extracurriculum but has evolved at some large universities into a substantially autonomous, for-profit entity. The first intimation that athletics represented more than a vehicle for student physical and social development came in the early 20th century, as universities constructed large football stadiums. Much later, in the 1950s, television presented new revenue opportunities for college football. Another signpost to commercialism was the rule change in 1965 by the National Collegiate Athletics Association (NCAA), that permitted in Division I football unlimited substitution after each play. This would engender an era of specialization in football. If colleges needed legitimacy for commercializing athletics, it came from the legally imposed costs of providing women with athletic opportunities. The requirement for new revenue streams to cover those costs was manifest in various institutional initiatives. Television coverage of athletics moved from select games to saturation in the 1980s. Universities expanded football stadiums and sought to maximize revenue from season tickets. Many institutions now require, as a condition of purchasing those tickets, a donation in the nature of a "right of first refusal." The Internal Revenue Code permits a tax deduction for 80% of the donation, regarding the remainder as an imputed purchase price. Within athletic departments, staffs grew in order to deal with an increasingly complex environment. Athletic departments at the University of Florida and University of Georgia incorporated. Finally, the last decade has witnessed expansions and mergers of conferences, an apparent effort at economy of scale. While many voices have called for academic reform and fiscal constraints in athletics, some realists assert that institutions should acknowledge commercialism and provide additional compensation for athletes. What is beyond dispute is that intercollegiate athletics has become a multibillion dollar industry that is very difficult to restrain.

Session 13.3

1:30 P.M. - 2:20 P.M.

Bayroom 4

TEACHER EDUCATION

President: William A. Person, Mississippi State University

The Lesson Planning Process: A Study to Determine How Preservice

Education Students Connect Classroom Instruction to Practice

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

The purpose of this research was to determine thought processes that preservice students take in the lesson planning process as well as actual steps in developing the lesson plan. The sample consisted of 163 preservice students in fall 2001 and 147 preservice students in spring 2002. As teacher education programs determine techniques for curriculum planning, one major format emerges – the lesson plan. Lesson plans vary depending on the audience. In the university classroom, lesson plans are normally written with detail. In the school setting, lesson plans can provide procedures, list steps in outline form, or give phrases in a briefer version. This research focused on the thought processes of students during the lesson planning process. A questionnaire was developed to gather data. It consisted of questions designed to determine background information on each student’s major, year in the education program, methods courses completed, and process for developing objectives. The questionnaire was administered during both semesters. Since the studies were qualitative in nature they could be classified as a separate case. Synthesis of the data constituted a cross-case analysis. This method allowed us to group answers given by the sample. Fall 2001 results indicated about 30% of the students wrote objectives first, then developed the lesson plan. The findings from spring 2002 indicated almost 60% of the students whether juniors, seniors, or non-traditional/alternative fifth-year began lesson plan development by writing objectives. Previously, students indicated they began with a general idea for the lesson plan and then developed the objective. As a result of this finding, professors spent more time emphasizing lesson plan development. The goal was for preservice students to transfer knowledge into practice. The implication for professors is emphasizing and reemphasizing the steps in lesson plan development.

Elementary Teacher Abilities on How to Counsel Students on Death

Ava F. Pugh and F. Groves, University of Louisiana at Monroe

Since the 1970s and the influence of Kubler-Ross, teachers have been faced with the issue of guiding increasing numbers of children who are dealing with loss through death. A majority of teachers have had the experiences of attending funerals at an early age (62.40%) but have not yet had the experience of attending the funerals of a parent (69.40%). The survey was issued over a three-year period of time to 328 undergraduate and graduate students who attended a university in northern Louisiana. The survey contained 18 questions where the majority was in a “yes/no” format from which descriptive data were collected. Less than half have taken a tour of a funeral home, and only 58% are familiar with option of cremation as a burial process. A majority (85%) has had the experience of attending the funeral of a grandparent, and about 40% have assisted in planning a funeral. Most of the participants (72.8%) said they would like additional information on dying and funerals. Although participants have had experience with the loss of a loved one, they indicated a need for assisting a child who is going through such a loss.

An Investigation of the Impact on Student Achievement of Specific Demographic Variables of Third-Grade Teachers in North Louisiana Rural Schools Who Were Certified Through Traditional or Alternate Parallel Programs

Phyllis S. Sanders, University of Louisiana at Monroe

The purpose of this study was to examine the degree to which demographic variables of elementary teachers who were certified through traditional and parallel alternative certification programs impact student achievement. Demographic variables, such as teacher’s current age, type of field experience completed, age at first-year teaching experience, age at the time of certification, years of certified teaching experience, grade point average, total years of teaching experience, certification status, and certification path, were included in this study. None of the demographic variables were shown to be predictive of student achievement. In this research study, student achievement was defined as the reading and mathematics class composite scores on the Iowa Test of Basic Skills. When student achievement was compared between schools with teachers who were traditionally certified and teachers who were alternatively certified through alternate parallel programs, no significant differences were found. The conclusion was drawn that university-sponsored alternative teacher certification programs that parallel traditional teacher certification programs provide alternative certification teacher candidates with similar experiences. However, the conclusion cannot be made that all alternatively certified teacher candidates produce the same results nor do they have a greater impact on student achievement as compared to teacher candidates who complete a traditional college teacher education training program.

Session 13.4

1:30 P.M. - 2:20 P.M.

COLLEGE STUDENTS Bayroom

7

President: Clifford A. Hofwolt, Vanderbilt University

Content Area Reading: A Case Study of an English-as-a-Second-Language College Student

Elizabeth B. Ambe and Renee Falconer, University of Southern Mississippi, and
Sallie Autry, Mississippi State University

This study examined: (1) the processes of reading skills acquisition of a bilingual student in a southeastern university of the United States and (2) the strategies that this student used in order to comprehend specialized material in the content area. Bilingualism brings with it many social, economic, and academic opportunities. Bilinguals certainly experience a certain amount of joy in acquiring a new language. However, the challenges involved with acquiring proficiency in a second language are numerous. These include a complex interplay of both cognitive and other internal processes that are not easily observable. Success at the university for English-as-a-second-language students depends largely on the ability to read and understand specialized content material in the target language. The two overarching questions of this case study were as follows: (1) What are the processes by which a bilingual college student at a southeastern university in the United States develops reading skills? and (2) What strategies does she use to direct her efforts to comprehend material in the subject areas, despite limited English proficiency? The main participant was a single multilingual student in the said university, of African origin. This participant's first language was French, but she also spoke other languages. Data collection took the form of taped interviews (semi-structured and unstructured), observations, field notes, and examination of documents. Interviews were transcribed, field notes typed, and emerging themes selected and described. These revealed both a priori categories as described by the literature and other emergent themes. Dimensions of strategies employed by the participant were grouped into thematic categories such as: motivation, note-taking, use of dictionaries, time on task, video learning, and electronic mail. Triangulation was achieved through member-checks. Implications for educators and students have been identified as follows: (1) modification of instruction to better accommodate bilingual students and (2) reduction of attrition and drop-out rate.

The Relationship Between Testing Conditions and Student Test Scores

Ronald L. Skidmore and Lola Aagaard, Morehead State University

This study investigated the relationship between testing conditions and undergraduate student test scores. Research has shown that when students actively engage course materials, they achieve higher test scores. The use of various organizational strategies has been shown to be effective. An example of such a strategy is the advanced preparation and “legal” use of crib notes or a “cheat sheet” during testing situations. However, research regarding the effectiveness of this mechanism has been somewhat mixed. Cooperative testing procedures have also been shown to be effective. However, the combined use of these procedures has not been investigated. Participants were 141 undergraduate students enrolled in a course required for teacher education at a regional mid-southern state university. Four testing conditions were administered during the semester. Student took the first two multiple-choice tests individually, as a baseline. For Test 3, students could prepare a “cheat sheet” to use during the test. For Test 4, students could discuss the test in groups before marking their answers individually. Heterogeneous achievement groups were assigned randomly, stratified on average performance on the first two tests. For Test 5, students could use a “cheat sheet” (as for Test 3) and discuss the test within a homogeneous achievement group before marking their answers. Students could opt out of either group discussion condition. Wilcoxon signed-rank tests showed significant performance improvement for all testing conditions over the baseline although effect sizes differed, with heterogeneous group discussion having the largest effect. Achievement level interacted with condition, as well. For example, low-performing students (i.e., “F”) benefited more from the homogeneous group discussion than from the “cheat sheet” alone. Findings suggested implications for effective testing practices.

Factors Influencing Minority Students Decision Not to Enroll at a Major University in Texas

Mitchell F. Rice and Dhananjaya “Jay” Arekere, Texas A&M University

Achieving and maintaining student diversity has become an important issue in higher education and there is general consensus that student diversity is critical to the overall educational experience of college students. Yet, some universities and colleges are more adept at attracting a diverse student body than others. This presentation reported preliminary data obtained through focus groups sessions over a three-year period examining reasons why minority students chose not to enroll (after making application and being admitted) at a major university in Texas. The primary intent of the study was to ascertain factors that influence minority students’ decisions not to enroll. The findings suggested that financial factors are a most important determinant of where a minority student enrolls for college and that those colleges that offer more financial assistance in the form of grants and scholarships were more successful in attracting minority students

Session 13.5

1:30 P.M. - 3:20 P.M.
8

RESEARCH METHODOLOGY (Training, 2 Hours)..... Bayroom

Presenter: Larry G. Daniel, University of North Florida

Issues in the Reporting of Reliability Coefficients: A Review, an Update, and Guidelines for Best Practice

Larry G. Daniel, University of North Florida, and Anthony J. Onwuegbuzie, University of South Florida

This training workshop focused specifically on correct understanding and reporting of measurement reliability. Workshop objectives were to provide a broad review of measurement reliability, to update participants on contemporary issues relative to reliability, and to provide guidelines for best practices in the use and reporting of reliability information. Reliability refers to the degree that data gathered using a defined measurement protocol are consistent or dependable. Although there are a variety of methods for estimating reliability, internal consistency estimates are most common. Various internal consistency coefficients were reviewed. Conventions for determining “good” reliability coefficients were provided, and problematic results, such as obtaining negative reliability coefficients, were also discussed. Many researchers fail to report reliability information for their data and/or do not take into consideration aspects of their data that may affect reliability or the degree to which reliability of scores obtained in one study will generalize to data collected with the same instrument in other settings. Because data reported for any purpose are subject to fluctuations, researchers should take data error into consideration when reporting reliability information. In this vein, the session addressed recent developments relative to the reporting of confidence intervals in tandem with reliability coefficients. Other potentially troublesome data situations that can affect reliability were also discussed, and contemporary developments in reliability generalization were overviewed. Suggestions for the appropriate use and reporting of reliability coefficients were provided. These included using correct language in reporting reliability results, differentiating between reliability reported in a test manual and reliability of one’s own data, providing informationally adequate data when discussing reliability, giving attention to measurement error when discussing reliability, recognizing characteristics of data that affect reliability, and understanding the relationship of reliability to measurement validity, research integrity, and generalizability.

Session 14.1

2:30 P.M. - 3:20 P.M.

DISPLAY..... Bayroom

1

The Digital Divide: Teacher Awareness and Efforts to Address the Issue

Michael V. Wilson, Birmingham (AL) City Schools, and Margaret Rice, University of Alabama

The purpose of this study was to provide information pertaining to teachers’ knowledge of the digital divide and how that knowledge was related to their levels of technology integration in the curriculum. Research questions were designed to gather information concerning whether teachers are aware of the digital divide, how teachers define the digital divide, whether teachers feel prepared to address the inequities of technology access and use, and whether teachers believe they have the district support needed to address inequities. The term digital divide refers to the divide between those with access to technologies and those without. Current research indicates that the digital divide is increasing for particular groups, including economically disadvantaged and certain ethnic groups. With the emphasis on technology in schools and businesses, it is essential that all students be given equal access and opportunities for technological skills. The research design was descriptive in nature, asking teachers to respond to a survey designed to explore the teachers’ perceptions of their training with regard to technology and their abilities to integrate technology in the classroom. It was found that 92% of the teachers participating in this study were unable to define the term digital divide and were uninformed as to the fact that a problem exists. Analysis of data also revealed that a number of participants consider themselves intermediate users of technology, yet they spend very little time using technology in the classroom. For the digital divide to decrease, more effort must be placed on integrating technology into the daily curriculum. Teachers must be provided and attend professional development opportunities necessary to facilitate the successful integration of technology into their classrooms.

The Effectiveness of AlaPT3 Training Model on the Course Redesign of Preservice Curriculum to Implement the 2002 Preservice and Administrator Technology Standards

Stephanie B. Ash, Jennifer Fritschi, and Tracee Synco, AlaPT3/ University of Alabama at Birmingham,
Shannon E. Parks, AlaPT3/Alabama Department of Education, and
Scott W Snyder and Feng Sun, University of Alabama at Birmingham

During fall 2002 and spring 2003, AlaPT3 (Alabama’s Preparing Tomorrow’s Teachers to Use Technology) collaborated with the MarcoPolo Education Foundation and Intel Innovative Education Foundation to develop a training model geared to the needs of preservice faculty in Alabama’s 29 schools of education. The curriculum of this training was correlated to the new preservice teacher and administrator technology standards, ISTE standards and NCATE standards. Participants were surveyed during the training and immediately afterwards. Follow-up surveys were conducted in the fall and spring of the 2003/2004 to determine the degree of integration of the training curriculum into the courses of 130 faculty graduates. The emphasis determined the degree of implementation of the technology standards and the number of courses redesigned. Preliminary results indicated that 97% of the faculty trained were satisfied with the training and felt that it was applicable to the content they were teaching. This study followed the faculty participants’ preservice students to determine their degree of satisfaction with their technology preparation.

Design and Delivery of an Evolving Technology Course: A Decade of Changes

Gayle V. Davidson-Shivers, Katherine Jackson, and Jane Wimberg, University of South Alabama

Learning Tools is a graduate course designed to introduce students to several basic media tools. Its purpose is to assist students with their coursework and ultimately in the work place (2002-2003 Undergraduate & Graduate Bulletin). Learning Tools has evolved over a decade with the changes in the types of technology taught and how it has been implemented. Such changes were chronologically displayed in the presentation. For example, the current offerings are delivered only as an on-campus course with multiple instructors teaching the contents during two-hour intervals over a term. In the past, it has been taught by an instructor-in-charge with the use of additional facilitators and was delivered as a weekend course. Fall 2003 marked the first time it was taught online using web resources and with one instructor being its facilitator. Additionally, the underlying assumptions for those changes were presented. For instance one reason for change is that students are becoming sophisticated in using technology; tools taught 10 years ago are now considered prerequisites for the current course offerings. A second reason for change is to keep students current on new technology tools as they emerge. Data from interviews of former students and instructors that support these assumptions were provided at the presentation. While the university requires that online courses be equivalent in content and requirements to their on-campus counterparts, some differences will occur in order to take advantages of the Web environment and instill a sense of community among learners. The presentation documented the similarities and differences between the online and on-campus versions of this course. Finally, the presentation offered design guidelines in teaching technology online, as well as how to revamp an on-campus course to online environments. References were provided at the time of the presentation.

Session 14.2

2:30 P.M. - 3:20 P.M.

LEARNING Bayroom

2

Presider: Anisa Al-Khatab, Eastern Kentucky University

A Framework for Deep Learning in Distance Education

Jianxia Du and Byron Havard, Mississippi State University

A framework of deep learning for distance education was developed to assist educators in improving the efficiency of distance learning in education. Without deep learning, students are unable to apply their learning to new problems. Deep learning, developed through a deeper understanding, is adaptive and may be applied to a variety of novel situations and complex problems. The different factors that affect the distance learning process are highlighted and are emphasized in three figures in this study. A fourth figure depicted the integration of distance learning technologies into two distance education courses (four figures included in paper). The framework was applied to two sections of a graduate-level online course. WebCT served as the management structure for the courses. Each week a problem was presented to students in order to contextualize and authenticate the weekly content of the course. Students were required to work within groups of three or four team members to ultimately resolve each problem. Questionnaires captured student’s perceptions of the learning environment and reflections of their own learning throughout the semester. Three major outcomes were evolved through this study. First, students perceived their most valuable learning was related to group process and self-knowledge. Next, the activities required students to apply various technologies available to them in the learning environment, to seek information, and to consolidate the large amounts of information obtained. Finally, in terms of managing assignments, these activities compelled students to identify sub-tasks, conceptualize the problem they were required to solve, and determine how it could best be managed. Deep learning and understanding, exhibited through higher-order problem solving and inquiry, served as the educational goal for this framework. When applied to distance education courseware, the benefit reaped is rich, adaptive knowledge, enabling students to solve complex ill-structured problems in a variety of new environments.

Intellectual Plurality Based on Gender

Stephen Marvin, University of Memphis; Kathy K. Franklin, University of Alabama; and Rob L. Kennedy, University of Arkansas at Little Rock

One contribution of Gardner’s Theory of Multiple Intelligences is the “pluralistic view of the mind.” A second contribution is the theoretical categorization for understanding the diverse range of human intelligence. The metropolitan university serves students who are geographic prisoners for a variety of economic reasons. Because of life commitments, these students are more likely to leave the university before completing their academic goals. It is reasonable to suggest that these students do not have the time or energy for classroom experiences that do not match their intellectual abilities. Therefore, an important step toward improving student success may be using Gardner’s theoretical categories to understand the abilities of entering freshman and exiting seniors. The purpose of this study was to explore intellectual plurality, using Gardner’s

theory, among freshmen and seniors enrolled at a metropolitan university in the south. First, the researchers explored the range of intellectual diversity based on grade level. Second, the researchers tested a series of null hypotheses related to differences based on gender. Through the use of the Multiple Intelligence Developmental Assessment Scales, this study identified the domains for a sample of enrolled females (N=229) and males (N=133). Additionally, the study compared domains for freshmen females (n= 87) and freshmen males (n=55), and senior females (n=142) and senior males (n=78). Statistical analysis procedures included descriptives and the Repeated Measures ANOVA. Males obtained significantly higher scores on self-reported questionnaires than females as related to the spatial, logical-mathematical, intrapersonal, and naturalist domains. When considering grade level, all cases of significant difference existed at the freshmen level with the exception of the naturalist domain that also existed at the senior level. Other than the naturalist domain, statistically significant differences were not found at the senior grade level.

The Role of Animated Pedagogical Agents in Multimedia Learning Environments

Mary M. Merrill, Mississippi State University

The purpose of this study was to examine the effectiveness of animated pedagogical agents designed to assist learners during their interaction with a multimedia learning environment involving proportional reasoning word problems. The animated agents included were designed to direct learner attention to appropriate problem states and consisted of: (1) a fully embodied agent, who assisted learners via both verbal and nonverbal modes of communication, (2) a minimally embodied agent, who provided only verbal instructions in the absence of any nonverbal communication cues, and (3) a no agent condition, in which learners received verbal instructions identical to the former two conditions simply without the presence of an on-screen animated agent. An additional goal of this study was to investigate specific types of worked examples incorporated into the computer-based learning environment. The proportional reasoning worked examples implemented in this study consisted of: (1) a simple learning environment wherein subgoals of the worked example gradually unfolded until the example was presented in its entirety or (2) a complex learning environment, that contained the simultaneous presentation of problem states at the onset of the worked example and lacked subgoal-orientation. The results indicated that participants exposed to animated-agent conditions outperformed students in the no-agent condition. Additionally, students receiving instruction in the simple learning environment produced higher performance scores on tests of transfer than those students in the complex learning environment. Results relative to the benefit of including animated agents into computer-based learning environments provided moderate support for the social agency theory. Finally, the implications of incorporating subgoal-oriented examples into computer tutorials rather than simultaneous-oriented examples lend support to cognitive load theory. Both social agency theory and cognitive load theory were discussed in detail.

Session 14.3

2:30 P.M. - 3:20 P.M.
3

QUALITATIVE RESEARCH Bayroom

Presenter: Jean Clark, University of South Alabama

Perceptions of Principals and Teachers Regarding Frames Used in Decision Making

Gary B. Peters, University of Southern Mississippi at Gulf Coast

The purpose of this qualitative study was to examine the framing processes of principals and teachers in their decision-making capacity based on theory. This involved the identification and frequency of frames used, the decision-making processes related to decision adequacy and acceptance, the perspectives of these principals regarding teachers' decision-making processes, and, last, the perspectives of these teachers regarding their principals' attempts to influence decision making. Educators are hesitant to gain new perspectives that could potentially enhance their decision-making skills. Nine interviews were conducted in three school clusters. The participants were three principals and six teachers. These participants were presented a combination of case studies and interview questions about decision-making. The frequency of specific frames was established in this study. Participants primarily used single frames in their decision-making. Sentences from the principals were coded to the structural frame more than any other frame. Sentences from the teachers were most often coded to the human resource frame. The participants' sentences identified two additional frames, ethical and legal, that were in addition to structural, human resource, political, and symbolic. These principals were at varying levels in their ability to understand, appreciate, and relate to school culture. Teachers did not favor highly structured schools; instead they advocated creativity and personal empowerment. Cultural elements of schools, such as tradition and symbols, influenced the processes of decision making, as did professional and personal relationships in the school. Organizational structure played a pivotal role in understanding people in the organization, their processes, and the organization itself. The principals' impact was significant as individual framing tendencies provided a modus operandi for decision making. The avenues by which principals exerted their influence were behavior, strategy, legitimate power, and implication. Teachers identified strategy as the primary means of principal influence, whereas the principals felt it was thought legitimate power.

Persisting GED Recipients in Four-Year Institutions

Luria S. Stubblefield, Louisiana State University

The topic of persistence in higher education has been thoroughly researched, particularly for traditional students. The investigation of the existing research on the persistence of general educational development (GED) recipients revealed that most of the studies have been of a quantitative nature, focusing on the impact of academic preparedness, academic performance, and other variables relative to the persistence of GED recipients enrolled in community colleges. Although many of these studies provided valuable information on the persistence of GED students, they only focused on GED recipients enrolled in community colleges. Research studies that highlight the persistence of GED recipients enrolled in four-year institutions from the perspectives of the students are scarce. In an effort to augment the existing body of qualitative literature on the persistence of GED recipients, this study examined the persistence of GED recipients in four-year institutions. The theoretical framework for this study was based on symbolic interactionism. Data were collected in three phases. Phase I consisted of a pilot study. Phase II consisted of two focus group interviews involving three participants in each group. Phase III consisted of 10 participants engaged in semi-structured, in-depth interviews, students' records document analysis, photography, and subsequent photo elicitation interviews. All participants were selected using snowball or chain sampling. The data were analyzed using the Constant Comparative Method. Themes that emerged were math phobia, self-determination, and family support. This study served important roles as it added to the limited body of qualitative literature on the persistence GED recipients in four-year institutions. This research study provided valuable information that could potentially have a positive impact on the educational experiences of GED recipients enrolled in four-year institutions. The results of this study provided higher education officials with information to aid in the development of policies that impact this segment of their student population.

Session 14.4

2:30 P.M. - 3:20 P.M.

FIELD EXPERIENCE -- ASSESSING PERFORMANCE AND SELF-EFFICACY OF STUDENT TEACHERS (Symposium).....

Bayroom 5

Organizer:

J. Reid Jones, Delta State University

Assessment of Elementary and Secondary Student Teachers

Student teachers provided the best source of data for examining the overall effectiveness of a teacher -education program. Extensive information was available on their entry-level skills and undergraduate preparation. Findings included the determination of the best assessment instruments based on reliability and validity measurements, relationship of self-efficacy measures to demographic and performance variables, and demonstration of differences between elementary and secondary student teachers.

Assessment of Elementary and Secondary Student Teachers

K. B. Jenkins, Delta State University

Seventy student teachers agreed to participate in an assessment involving demographic variables, self-efficacy, and academic records. Nine major variables were studied: GPA, elementary vs. secondary, three measures of self-efficacy, three assessments of their student teaching (self, cooperating teacher, and teacher-education faculty), and ACT scores. Elementary student teachers showed substantially lower variability than did secondary student teachers on all measures. The student teachers were a fairly select group when compared to others at the university. They were seniors, had maintained at least a 2.5 GPA, and had passed all appropriate sections of the PRAXIS tests. The relatively small N and the restriction of variability were limitations in the present study.

Development of the Student Teacher Assessment Instrument (STAI), Reliability, and Validity

C. H. Cronin and K. B. Jenkins, Delta State University

The STAI was adapted for student teachers from the six sub-scales of the Mississippi Teacher Assessment Instrument (MTAI). Reliability was established in the present study for three forms of the STAI, including the student teacher self-assessment (Chronbach's alpha = .8796), the cooperating teacher assessment (alpha = .9015), and the supervising faculty assessment (alpha = .8250). A significant correlation ($r = .42$; $p < .05$) existed between the total scores of the cooperating teacher and the faculty supervisor. Student self-assessments were positively, but not significantly related to the other two assessments. There was no difference in elementary vs. secondary ratings by the cooperating teacher or the faculty. However, elementary student teachers rated themselves significantly higher than secondary students rated themselves [Wilk's lambda = .77042; $F(6,49) = 2.434$; $p < .05$].

Self-Efficacy, Student Teaching, and the Teacher Education Program

Lynn J. House and J. Reid Jones, Delta State University

Bandura's construct of self-efficacy has been widely studied in teachers, but less with student teachers. However, the degree to which student teachers believe that they can demonstrate an effective teaching response in their first teaching role should be considered when assessing a teacher education program. Three measures of self-efficacy in teaching were administered to student teachers before their initial field assignment. Although several significant ($p < .05$) correlations were found, there was no clear pattern that indicated the importance of self-efficacy in student teaching. As with self-evaluations on the STAI, the self-efficacy scores of elementary student teachers were significantly higher than those of secondary students [Wilk's Lambda = .6688; $F(3,52) = 8.58$; $p < .01$].

Effective Assessment of Student Teaching Programs

Lynn J. House and K. B. Jenkins, Delta State University

Elementary students were found to be a more homogeneous group than secondary students whose concentrations could be mathematics, music, or English education. Elementary students rated themselves more positively on the STAI and on self-efficacy than secondary students. Suggestions were made for adjustments to the STAI to incorporate these findings. A "known groups" criterion were used to select the best items from the STAI and self-efficacy Scales. Audience participation was sought to explore additional effective means of assessing elementary and secondary student teachers.

Session 14.5

2:30 P.M. - 3:20 P.M.

Bayroom 7

ACHIEVEMENT

Presider:

Rebecca M. Giles, University of South Alabama

Unique Characteristics, Leadership Styles, Governance, and Management of Historically Black Colleges and Universities

Joyce C. Nichols, University of West Florida

Historically black colleges and universities (HBCUs) play a salient role in our nation's higher education system. Currently, there are 103 HBCUs operating in the United States. Over the years there have been many challenges for these institutions. Since the Civil War, presidents of HBCUs have struggled with students who are under-prepared, inadequate management, dwindling financial resources including low endowments competition for students and faculty members, alumni base with not much wealth, and students from low-income families who may be unable to pay ever-increasing tuition. Given the importance of these institutions, the purpose of this paper was to explore and understand the governance, leadership styles, and management of these institutions and provide insight into how these institutions may adapt their leadership styles to ensure that they not only survive but prosper. The researcher explored the most recent statistical data from the National Center for Education Statistics regarding the status of HBCUs including number of HBCUs, enrollment and status. Several research studies provided some insight into the current status of HBCUS including studies conducted by Black Enterprise and National Post-Secondary Aid Study. The review of the literature included the interviews conducted by Fields (2001) of former HBCU presidents on the status and future of HBCUS. Former presidents were asked to discuss the state of higher education and what the next generation of college or university leaders should do to continue to provide educational opportunities for African American students and other students.

Perspectives on Building Rapport Between Teachers and Their Students

Jerry Worley, Renee Falconer, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

The purpose of this literature review was to: (1) examine the theoretical constructs of philosophers whose views hold implications for teacher-student interactions, (2) form an integrated perspective of elements that contribute to positive teacher-student interactions, and (3) identify areas for future research studies related to teacher-student interactions. The review drew heavily upon the works of: (1) Lao Tzu and the timeless Taoist classic, (2) The Tao Te Ching that emphasized simplicity and naturalness concerning leadership, (3) Carl Rogers, who advocated for educator authenticity and self-awareness, (4) Abraham Maslow, who stressed continuous personal growth for both teacher and student, (5) Joseph Lowman, who identified important elements in developing interpersonal rapport between teachers and students; (6) William Glasser, who stressed the importance of both the teacher and student meeting their basic needs; (7) Dennis McLoughlin, who advocated for what he believed to be the most important variable within the classroom: trust, and (8) the works on trust and its impact on teacher-student relationships by Megan Tschannen-Moran and Wayne K. Hoy. Among the major contributors to positive teacher/student interactions are teachers who are democratic, positive, and predictable. Teachers who take the time to meet their basic needs will naturally expound an aura of confidence, simplicity, and authenticity. The paradox emerges that in order for teachers to be selfless in teaching, they must first take care of themselves. Based on the literature review, it appears that there are three areas in which research studies are needed to explore how philosophers' theoretical constructs may be used to promote

positive teacher-student interactions. Among the research areas needing study are: (1) the importance of meeting a teacher's basic needs, (2) the importance of being, authentic, simple, and natural while teaching, and (3) using the tool of trust within the classroom.

Session 15.1

3:30 P.M. - 4:20 P.M.

AT-RISK STUDENTS Bayroom

3

Presider: Sara Lindsey, University of Louisiana at Monroe

Educational Technology for the Learning Disabled

Andrew P. Simoncelli, Louisiana State University

This paper presented a review of the literature on adaptive technology as it relates to college students with cognitive disabilities and their use of instructional technology and how it affects learning. Mentally disabled students are entering secondary education in record numbers, but still lag behind their non-disabled classmates in obtaining degrees. By the 1997-1998 school year the number of learning disabled students had risen 300% during this 10-year span to 2,726,000 students. Currently only 52% of students with disabilities earn a college degree as compared with 64% of their non-disabled peers. This review included current research on how the use of adaptive technology improves the achievement, attitudes, and independence of mentally disabled college students. Research indicates that the use of instructional technology to improve and enhance the lives of individuals with disabilities is virtually unlimited. With the help of current federal laws, assistive technology provides more children with opportunities to maximize their learning in a challenging curriculum. The studies in this area have shown that technology-based programs with slow-paced instruction and repetitive exercises benefit learning-disabled students. The studies selected for this paper focus on the impact of instructional practices that favor automatic learning of operational routines that allow disabled people opportunities to acquire the necessary skills and/or task execution to succeed in school. Additional studies on increasing disabled students' interest and motivation, and enhancing their abilities to become more independent learners, were also discussed. Learning disabilities cannot be cured or fixed but with the help of the proper tools, a person with a learning disability can work around her/his difficulties. This paper explained how student achievement could be made through the use of technology.

Does Participation in After-School Programs Make a Difference in Student Achievement?

Gypsy Abbott, University of Alabama at Birmingham; Lynne Meeks, University of Alabama; and Chris Tomberlin, Jeffco (AL) Board of Education

Does Participation In After-school Programs Improve Students' Grades? After-school programs, such as the 21st Century Learning Communities (21st CLC), were initially implemented, in part, to improve academic achievement. A meta-analysis of academic results from after-school programs has been conducted in an attempt to document changes in academic performance. Most studies have indicated little to no gains in achievement; a primary exception is LA's BEST, that described an increase of one percentile using SAT-9 scores. The recently published evaluation of the 21st CLC by Mathematica has provided compelling evidence that indicated no gains in student achievement. However, the fact that, in the Mathematica evaluation, student achievement was measured as changing from a lower to a higher quartile on the SAT-9 almost certainly contributes to the results reported. It was considered prudent to measure student outcomes in other ways. The purpose of this study, part of a more extensive evaluation of the Jefferson County Schools, Alabama, 21st CLC- Learning In a New Kind of School (LINKS), was to describe changes in achievement as measured by comparisons of end-of-year grades before and after involvement in the LINKS program. Data from the three sites were analyzed. All students who participated in the programs comprised the population. Analyses of the data were conducted using only those students for whom course grades were available for both the 2001-2002 and the 2002-2003 academic years. A total of 268 students were included in the analyses. At Site 1, a rural site, statistically significant differences in grades were observed in reading, language arts, math and science. Only grades in social studies did not provide statically significant results. Effect sizes for this site ranged from .35 to .25. At the two other sites, one urban and one suburban, grades did not improve significantly and actually decreased in some subjects. Conclusions were discussed and implications were discussed.

Youth Tobacco Survey: The State of a State

Lloyd Pickering, Gerald Halpin, and Glennelle Halpin, Auburn University

Tobacco has been the focus of considerable attention in recent years. Because of this widespread attention, the destructive qualities of tobacco smoke carcinogens, as well as the addictive power of nicotine, have become widely known. Therefore, because the negative consequences of tobacco use have been consistently documented, the tobacco industry has faced heavy opposition. Yet, young people continue to engage in this self-destructive, life-threatening behavior. The Centers for Disease Control has attempted to track tobacco usage among youths using the Youth Tobacco Survey (YTS). Data regarding youth tobacco usage in Alabama were collected in 2002 using the YTS. These data contain a

wealth of information regarding tobacco usage by Alabama adolescents. This information is available for both middle school (grades 6-8) and high school (grades 9-12) students. Analyses of the data helped confirm several obvious facts such as that boys smoke more than girls and that older youths smoke more than younger youths. Other more interesting patterns emerged as well. For example, the percentage by race of tobacco usage was lowest for Hispanics in middle school but highest in high school. Males far exceeded females in their use of smokeless tobacco, both in middle school and high school, with sometimes almost four times as many males as females reporting usage. In fact, according to these data, a full third of all middle school boys reported having already used smokeless tobacco at some time in their lives. Other data was presented so as to profile the younger (middle school) tobacco user as contrasted with the older (high school) tobacco user. Race and sex differences were also highlighted. With a clearer understanding of the state of the state, intervention programs can be planned and implemented so tobacco use and the concomitant problems may be controlled more effectively.

Session 15.2

**3:30 P.M. - 4:20 P.M. TECHNOLOGY (Training)..... Bayroom
5**

Presenter: Feng Sun, University of Alabama at Birmingham

Using Microsoft Excel to Conduct the Statistical Analysis

Feng Sun and Jeff Anderson, University of Alabama at Birmingham

There are a lot of different statistical software packages for data analysis, such as SPSS, SAS, and S-Plus. Most of these are not cost effective for individual students and faculty to purchase to be used at home for their classes and research when they are away from school computer labs. Right now, few statistical programs are free for people to use. Many people in need of statistical analysis overlook a powerful tool they already own. Microsoft Excel has one add-on component called Data Analysis that can conduct many of the statistical analyses. Often, Excel (MS Office) is included with the computer at the time of purchase. This one-hour free hands-on training session introduced this add-on feature of Excel to attendees. The training used a specific statistical problem as an example to demonstrate each statistical function for data analysis. The content covered the installation of this add-in feature and several statistical methods for analysis (i.e., descriptive statistics, correlation, Histogram, regression, t-test, z-test, f-test).

Session 15.3

**3:30 P.M. - 4:20 P.M. TECHNOLOGY Bayroom
6**

Presenter: Michael C. Ross, Kennesaw State University

**Psychometric Properties and Predictive Value of an Instrument Commonly
Used for Assessing Distance Learning Suitability**

Julia A. Hartman, University of Alabama

Competition in distance learning has led to concerns about student success in online courses. Many schools help students assess suitability for online learning via some version of a questionnaire originally published to help telecourse students assess their chances for success. However, the psychometric properties and predictive value of "Are Telecourses for You?" (ATFY) are unknown. This study assessed the psychometric properties of a revised version of ATFY (ATFY-R) and investigated how well ATFY-R predicted academic performance. ATFY-R substituted "online learning courses" for "telecourses" and added two questions commonly found in alternate versions of ATFY. Subjects were 142 volunteer undergraduate students enrolled in online educational computer technology courses; they completed ATFY-R and provided demographic data using online forms. Percentage of total base points earned in the course determined academic performance. ATFY-R's psychometric properties were assessed by computing reliability and correlation coefficients and by factor analysis. Predictive significance of individual variables was assessed using Pearson chi square tests. The presence or absence of self-reported procrastination was used as a covariate with significant predictors in a series of 2-covariate, forced entry, binary logistic regressions to determine adjusted odds ratios and significance levels. Cronbach's alpha of .43 indicated poor scale reliability. The four factors extracted explained only 52% of the variance; only one was clearly defined. Forty subjects were unsuccessful academically (base percentage score \geq 90); 142 were successful. Procrastination was the most valuable predictor of success; only sensing learning style retained significance when controlled for procrastination. Success was six times more likely for non-procrastinators. Despite the limited scope, the finding that ATFY-R lacked both reliability and predictive validity is important. The total score on ATFY-based instruments is often used to help potential students evaluate their suitability for distance learning. This study suggested that the total ATFY score might not be an accurate measure.

Evaluating Student Teachers' Technology Use with Group Support Systems and Questionnaire

Beverly Klecker, Steve Hunt, Darla A. Hunt, and Katherine J. Lackner, Morehead State University

The Preparing Tomorrow's Teachers for Technology (PT3) grant at a regional state university was designed to have an immediate, simultaneous impact on the education of teacher candidates, professional development of university faculty, and curriculum reform. In the third year of the grant (2002-2003), part of the evaluation focused on the extent to which student teachers used technology during student teaching. Group Support System (GSS), computerized support for group processes widely used in the business community, has only recently been applied to educational problems (Kwok & Ma, 1999; McLean, McAlister, Rivera, & Snyder, 1999). Triangulation of data (Patton, 1990) is a common evaluative practice. One hundred ten candidates completing student teaching were invited to the GSS networked lab. In four separate sessions of 25 to 30 students each, student teachers simultaneously (anonymously) replied to open-ended evaluative questions about their student teaching experience. Following the collection of this qualitative data, the student teachers responded to a Likert-type item rating scale survey that queried their competency and use of specific technologies. The GSS data were analyzed using coding and sorting. The quantitative data were analyzed using SAS. The descriptive statistics from each analysis were compared. Results found that 36 different technologies were used during student teaching. PowerPoint presentation software (N=57) and Internet (N=49) were the most frequently used. Ninety-one percent of the student teachers stated that using technology increased student learning in their classrooms. Through quantitative analysis, competency levels using different technologies were identified. Qualitative analysis also identified areas for further training. Both NCATE and National Teacher Standards require new teachers to have technology competencies. This study presented two methods of evaluating competencies at the end of student teaching. Presentation included a description of the GSS process and the survey developed for the study.

Gender Differences in Computer Knowledge

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

This study examined gender differences in computer knowledge. Past research indicates males use, and have a more favorable attitude towards, computers than females. Some are alarmed at the gender disparity of computer use and interest because it might put women at a disadvantage in the computer/information age. Girl Scouts recently developed a website, www.girlsgotech.com, with the following mission statement: A Girl Scout Initiative, A National Call to Action for Parents and Caregivers: Girl Scouts of the USA . . . seek to empower girls to help bridge the techno-gender divide. For three years, a short anonymous questionnaire about the students' personal computers was distributed in an introductory computer class. Demographics included gender, age, and education level. The five questions were: (1) name of computer, (2) amount of RAM, (3) name of word processing program, (4) processor speed in MHZ, and (5) the amount of hard drive memory. Scoring consisted of a point for each plausible answered item (high score = 5). One hundred eighty university students participated (17% males and 83% females). Correlations between the Score variable and Level of Education and Age were not significant and were eliminated from further analysis. A 2 (gender) x 3 (year) ANOVA was used to analyze mean differences in Computer Knowledge (the Score variable) between males and females across the years of 1998, 2000, and 2003. Results indicated a significant main effect difference (Fisher's LSD, Protected t-Tests, comparisons) between males and females, with males scoring significantly higher than females in computer knowledge of their personal computers across all years. Future research should focus on technical knowledge vs. technical application. It was observed that, although males appear to know more about computers, females are more comfortable and creative with software applications, as reflected in the quality of computer course project assignments.

Session 15.4

3:30 P.M. - 4:20 P.M.

STATISTICS Bayroom

7

President:

Matthew A. Witenstein, Louisiana State University

Graduate Students' Attitudes Toward Statistics with Activity-Based Instruction

Rob L. Kennedy, University of Arkansas at Little Rock, and Pamela M. Broadston, Texas Tech University

The study investigated the attitudes toward statistics of graduate students for whom the focus of instruction was the use of a computer program that made it possible to provide an individualized, self-paced, student-centered, and activity-based course. The nine sections involved in this study were offered in the spring 2001, fall 2001, spring 2002, fall 2002, and spring 2003 terms. There were 75 participants for whom there was complete data. All were enrolled in advanced statistics, with 72% being females. The instrument used was the Statistics Attitude Survey (Roberts and Bilderback, 1980). The calculated chi square (89.77, $p < 0.0000005$) and Cohen's w (0.13) indicated that there were differences in the distributions of ranks between pretest and posttest results. Most of these differences occurred as increases in the rankings marked at each end of the scales. That is, after the course, some students felt more strongly that they agreed or disagreed with statements about some aspects of statistics. For example, students agreed more strongly that "Statistics were useful to me to test the superiority of one method over another" and

“Statistics were a useful way to help me improve the quality of my professional performance.” On the other hand, they disagreed more strongly that “You should be good at math before attempting statistics” and “Statistics is too theoretical to be of much practical use to the average professional.” Comments from open-ended evaluation forms may help explain the results of the survey: “freedom to learn at my own pace and style,” “class flexibility,” “relaxed environment,” and “I have learned a lot about stat and can apply it to my profession as a useful tool.” It was concluded, then, that offering the course using computers may help improve students' attitudes about certain aspects of statistics.

A Primer on Effect Sizes for Multivariable Statistical Methods

David Morse, Mississippi State University

Effect sizes for univariate statistical procedures are routinely covered in elementary and intermediate statistics texts and are more often used in published journal articles, even when multivariate procedures have been used. This paper addressed the range of effect sizes applicable to multivariate methods that include variance accounted for, corrected variance accounted for, variance unaccounted for, signal-to-noise ratio, group difference, group distribution overlap, and special measures characterizing group membership identification. Relationships of the measures to each other, as well as to effect size measures reported for univariate methods, was discussed and illustrated, as were issues of interpretation and use for planning of studies and power analysis. The computation of the effect sizes was explained and illustrated because: (1) many of the effect size indices are easily determined from summary statistics or test statistics (e.g., an F-ratio), as well as directly from the data set; (2) many indices are not routinely reported by statistical analysis packages; (3) more scholarly journals are encouraging or requiring authors to report interpret and effect sizes appropriate for the statistical analyses presented; and (4) univariate effect size indices do not convey all of the information available from multivariate data analyses. With an understanding of this repertoire of effect sizes, researchers and practitioners will have the means to plan studies, and interpret, report and evaluate the magnitude of effects observed for a wider array of studies and for a larger class of statistical methods. Similarly, investigators engaged in research synthesis or meta-analytic studies will have tools appropriate for quantifying and aggregating a broader range of study findings.

A Validation Study of the Staff Satisfaction with Administration Survey

Jesus Tanguma, University of Houston at Clear Lake, and Jane Nell Luster,
National Center for Special Education Accountability Monitoring

The current study extended the research on the development of a survey measuring staff satisfaction with the administration and supervision by site and central or district administrators. The original survey included 42 items drawn from reviews of staff satisfaction surveys and based on characteristics associated with effective administration and supervision. Data from the first-year administration in 1999 with one school district were subjected to factor analysis using principal component extraction with promax rotation. Based on the literature and item review, a three-factor solution was chosen that accounted for 66.14% of the variance. The instrument's reliability was 0.972. Similar reliability coefficients were found for the factors. From the analysis and examination of the statistical results and based on the factors identified, nine items were eliminated from further analyses. The current study continued this earlier examination. The authors specifically wanted to test the internal consistency of the revised 33 items and to re-examine the factor structure with a two-districts sample. The instrument's reliability was 0.975, indicating high consistency within the items. The results of the factor analysis indicated that the instrument yielded a one-factor solution accounting for 58.030% of the variance. All but three items were in component one. A careful examination of the potentially outlying items indicated that one has been a source of increasing dissatisfaction among staff over the last three years and is the lowest rated item, while the other two items are related to the administration and supervision by central or district office personnel. Although this study did not support the three dimensions of the Staff Satisfaction with Administration Survey, it provided support for the construct validity and internal consistency of the scores derived from the survey. It also provided strong evidence that the instrument is a measure of the concept of satisfaction with administration.



Friday

Friday Sessions: [16.1](#), [16.2](#), [16.3](#), [16.4](#), [16.5](#), [17.1](#), [17.2](#), [17.3](#), [17.4](#), [17.5](#), [18.1](#), [18.2](#), [18.3](#), [18.4](#), [18.5](#)

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Session 16.1

8:30 A.M. - 9:20 A.M.

TECHNOLOGY.....Bayroom 3

President: Nancy C. Boling, Murray State University

The Relationship Between Constructivism and e-Learning

Helen B. Ware, Louisiana State University

With the increased enrollment of non-traditional students over age 25 in colleges and universities, there has been an increased demand for the flexibility of online courses. The nature of online courses demands a different and perhaps more student-centered, collaborative approach. Accordingly, issues have been raised about the appropriate teaching practices to be implemented in online instruction. Some experts in distance learning recommend that materials should be designed to promote self-directed learning with an appropriate balance between student-centered and teacher-centered activities and suggest that educators take advantage of constructivist principles by incorporating those strategies into their online instruction. The purpose of this literature review was to examine studies that established some relationship between constructivism and web-based learning. Using the characteristics of online learning, the search for literature examined books, peer-reviewed journal articles, and studies that drew parallels with elements of constructivist learning such as a student-centered approach, collaboration, community building, asynchronous communication, and authentic learning and assessment. These studies analyzed these aspects and their effects on student achievement, attitudes, and even social gains. Although most studies showed no significant differences in achievement, most revealed that students had a greater satisfaction with their progress in the course, learned independent skills, and seemed to benefit from those practices. This literature review then raised questions for future research topics correlating constructivism and online learning. Empirical research and theory must be the basis for pedagogy and the implications of these studies were that there are positive relationships between constructivism and online learning. Further studies should consider the influence of those relationships to determine effective instructional practices and appropriate professional development to support those practices.

Unasked Questions: A Study Exploring the Views of Students, School Personnel, and Parents Regarding Classroom Technology Integration

Jennifer A. Alexiou-Ray, Elizabeth K. Wilson, Vivian H. Wright, and Ann-Marie Peirano, University of Alabama

Attitudes of students, school personnel, and parents toward technology use within schools are an important and often overlooked component of successful curriculum integration of technology. Much of the research done on technology integration assumes that once appropriate technological tools are in place in the classroom, students, school personnel, and parents will overwhelmingly support the change toward a technologically-based curriculum. However, few studies ask all educational stakeholders how they feel about increased technology usage. Due to negative responses toward increased technology use in her classroom, one teacher engaged in an action research study to explore why the students,

parents, and other school personnel were resistant to technology integration. Each of the aforementioned groups responded to online questionnaires about their experiences using technology for educational and noneducational purposes, their opinions regarding curriculum integration of technology, and their impressions concerning learning through technological means. The majority of the responses were positive. Students, once accustomed to the changed classroom environment, were excited to be engaged in new types of learning experiences. School personnel were pleased with the accessibility of classroom information and support services technology provided. Lastly, parents noted that though the style of teaching was different, it offered many new possibilities for their children. From the results of the surveys, it is safe to assume that much of the initial resistance to technology integration derived from discomfort with the unknown. However, this study has indicated a need for more research in this area. Educators need to be concerned with how all those involved in the educational process view the changing curriculum. This will aide in a smooth transition to teaching methods that emphasize technologically-based learning, helping students, school personnel, and parents realize the possibilities technology has to offer education.

Pilot Study of the Navy Computer-Based Training Interface

Alexandra Steiner, University of South Alabama, and Margie Eaton-Law, United States Navy

A study was conducted to examine intended users' impressions of an online learning interface for the purposes of ascertaining: (1) learner demographics, computer experience, and experience with online learning, (2) design flaws in interface navigation, and (3) any other general design issues. Participants were 41 U.S. Navy enlisted personnel from bases in Virginia and Mississippi ranging in age from 18 to 36 years with a median age of 21.5 years. The participants were instructed to complete a self-paced instructional module that consisted of an overview, pretest, content items, summary, and posttest. The students were then asked to complete a Likert-style survey that addressed their opinions on such things as placement of navigation keys and instructions for navigating through the module. There were four additional open-ended questions that were designed to gather more qualitative data about their impressions of the interface. The data were entered into a database and analyzed. Open-ended question responses were aggregated into categories and reported. Learner responses were then used to formulate suggested changes to the learner interface. Analysis of the results supported the use of intended user pilot testing for product improvement.

Session 16.2

8:30 A.M. - 9:20 A.M.

COLLEGE STUDENTS.....Bayroom

4

Presenter: Renee Falconer, University of Southern Mississippi

The Impact of Self-Regulation on Academic Achievement: A Qualitative Study of Two Minority Groups

Srilata Bhattacharyya, University of Memphis

Researchers have explored the impact of self-regulatory learning strategies for many years through quantitative research. Empirical evidence suggests differences in academic achievement between students who are self-regulatory in nature and those who are not. The processes of meta-cognitive self-regulatory activities are planning, monitoring and regulating. Planning is concerned with activating prior knowledge to make learning more organized. Monitoring assists the learner to integrate with prior knowledge and also keep track of one's learning, while regulating helps to improve performance by a constant process of checking and correcting behavior. One limitation of this body of research was the lack of ethnic diversity in the samples. Evidence indicates that most studies of self-regulatory learning strategies have been conducted by Caucasian researchers on Caucasian students, and therefore may not be easily generalized to the larger population. This qualitative study compared two groups of students (African American and Asian American students) from two colleges of education in the mid-south. Focus group interviews formed the main procedure of this study. In order to ensure triangulation, focus group results were compared to observations and personal interviews with students. Semi-structured questions were asked, based on what learning strategies these students used in the classrooms, and the interviewers only probed for clarifications. Seven students were interviewed in the Asian American focus group that was tape-recorded and transcribed. In-depth personal interviews of two students yielded additional insight. Eight students were interviewed in the African American focus group and personal interviews of three students were then conducted. Triangulation was also established as two independent researchers were involved in the interview and observation processes. Hopefully, the results of this study will assist educators in the adaptation of culturally responsive pedagogy in the classroom.

A Multidisciplinary Approach: Rethinking Questioning Skills and Effective Teaching

Fang-Yi F. Wei, University of Memphis

Two persistent problems were observed from current college classrooms: (1) not every instructor knows how to question students effectively and (2) not every good question can improve students' learning. Based on these pedagogical phenomena, how the questioning techniques

might influence the effective teaching and learning in a classroom setting is worth reconsidering. Therefore, the purpose of this literature review was to synthesize the existing research on the questioning techniques in teaching, and in turn, to illustrate the useful strategies that might contribute to scholarly teaching. The relevant references were collected from the electronic databases of ERIC and ESPA. These academic journal articles were selected from both the fields of communication and education. Thus, the theoretical approaches were multidimensional. Questioning is a thinking activity (Elder and Paul, 1998). This historical teaching philosophy implied that students could truly learn the content if they think through it carefully. Based on this theoretical approach, the findings indicated that using higher cognitive questions during classroom instruction could enhance student achievements in their learning (Redfield & Rousseau, 1981). In contrast, the studies of Gall (1984) commented that the effectiveness of learning and questioning did not rely on whether a teacher should use lower or higher cognitive questions in class, but it depended on learners' capability and their specific educational need. Higgins (1999) pointed out students were less likely to respond to an instructor's questions in a large classroom setting. How to decrease students' communication apprehension and promote their motivation in classroom participation are important themes. Regarding the questioning techniques and effective teaching strategies, the useful implications include addressing follow-up questions and providing sufficient waiting time. However, little attention has been paid to students' questioning behavior. The imbalanced emphasis between students' and teachers' questioning techniques significantly challenges a two-way communication philosophy that should be explored in future studies.

From Language Acquisition to Interpretation: A Theoretical Framework

Sherry L. Shaw, University of Arkansas at Little Rock, and Kathy K. Franklin, University of Alabama

Interpreter Education Programs frequently encounter a dilemma when attempting to assist students who have completed a language learning sequence in their transition to interpreter education. Typically, students exhibit difficulties making this transition into interpretation study when they perceive their language base is inadequate to successfully complete the next sequence in their program. This investigation was designed to: (1) explore factors that contribute to or inhibit a student's ability to apply language skills to interpretation and (2) identify similarities and differences between students' perspectives of sign language interpretation programs and perspectives in spoken language interpretation programs regarding this transition. The University of Arkansas at Little Rock's Interpretation Program (American Sign Language/English) conducted this study in collaboration with the Institute of Theoretical and Applied Translation Studies at the Karl-Franzens-University of Graz, Austria (12 languages including Austrian Sign Language). Observations from both programs provided insight for interpreter educators as they strive to improve programs and enhance retention and program completion rates of interpreting students. The significance of this research was related to student anxiety levels at a critical juncture of language learning and initial interpretation study that sometimes resulted in student immobilization and withdrawal from the program. Data were collected in two focus group sessions with students, following a stratified purposive sampling technique at both institutions. Student responses to the main and probing questions led to the emergence of six distinct constructs explaining the phenomenon of interpretation readiness. Using the constant comparison analysis technique, researchers coded transcripts from the sessions using the intent of the study as the coding guide. Results of the study underscored the need for interpreter education programs to involve students in establishing criteria for programs and to strive toward a more holistic, communicative, and collaborative learner-centered pedagogy in their curricula and methodology.

Session 16.3

8:30 A.M. - 9:20 A.M.

OUTSTANDING PAPERS..... Bayroom 5

President: Scott Bauer, University of New Orleans

Session 16.4

8:30 A.M. - 9:20 A.M.

STUDENT VIOLENCE/CONFLICTBayroom 6

President: Jim Johnston, Harding University

Anxiety as a Mediating Effect on the Relation Between Exposure to Violence and Victimization Moderated by Gender for Seventh-Grade Students

Connie L. Tollett, University of Memphis

Using existing survey data, the study examined 7th-grade students' victimization, exposure to violence, and anxiety to find out if: (1) anxiety is a mediator on the relationship between exposure to violence and victimization and (2) if this relationship is moderated by gender. The existing survey was administered to 1394 7th-grade students attending eight middle schools. After preliminary analysis the final sample resulted in N=1131. Of these students, 526 were male and 605 were female. The majority of the students were African American (67%), followed by Caucasian (28%), and other (5%). The research obtained the existing survey data consisting of three scales: victimization, exposure to violence, and anxiety. Preliminary analysis explored the extent to which subjects retained in the study differed from those with missing data on the dependent and

independent variables using a t-test. Additionally, a series of independent t-tests was calculated to examine potential gender differences. Hierarchical regression analyses were conducted to examine the moderating role of gender and to examine the mediating role of anxiety on victimization. The findings of the study suggested gender differences regarding victimization, exposure to violence, and anxiety. Gender was found to be significant as a moderator for effects of exposure to violence and anxiety on victimization. Results of this study revealed some support for anxiety as a mediator of exposure to violence and victimization relationship and that anxiety mediates the relationship between exposure to violence and victimization somewhat stronger for males than females. Limitations for this study included the use of existing data, comprised of 7th-grade students only, and that the victimization measure was somewhat limited.

Emotion Management: Assessing Student Behavior

Arthur McLin, Arkansas State University

School, which is generally recognized as a place for adolescents to learn socially appropriate behavior, has become an institution whereby interpersonal disputes between teachers and students have increasingly resulted in aggravated assault and the use of lethal weapons. Surveys of high school students reported that a startlingly high proportion of them are unaware of effective methods for solving social conflict. As children develop, they must learn how to manage emotion strategically within a variety of social contexts so that their emotional behavior conforms to cultural expectations. Many students grow up with below average interpersonal skills for dealing with others in a socially appropriate manner that puts them at risk for social functioning. The purpose of this study was to administer the Juvenile Emotion Management Scale (JEMS) to male students (n=50), 12 to 14 years of age, to identify the percentage of those who may be deficient in their ability to manage emotion in various social contexts. The JEMS, a 25 item self-report measure of the emotion management construct, has six scales for assessing the student's ability to manage emotion in various social contexts. The results of the JEMS identified 42% of the sample scored 105 and below. A score of 105 and below suggest deficiencies in one's ability to manage emotional reactions to stressors or problems found in various social contexts. The areas of deficiencies for students who scored 105 and below in this sample were in their ability to alter their emotional response to provocative situations, manage feelings concerning what is or is not appropriate to a given social situation, and acknowledge an inappropriate feeling and repair it. These findings could be instrumental in designing interventions for those students who need to either reduce socially inappropriate emotion or induce socially appropriate emotions in themselves for social success.

Session 16.5

8:30 A.M. - 9:20 A.M.
8

TECHNOLOGY (Training) Bayroom

Presenter: Joyce M. Guest, University of South Alabama

Web-Enhancement in Traditional Classroom Settings

Joyce M. Guest and Joel M. Lewis, University of South Alabama

The presentation included a discussion of web-enhancement for K-12, higher education, or continuing education courses taught in traditional settings. The presenters provided a structured approach to web-enhancement along with an introduction to instructional design and pedagogical strategies that focus on utilizing the strengths of the web environment. Topics included design models, threaded discussions, online assignment submission, online grading, online quizzes/examinations, online presentation of information/lecture, webliographies, audio/video materials, and chat rooms. The presentation was designed for applicability with the three major course development software packages: (1) Blackboard, (2) WebCT, and (3) e-College.

Session 17.1

9:30 A.M. - 10:20 A.M.

PARENT INVOLVMENT Bayroom 3

Presenter: Charles L. Guest, Jr., University of South Alabama

Parents as Teachers: Advancing Parent Involvement in a Child's Education

Shelly L. Albritton and Jack Klotz, University of Central Arkansas,
and Thelma Roberson, University of Southern Mississippi

This study reported on implications for policymakers, practitioners, and researchers regarding the need to examine programs that promote school-to-home partnerships to help parents prepare young children for school success. Research has shown that the more involved a parent is in a child's education, the more successful the child was in school. Parents as Teachers (PAT), an early literacy parent support program,

promotes child development education and early literacy in efforts to empower parents in becoming their child’s first teacher. Efforts in a southern state to foster stronger home-to-school partnerships have included the establishment of 63 PAT programs across the state. This study’s purpose was to examine: (1) the differences in the frequency of school participation between parents who have and have not participated in PAT and (2) the difference in the levels of engagement in home-learning activities between parents who have and have not participated in PAT. A Parent or Caregiver Survey was used to collect data from parents who had participated in PAT from four PAT sites, and from parents who had not participated in PAT from three Head Start centers (N = 80). The parents responded to questions that measured the frequency of involvement in school activities and engagement in home learning activities. The data were analyzed using chi square for the frequency of school involvement, and an analysis of variance (ANOVA) for engagement in home-learning activities. The overall results of the chi square analyses indicated PAT parents were more frequently involved in school activities. The results of the ANOVA revealed PAT parents engaged in six of the 12 home learning activities more often than the parents who did not participate in PAT. Where differences were found, the items were primarily those that measured literacy-related activities parents engaged in at home.

The Achievement Gap: A Study of Black and White

Joyvin L. Benton and David Saarnio, Arkansas State University

The achievement gap between black and white students is an important topic in education. For example, African American students are underrepresented in advanced and gifted classes but are overrepresented in special education classes (Peterz, 2001). Such gaps extend beyond secondary education; for example, African American students are less likely to attend or graduate from college (The Educational Progress for Black Students, 1998). The major questions that need to be addressed are why such gaps occur and what can be done to eliminate them. This study focused on why such gaps may occur. Previous research has shown that environmental factors, such as parental involvement (Gordon, 1978; Lazar, 1978), are correlated with educational attitudes and achievement, and hence with achievement gaps. This study examined the relationship between parental involvement and high school students’ attitudes about education. In this study 9th- to 12th-grade students were surveyed (so far, data from 97 have been coded): 48 were female, and 39 were black. The participants completed a survey that included both responses about four elements of parental involvement in the child’s education (support, involvement, monitoring, and staying informed) and attitudes toward education and college (basing most questions on Sanders, 1996). Two sets of analyses (correlations and ANOVA) converge to show that parental support is the most consistent element of attitudes about educations, but racial differences are most apparent in parental involvement that is also related to educational attitudes. These findings support past research that illustrate the importance of parental involvement in educational achievement and aspirations, and extended understanding to focus on different elements of parenting that are related to achievement and aspirations.

**Their Best May Not Be Good Enough in Helping Their Children Develop Literacy:
The Plight of Rural African American Parents**

Danjuma Rabe Saulawa, Alabama State University

This study was conducted to find out if rural African American parents in the Black Belt region think they provide for their children at home experiences that educators generally believe are associated with success in children's literacy development as compared to an equally rural Caucasian population. A total of 300 questionnaires were sent to these parents. Of the 248 that were returned, 134 were from African American; 114, Caucasians. Specifically, the study aimed to find answers to the following questions: (1) Do these parents believe they have books readily available for their children at home? (2) Do these parents believe they have books available to their children for recreational reading at home? (3) Do these parents read daily to their children at home? (4) Do these parents have books available to their children that are related to schoolwork? (5) Do these parents model reading at home with their children? (6) Do these parents set aside time for reading at home? and (7) Do these parents play reading and writing games with their children at home? Responses to these questions were analyzed in relation to household income, level of education, marital status, employment status, and race. The results of this study indicated that most of the parents responded in the affirmative. However, the degree to which they engage in these practices varies with household income, level of education, marital status, employment status, and race. Implications for teacher education, staff development and No Child Left Behind were discussed.

Session 17.2

9:30 A.M. - 10:20 A.M.

TESTSBayroom

4

President: Gail Weems, University of Arkansas at Little Rock

Adapting the Hidden Figures Test for Administration via the Internet

John F. Edwards and Paul A. Callens, Mississippi State University

The Hidden Figures Test (HFT) is one of 72 tests that comprise the Kit of Factor-Referenced Cognitive Tests published by the Educational Testing Service (ETS). The HFT has been widely used in a variety of studies ranging from the examination of factors associated with school achievement and sports performance to second-language learning and social functioning. Prior literature reveals only two research studies that focused on adapting the HFT for computer administration. Both studies were conducted in the mid-1980s when desktop computing was in its infancy and the Internet was little more than a cryptic transmittal medium for text-only messages and data. Using the latest software and programming methods, this research effort converted the HFT into a computer-based web-form applicable for use over the Internet. Participants included 50 undergraduate and graduate students attending Mississippi State University. With random assignment, each participant was administered either the paper-and-pencil form published by ETS or the web-based form created for this research project. Analyses of test form equivalency were conducted between participant scores on both forms of the test. The means, dispersions, and shapes of the score distributions for the two test forms exhibited no statistically significant differences. Likewise, the transformations of scores through linear equating found that both test forms were psychometrically similar, with the web-version being only slightly more difficult than the paper-and-pencil version. Lastly, KR20 coefficients showed that both test forms exhibited similarly strong measures of internal consistency reliability: paper-and-pencil version $r_{20} = .89$, and web-version $r_{20} = .88$. This successful adaptation of the HFT into a web-based form provided much information concerning the adaptation of existing paper-and-pencil tests to web-based administration. This research effort also offered further evidence in support of web-based administration for large-scale testing.

A Validation of the Emotional Intelligence Inventory

Martha Tapia, Berry College, and George E. Marsh II, University of Alabama

The Emotional Intelligence Inventory (EII) was developed to measure emotional intelligence. The EII was based on the model of Salovey and Mayer, and it was initially produced using a sample of students in a private American school. The initial pool of items was submitted to an exploratory factor analyses, and four factors were identified: empathy, utilization of feelings, handling relationships, and self-control. This study examined the concurrent validity of the Emotional Intelligence Inventory and the Emotional Intelligence Scale. The subjects of the study were 234 college students, 84 males and 150 females, whose responses to the two inventories were used. The instruments were administered concurrently to students in their classes. The classes were selected at random. The classes represented students from all colleges and majors and all undergraduate grade levels. Correlations between the total score of the Emotional Intelligence Inventory and Emotional Intelligence were found to be significant. Correlations between each subscale of the Emotional Intelligence Inventory and the Emotional Intelligence Scale were significant. Correlations were also calculated across gender, and all correlations were significant. These results indicated that the Emotional Intelligence Inventory and the Emotional Intelligence scale have concurrent validity across gender and by gender.

Grade Inflation in Arkansas: Impact on Small Schools

Debora J. Goodwin, Arkansas State University

There is a common perception in certain groups that grade inflation is rampant in public education. While some would argue this, the fact is that the perception exists, and in some states this perception is presented in the public arena. Schools labeled as inflating grades are subject to public scrutiny and potential humiliation. However, all schools are not impacted equally by the mathematical formulas defining grade inflation, and small schools are likely to be more impacted than large schools. The author explored the processes to define grade inflation in Arkansas and applied the formula to multiple years of data. Data were collected for five years of testing, and high school graduates were interviewed concerning their performance in college. Results indicated that in only one of the five years was the author's district marginally over the line to be identified as having grade inflation. Follow-up interviews of students found they were successful in college. Implications for grouping all schools into a common definition were identified, and questions were raised about choosing only one year of data to define grade-inflated schools. Suggestions included looking for patterns of inflation, such as multiple years of data and exploring the impact of the greater variability in small populations.

Session 17.3

9:30 A.M. - 10:20 A.M. FIELD EXPERIENCE -- LESSONS LEARNED FROM A NO CHILD LEFT BEHIND PARTNERSHIP

(Symposium)Bayroom 5

Organizer: Rebecca M. Giles, University of South Alabama

Joining Forces: A Higher Education-School District Pilot in Teacher Preparation
Phillip Feldman, University of South Alabama

Often, first-year teachers are employed to teach the most challenging students in the most demanding schools. Many face these difficult situations having logged only minimal time in an elementary classroom during undergraduate field experiences and a single semester of student teaching. The No Child Left Behind partnership between a teacher education institution and a local school system was established to increase preservice teachers' classroom experience by creating a new role for students majoring in elementary education. Selected participants worked with mentor teachers in K-5 classrooms five days a week, for which they received a \$3000 stipend per semester. Master teachers employed as Team Leaders provided day-to-day field supervision and coordination on the elementary school campuses. University faculty taught methods courses on campus and coordinated school-based assignments. An overview of the original program, as it operated during the inaugural semester (Spring 2002), was presented. Selection criteria and responsibilities of all participants, interns, mentor teachers, principals, team leaders, and faculty were shared.

The Impact of Participation in an Extended Field Experience on Preservice Teachers' Efficacy

Paige V. Baggett, Kelly Byrd, and Edward L. Shaw, University of South Alabama

Preservice teacher efficacy was measured using the Teacher Efficacy Scale developed by Gibson and Dembo (1984), that yields a score for general teacher efficacy (GTE) and personal teacher efficacy (PTE). Changes in GTE and PTE scores showed no significant differences for either the No Child Left Behind or traditional group. Qualitative data provided evidence of some variation in participants' perceptions regarding the two distinctly different field experiences planned and provided by the university and local school district.

The Impact of a No Child Left Behind Pilot Project on the Stress of Preservice Teachers

Scott Hopkins and Gahan Bailey, University of South Alabama

In response to recently enacted federal legislation known as No Child Left Behind (NCLB), a teacher education institution entered into a collaborative arrangement which greatly increased the amount of time elementary preservice teachers spent in their initial field experience. ANCOVA was used to determine if there was a significant difference in the changes in the preservice teachers' stress (as measured by teacher stress subscales) between the NCLB and traditional groups. The results indicated there were no statistically significant difference in the changes in the instrument subscales of role overload, job satisfaction, and illness symptoms. Contrastingly, there was a statistically significant difference ($p < .05$) between the changes in the role preparedness of the NCLB and traditional participants with the traditional group having a higher mean. Qualitative data revealed that both NCLB and traditional group members overwhelmingly identified course load as the leading cause of stress.

Joining Forces Part II: A Higher Education-School District Collaboration in Teacher Preparation is Revisited

Rebecca M. Giles and Daphne Hubbard, University of South Alabama

Changes made to the original program, based on feedback from all participants, were highlighted. Discussion and sharing pertaining to field experiences, particularly school-based programs, at institutions represented by audience members were encouraged.

Session 17.4

9:30 A.M. - 10:20 A.M.

TECHNOLOGY

.....**Bayroom 6**

Presider: Linda Cornelious, Mississippi State University

Promoting Effective Teaching and Learning Through the Use of Technology

Corey U. Johnson and Tarase D. Greenlee, Mississippi State University

Technology has proven itself to be a beneficial educational tool for both teachers and students. However, the true value of technology in education can only be revealed by its effective use in schools. Today's classrooms are often neglected because teachers do not use technology to enhance their instruction. This may be attributed to lack of support from administration, lack of teacher training, or the school district's failure to recognize the benefits of technology in enhancing instruction. The goal of this paper was to discuss how the use of technology in the classroom can lead to effective teaching and learning and to examine how technology can be integrated into the school's curriculum. Recommendations were made as to how teacher preparation programs could better prepare teachers to use technology in the classroom and how professional development workshops and seminars can be used to ensure that the technology skills of teachers are dept current according to national standards. The latest developments in technology for effective teaching were described. The No Child Left Behind Act of 2001 suggests that technology must enhance learning. A computer and an Internet connection will not benefit students' achievement if it is not integrated effectively into the learning process. Technology allows teachers to accommodate students with various learning styles and abilities, thereby affecting how

students process information. Improving teacher’s instructional style with technology will result in more effective learning. Promoting effective teaching and learning through the use of technology will ensure that no school is left behind.

Performing an Educational “Milton Berleism”: Borrowing Simulation Technology Practices from Diverse Disciplines to Integrate Theory and Practice in Higher Education Administration Curricula

Matthew A. Witenstein and Dorian McCoy, Louisiana State University

Technology use is an omnipresent aspect of higher education, permeating the depth and breadth of all institutional facets including “institutional and daily operations to teaching, learning, research and service” (Foster, 2001, p. 116). Consequently, the incorporation of technology into teaching and learning has become an important facet throughout all higher education disciplines (Groves & Zemel, 2000). Therefore, it becomes vitally important for higher Education Administration, the field of study that encompasses the knowledge of the complex higher education environment, to engage in the use of technology mediums as part of the curriculum. According to Chao and Stovel (2002), mixed modes models of technology and classroom teaching integration will increasingly become common practice in higher education institutional learning. One of the ways this may occur is by utilizing technology as a means to integrate theory and practice. One particular mode that can be utilized to achieve this end is simulation technology, a tool that allows users to “interact with a high-performance computer, graphics, specialized software, and devices providing visual, tactile, and auditory feedback, thereby simulating a true-life environment” (Colt, Crawford, & Galbraith III, 2001, p. 1333). Simulation technology has been used in a variety of disciplines to integrate theory and practice. Often, it is used in academic settings: formal education settings, residence/internship, ongoing educational processes, or as part of training for particular trades. Exploring how disciplines outside of higher education administration utilize simulation technology can be an invaluable exercise since many have developed useful approaches of curricular implementation. The goal of this literature review was to: (1) critically analyze simulation technology applications in other disciplines to cull a list of practices that can be translated into useful pedagogical practices in the higher education administration classroom and (2) develop an operational definition for simulation technology in the higher education setting.

Ensuring Quality in Online Education Instruction

Yi Yang and Linda Cornelious, Mississippi State University

The assurance of quality in online instruction in higher education has been an area of concern for many traditional teachers. Can students improve and achieve effective learning outcomes through online instruction? Will online instruction foster isolation among students, which ultimately dehumanizes their learning? These questions contribute to the traditional teacher’s negative attitudes about the value of online learning. This paper showed from the research that online instruction can enhance learning experiences of students, and promote critical, reflective, and analytical thinking skills, as well as encourage non-discriminatory teaching and learning practices through quality online education. Several studies suggested that the quality of online teaching can be ensured by using a team of content experts, qualified tutors, editors, instructional designers, and media specialists to assist the teacher in creating, designing, delivering, and evaluating online courses. High quality online instruction encourages discovery, integration, application, and practices. This paper revealed how teachers can discover their students’ learning preferences, integrate technology tools, apply appropriate instructional techniques, and generate the most suitable methods for implementing practices. This paper examined new challenges and barriers for online instructors and provided strategies for them to design and deliver effective online instruction. Recommendations were made on how to ensure quality in online instruction. The role of administrators was also discussed. Among the many factors that determine the quality of online education instruction, the instructor is the primary one. Since the teacher’s role has been changed in the online education environment, the authors suggested that teachers will need to adjust their attitudes, design an effective online learning environment, develop an interactive online teaching-learning community, and establish reliable and valid performance assessments for quality online education instruction. Searches from ERIC, Academic Search Elite, and EBSCO Research databases, as well as refereed journals, were used to select relevant articles.

Session 17.5
9:30 A.M. - 10:20 A.M.

PUBLICATION -- EVERYTHING YOU WANT TO KNOW ABOUT MSERA'S RESEARCH JOURNAL: A CONVERSATION WITH THE CURRENT AND FUTURE EDITORS OF RESEARCH IN THE SCHOOLS (Symposium)Bayroom

8

Organizer: Larry G. Daniel, University of North Florida

Background

RESEARCH IN THE SCHOOLS is a nationally/internationally refereed research journal sponsored by and available to the members of the Mid-South Educational Research Association. Currently in its 10th issue, the journal will soon be undergoing a transition in its editorial personnel as the founding co-editors pass the journal's leadership on to two new co-editors. The purposes of this symposium were: (1) to provide participants with an overview of the journal and its editorial policies, (2) to discuss the history and growth of the journal over the past 10 years, (3) to describe future plans for the journal, (4) to provide MSERA members an opportunity to meet and interact with the current and future editors of the journal, and (5) to serve as a forum for generating discussion about the journal.

Introduction

Kathy K. Franklin, University of Alabama

The first presenter (a current MSERA officer) provided an introduction to the journal and its importance to MSERA and discussed the current status of the journal. Over the past 10 years, RESEARCH IN THE SCHOOLS has grown from an idea in the minds of a group of visionary MSERA leaders to a respected peer-reviewed research journal in the field of education. As the presenter noted, the journal is financially sound and has enjoyed co-sponsorship from the founding editors' institutions since it began. The journal has also been blessed with exceptional editorial leadership for its first 10 years. Recently, the founding co-editors decided to relinquish their duties. The presenter described the process used to select the incoming co-editor designees.

Realizing a Dream: A Ten-Year History of RESEARCH IN THE SCHOOLS

James E. McLean, East Tennessee State University

The presenter (founder and current Co-Editor of RESEARCH IN THE SCHOOLS) shared observations regarding the history of the journal. The presenter focused on the journal's growth and major milestones in its development into an established journal (e.g., indexing in ERIC, assignment of an ISSN identifier). The presenter also provided information regarding the scope of the scholarship published to date, including reference to several key articles and special issues of the journal that have appeared over time.

Changing the Guard: New Editors Look to the Future of RESEARCH IN THE SCHOOLS

Larry G. Daniel and Anthony J. Onwuegbuzie, University of South Florida

The final presentation was made by the two incoming co-editor designees and focused on future directions for RESEARCH IN THE SCHOOLS. As the editorship of the journal changes hands early in 2004, the journal's scope and the editorial policies currently in place will remain relatively constant. Composition of the editorial staff, relocation of the journal's editorial office, and changing of procedures for producing the journal were discussed as were the new co-editors' plans for assuring the continued quality of the journal and strengthening its subscription base.

Session 18.1

10:30 A.M. - 11:20 A.M.

ACHIEVEMENT..... Bayroom

3

Presenter: Russ West, East Tennessee State University

A Case Study of Reading Education for Middle School Students with Learning Disabilities

John A. Sargent, East Texas Baptist University

The purpose of this study was to investigate The Achieve Reading Curriculum, a reading curriculum based on whole-language principles designed for middle school students with learning disabilities. A qualitative intrinsic case study was conducted using four 6th-grade middle school students with learning disabilities as participants. Ethnographic methodology was used to focus on the multifaceted structure of classroom life and to acquire a thorough understanding of the connections between participants and teacher. A teacher-as-researcher approach facilitated insights on a daily basis due to the interaction between participants and teacher. Data collection procedures included observations/field notes, teacher journal, student interviews, parent interviews, and student written work. Categories were generated through the constant comparison method with continual refining and analysis. The participants' reading ability developed as a result of the Achieve Reading Curriculum. Data indicated the participants demonstrated their developing reading ability through increasing levels of class involvement, class discussions, novel study, teacher interview results, writing activities, and time on task/reading attending behaviors. The motivation of the participants to read increased due to components of the Achieve Reading Curriculum, an increase in participation and discussion, and stronger writing and creativity efforts produced by the participants as the study progressed. Parental support was critical to the effective implementation of the program and the success of the participants. The perceptions parents had of the program and its results, the reading encouragement offered by the parents to the participants and the teacher appreciation were demonstrative of their support. Findings from the study suggested the Achieve Reading Curriculum, based on whole-

language principles, can be effective in developing and improving the reading ability, enhancing the motivation to read, and facilitating parental support and involvement of middle school students with learning disabilities.

Concerns of Principals Regarding English-as-a-Second-Language Instruction

Richard H. Littleton, Gypsy Abbott, and Julia Austin, University of Alabama at Birmingham

English language learner (ELL) populations across the nation have risen. Mandates require that effective instructional programs be implemented. School principals play a vital role in the effective implementation of instructional programs. Principal preparation programs often do not include effective ELL instructional practices. Principal concerns are important to the effective implementation of ELL instructional programs. In this study, concerns of principals regarding ESL programs were examined. Concerns of school principals and teachers are important factors in the implementation of innovative programs (Cheung, Hattie, and Ng, 1994; Hooper, 1997). Hooper also says that the concerns of school leaders influence the way those within the school accept the change. Knowledge of the concerns of school leaders provides information that can be used to direct professional development activities, information, and support needed to effectively implement innovations. Therefore, it would appear that principal concerns about ESL programs can lead to knowledge of the most effective ways to implement effective ESL programs. During June 2003, the Stages of Concern Questionnaire (SoCQ) was mailed to all principals in the Shelby County, Alabama school district. Data from the questionnaires that have been returned have been entered into SPSS version 11.5. During July and August 2003, in-depth interviews were conducted with a purposeful sample of principals who returned the questionnaire. Originally validated in 1979, the SoCQ has been used many times to measure concerns regarding educational innovations (Cheung, et al., 2001). Hall, George, and Rutherford (1977) developed the SoCQ. Reliability and construct validity has been documented by Hall, et al. (1977). The results of this study could be used as a source of information for principal preparation programs and professional development opportunities for principals.

Academic Intervention Programs: A Solution to the College Dropout Problem

Mary Ann Taylor-Sims and Glennelle Halpin, Auburn University

Tinto reported that four of every 10 students leave four-year postsecondary institutions without obtaining a degree. The position advanced here is that it is the obligation of the university to respond to this problem by providing a supportive environment and active interventions aimed at student success and retention. In *Leaving College: Rethinking the Causes and Cures of Student Attrition* (1993), Tinto averred that the obligation of the university to build a mutually supportive and integrated environment, student entry attributes, and student goals are all factors in student attrition. Many universities have responded by developing academic learning strategy courses targeting the at-risk student. In some of these programs goal directedness, social problem solving, and social competence are incorporated into the course, while in others a multi-modal counseling approach to address issues that impact academic success is employed. In all, the emphasis is that a study strategies program should be more than just content aimed at appropriate study methods. It must incorporate knowledge of one's self, how and why one approaches learning as one does, and what one believes about themselves as learners. One such course targeting freshmen has been offered at this university since fall 2001. In fall 2003, the Academic Support unit will pilot a course targeting at-risk engineering students in an attempt to provide an integrated approach that is college specific while addressing the social, psychological, and cognitive aspects associated with students at risk for failure. Both the ongoing program and the pilot program were discussed, focusing on positive outcomes and lessons learned. In examining the literature, as well as looking at interventions, it was evident that academic support programs that are well rounded and use a multi-modal approach appeared to be successful in retaining students.

Session 18.2
10:30 A.M. - 11:20 A.M.
4

TEACHER EDUCATION.....Bayroom

Presenter: Srilata Bhattacharyya, University of Memphis

A Comparison of the Self-Perceived Abilities of Preservice Teachers and First-Year Teachers

Catherine Coxe, Mobile County (AL) Public Schools, and Scott Hopkins, University of South Alabama

This research examined if there was a difference between the self-perceived abilities of preservice teachers and first-year teachers. Thirty preservice teachers and 30 first-year teachers returned questionnaires providing self-reported data on a specific list of skills and abilities deemed essential for teachers. The questionnaire, that was based upon the competencies guaranteed by the institution that prepared both groups, divided the questions into the areas of diversity, rapport, skills, instruction, assessment, and classroom management. The results were analyzed using the Independent-Samples t-test. The results in each of the six areas were that the preservice teachers felt that they were better prepared to teach than the first-year teachers.

Preservice Candidates Evaluation of Teacher Preparation Programs

Kathleen R. Atkins, James C. Mainord, and David L Naylor, University of Central Arkansas,
and James E. Whorton, University of Southern Mississippi

Over 1300 Institutions of higher education have the responsibility of preparing future teachers. The increased focus on standards-based instruction and assessment in preparing educators to meet the demands of teaching has created a critical need for valid teacher preparation program evaluations. There is limited research-based knowledge on the development and improvement of teacher education programs. While there are a number of valuable sources for gathering information on program quality, first-hand experience with the program being evaluated is one of the best sources of knowledge about the particular teacher education program. This study sought to investigate perceptions of candidates enrolled in a P-4 teacher education program in Arkansas. Senior-level candidates (n=47) participated in the study by completing The Early Childhood Education Program Evaluation. Faculty designed a Likert-scale tool to determine candidate's perceptions in three areas: how well the curriculum met the program goals, how specific courses contributed to the overall program goals, and the value of field experiences. The evaluation was administered to candidates during an exit seminar held at the completion of Internship II, the program capstone experience. Means and standard deviations of 28 items representing the three areas allowed the investigators to determine the degree to which the program goals were met, specific courses contributing the most to meeting the program goals and those perceived contributing less, and the candidate's perceptions of the relative contribution of field experiences. The results of the study indicated that while candidates' felt program goals were being met and field experiences are valuable, particular courses are perceived to have a minimal contribution to meeting the program goals. The findings of this study suggested the need for systematic evaluation in teacher-education programs for continual program improvement.

Preservice Teacher Personal and Civic Development Through Service-Learning Personal and Civic Development Through Service-Learning

Kaye Pepper, University of Mississippi

The purpose of this study was to assess the impact of service-learning on the personal and civic development of the first group of preservice teachers who participated in the program after the service-learning component had been added to the curriculum. In addition, preservice teacher perceptions of how this experience will influence their teaching in the future is of importance. Theoretical Grounding Legislation defines service-learning as an approach that combines meaningful service in the community with a formal education curriculum. It also provides structured time for participants to reflect on their service and educational experience. In other words, students improve academic learning and develop personal skills through structured service projects that meet community needs (Rand, 1999). This idea is solidly based on the work of numerous well-known educators including John Dewey, Ralph Tyler, Hilda Taba, John Goodlad, Ernest Boyer, and Ted Sizer (Wade, 1995). This qualitative study followed one group of 135 preservice teachers through the full two-year sequence after service learning had been incorporated into the elementary teacher-preparation program. All participants (preservice teachers, university supervisor, and cooperating teachers) of the project assisted in providing information to determine the impact of the program on the preservice teachers. The results of the study indicated that preservice teachers' personal and civic development was positively impacted by the service-learning project. This study has also assisted university faculty in planning for the service-learning component for the coming year. Responses from the preservice teachers, university supervisors, and cooperating teachers helped to pinpoint areas that needed improvement and clarification. For the coming year, the evaluation of the program will also include impact on the K-8 grade students. It is important to realize that participating in a service-learning project impacted the preservice teachers positively, and they reported that it would influence their lesson planning and class instruction in the future. By providing these types of experiences for preservice teachers and elementary students, the elements of civic responsibility and community service will hopefully be instilled in future generations.

Session 18.3

10:30 A.M. - 11:20 A.M.

ACHIEVEMENT (Training).....Bayroom

5

Presenter: Scott Bauer, University of New Orleans

Making Professional Presentations: Tips, Tricks, and Words to the Wise

Scott Bauer, University of New Orleans, and Jane Nell Luster, National Center
for Special Education Accountability Monitoring

MSERA has traditionally been a wellspring of knowledge for novice researchers, graduate students and new faculty alike. Each year, MSERA proudly sponsors sessions on publishing, job seeking, and a bewildering assortment of research methods. Yet, in recent years at least,

an important skill area has been neglected: making presentations at research meetings. This training session was designed to remedy this situation by offering guidance on how to make presentations at meetings like MSERA and AERA. Specifically, two (much too seasoned) veterans of educational research meetings first demonstrated in graphic detail how NOT to present ones' brilliant research findings in 14 minutes or less, highlighting many of the all-too-often distracting misuses of handouts, overhead projectors, and video-display technologies. No expense was spared in simulating the kinds of presentations that leave audiences shaking their heads in dismay, pondering how such seemingly skilled scholars could imagine that they are communicating with members of their species. Second, the authors provided guidelines on preparing, practicing, and presenting research findings, including the Top Ten checklist for designing effective presentations. The authors also discussed the variety of formats available at meetings, including what to expect at national meetings like AERA. Though the authors strove to practice what the authors preached in conducting this training session (hence it was both entertaining and at least slightly humorous), the material presented was of a very serious nature. However elegant and technically proficient the research, authors are judged at meetings by their ability to communicate effectively and efficiently. Job seekers, novice scholars, and veterans benefited from this material.

Session 18.4

10:30 A.M. - 11:20 A.M.

EVALUATION

.....**Bayroom 6**

Presenter: Dennis Zuelke, Jacksonville State University

Attitudes Toward Dispositions Related to Teaching of Preservice Teachers, Inservice Teachers, Administrators, and College/University Professors

Gloria D. Richardson, University of West Alabama, and Anthony J. Onwuegbuzie, University of South Florida

Universities and colleges accredited by National Council for the Accreditation of Teacher Education (NCATE) are facing the prospects of measuring dispositions related to teaching. Dispositions selected for teacher candidates at the University of West Alabama are characteristics desirable in N-12 candidates. This pilot study was designed to assess attitudes toward these dispositions. The sample consisted of preservice teachers, inservice teachers, administrators, and college/university professors. These participants completed the Survey of Dispositions of Inservice and Preservice Teachers (SDIPT). The SDIPT is a 5-point, Likert-type scale with 40 items anchored by strongly agree and strongly disagree. Demographic information obtained from participants included age ranges, groups, years of experience, and work assignment. Responses to the items were compared across groups, across age ranges, and by years of experience. Results indicated that attitudes toward dispositions vary as a function of several demographic characteristics. These findings were interpreted with respect to the NCATE standards. Recommendations for future practice are outlined and implications for further research were provided.

Factors Associated with Adolescents' Sexual Experience

Huey-Ling Lin and Tina Vazin, Alabama State University, and Frank R. Lawrence, Pennsylvania State University

The purpose of this study was to determine predictors of teens' sexual experience. Questionnaires were administered to a group of 724 adolescents, including 360 females, who attended the Choosing the Best Program for two weeks at two schools in urban areas in Alabama. The participants' racial mix was 76% black, 8% white, 2% Hispanic, and 4% other minorities. The questionnaire, containing 41 closed-ended items, was judged by experts in the field to have face validity. The dependent variable was whether teens had engaged in sexual intercourse. Cases with missing responses were deleted. Data were analyzed using generalized linear models. The model is represented as follows: Where y_i is individual response scored 0, 1, X_i is a vector of regressor variables for the i th observation, and β is a vector of coefficients. The responses for the outcome variable appeared to be under dispersed. Therefore, the authors used the logit link but estimated the dispersion. A saturated model was compared with a more parsimonious model containing four variables. The more parsimonious model did not result in a statistically significant degradation in our model ($F = 1.3, p = 0.23$). Gender was one of individual characteristic that related to teen sexual behavior. Also, the study results suggested that drinking alcoholic beverage, knowing strategies to deal with peer pressure, having highly perceived self efficacy, perceiving appropriate sex beliefs, and having realistic risk perception and outcome expectancies are statistically significant predictors of teens' sexual experience. Identifying the factors related to teen sexual behaviors for this group of student helped to identify intervention strategies to address the special needs of the abstinence-only-until-marriage education program funded by Department of Health and Human Service.

Development of Surveys to Measure Parents' Knowledge and Attitudes Regarding the Implementation of the Michigan Model for Comprehensive School Health Education

Marcia R. O'Neal and Brian Geiger, University of Alabama at Birmingham

From 2000-2002, a school system in the southeast implemented components of the Michigan Model for Comprehensive School

Health Education (MMCSHE). The program focused on drug education and violence prevention education in the schools. As part of program evaluation, instruments were developed to assess the knowledge and attitudes of program participants, including parents. Literature suggested important steps in survey development, including item development, field-testing, item revision, item analyses, and reliability and validity assessments. This paper described the development process for the parent surveys. Items were developed collaboratively by school personnel and evaluators based on curriculum content and intended program outcomes. Two parallel parent surveys were assembled: one on drug education, and the other on violence prevention. Items were field tested and evaluated by 14 parents. Responses and feedback resulted in the revision of the instruments. The four scales on each survey consisted of items dealing with curriculum, parents' roles, children's roles/behaviors, and media pressure. Administration of the parent surveys took place in May and June 2002. A total of 405 drug education surveys and 309 violence prevention surveys were returned. Reliabilities for three scales ranged from .71 to .89. The fourth scale yielded reliabilities below .20 on both surveys. One option was to either revise these items or omit them in future administrations of the surveys. However, these were items that were thought to be measuring important aspects of the curriculum. Further examination of the data included principal factor analysis with squared multiple correlations in the diagonals. Based on the screen test and eigenvalues greater than one, varimax rotation was performed for three to six factors. Results suggested a three-factor solution that included the items from the media pressure scale. Thus, media pressure items could be retained on future versions of the instruments.

Session 18.5

10:30 A.M. - 11:20 A.M. LEARNING STYLES -- VISUAL LEARNING: A STYLE OF LEARNING ONE CANNOT IGNORE

(Symposium).....Bayroom 8

Organizer: Donna Carol Browning, Mississippi State University

A Visual Learning Taxonomy
Donna Carol Browning, Mississippi State University

Visual learning is a learning style that is becoming increasingly important in an age where individuals grow up on videos and Nintendo. Many researchers are examining various aspects of the visual learning style, but a comprehensive taxonomy of visual cognition sub-skills does not exist. In this session, a Visual Learning Taxonomy prototype was presented with solicitation from participants for feedback and research needed. The theoretical grounding for visual learning style occurs in a variety of learning style frameworks including the MMPALT-III (Multi-Modal Paired Associates Learning Test, 3e) framework of sensory perceptual modality strengths and weaknesses and along the perceptual dimension of the Dunn & Dunn multiple framework of learning style dimensions. After careful analysis of available literature, a taxonomy was suggested to assist researchers in approaching the visual learning style in a systematic fashion.

Visual Learning Style: What It Is and Isn't
Angelia T. Carruth and Donna Carol Browning, Mississippi State University

The visual learning style can be examined from several perspectives. This session proposed to be a review of the literature as it related to the visual learning style and classroom application, visual-spatial aptitudes, application to special populations, usefulness in business and industry, and usefulness to those designing textbooks and curricular materials.