Wednesday, November 2, 2016

8:30 AM   - 3:30 PM

REGISTRATION   **2nd Floor Atrium**

9:00 AM   - 9:50 AM

RESEARCH IN PROGRESS: Educational Issues   **Riverboat**

Session: 1   Session Chair: Larry Daniel, The Citadel

Exploring the Experiences of Success among First-year Students Enrolled in a Public Physical Therapist Education Program: Pilot Study
Thuha T. Hoang, University of New Orleans

Background/Purpose: Advancement of the physical therapy profession has resulted in many changes to the physical therapist (PT) education degree program. The growth and diversity of student populations have raised concerns for the retention and academic success of all students. While the vast majority of students admitted are academically prepared, 5-10% students will likely experience departure during the early years of studies. Despite the growing research in student persistence and academic success, there has been a dearth of qualitative studies focusing on PT student's experiences during the critical first year of doctoral studies. The purposes of this qualitative pilot study were to explore the experiences of students enrolled in the first year of the program and how these experiences contribute to persistence and academic success. Methods: A phenomenological approach with a typical purposeful sampling was utilized. Ten first-year students (ages 22-29) participated. Data were collected in two phases during a 6-month period: 11 semi-structured interviews, 1 focus group interview, observations in the classrooms, and documents. A thematic analysis was utilized to categorize and identify patterns within the student data. Results: Five themes emerged: (a) transitions during professional education, (b) evolving expectations from undergraduate to professional education, (c) fostering multiple identities in academic and social environments, (d) seeking peer social and academic supports in and outside classroom, and (e) modifying strategies to overcome challenges. Discussion: Students entering PT programs with strong academic abilities, suggesting a highly capable student population to achieve program completion. These findings indicated that first-year experiences were complex with many challenges at the personal, academic, and professional levels. During this first year, the presence of academic programming, student-faculty and student-to-student interactions, enriching educational experiences, and supportive campus environment contributed to the participants' level of student engagement, thus supporting persistence and academic success. As the number of physical therapist student rise, understanding the factors that impact persistence and academic success will help physical therapist education programs develop individualized support structures, optimize collaborative learning environments, facilitate progression, and promote program completion.

Racism as a Nationalist Myth of Homogeneity and Its Implication on Education: The Case of Japan
Kaori Shimizu, Louisiana State University

Whereas the "Color Line" (Du Bois 1903) determines racial identities in the United States, historically in Japan, cultural determinants such as language and patterns of social economic organization have been used to signify the existence of an immutable and homogeneous Japanese identity (Weiner 2009). While Miles (1993) argues that the idea of homogeneous people is a nationalist myth and an instance of racism, Takahashi (2004) observes that recent educational reform in Japan, as represented by the revision of the Fundamental Law of Education (FLE) in 2006, is initiated by those who diminish the ideal of democracy in post-World War II Japan, and instead, envision a nation with strong ideological continuity from the prewar period, characterized by ultra-nationalism. If both arguments are valid, there is a possibility that the myth and racism will remain in place supported by nationalistic education in Japan. In order to explore the possibility of this assumption, this study critically examines, through discourse analysis, 1) the evolution of the myth of the homogeneous Japanese; 2) the contents of the revision of the FLE. The results show that in response to the central paradox of the modern Japanese history, the myth was constructed to rectify the contradiction between a state organized around a uniquely Japanese sovereign and an undeniably diverse population of subjects. The criteria for membership in national collectivities were constructed within a master narrative of racial and cultural homogeneity, and those excluded from the membership were ideologically marginalized. Without critical reflection on this historical development, the revised FLE articulates the cultivation of an attitude to respect tradition and culture, which in fact were constructed as a part of the myth. This study concludes with a discussion of the need to challenge the educational direction that produces racism by sustaining the nationalist myth of homogeneity.

Exploring the Impact of the Emotional Intelligence of School Leaders
Ellen Caillouet, University of New Orleans

Title: Exploring the Impact of the Emotional Intelligence of School Leaders on Elementary School Teachers' Experiences Background/Purpose: Elementary school teachers face a myriad of challenges due to the rapidly changing profession, which contributes to job dissatisfaction, often leading to the decision to leave the teaching field. However, existing research indicates that emotionally intelligent school leaders possess the qualities needed to support teachers in times of stress, resulting in more productive and committed staff. Studying emotional intelligence as it applies to educational leadership, offers unique opportunities for researchers to continue to explore. While much of the existing literature has focused on the role of emotional intelligence in the school leadership domain, studies have seldom addressed the teachers' perspectives. As more research is conducted on emotional intelligence, the intricacies of how emotional intelligence relates to leadership will be better understood. Therefore, further examination of emotional intelligence in regards to school leadership is warranted. The purpose of this phenomenological study was to explore the impacts of school leaders' emotional intelligence on elementary school teachers' experiences. Methods: A phenomenological research approach was utilized in order to better understand the impacts associated with the emotional intelligence of school leaders from elementary teachers' perspectives. A purposeful sampling technique was used to select three elementary school teachers employed in two public school districts in southeast Louisiana. Three semi-structured individual interviews and a focus group interview were used as methods for collecting and analyzing the data. The individual and focus group interviews were recorded and transcribed verbatim. Data was analyzed according to themes and the relation to the research questions. Results: While this research is currently still in the analysis phase, three interrelated themes and sub-themes emerged providing insight regarding elementary teachers' perspectives of school leaders' emotional intelligence

and the related impacts. The themes included: challenges as opportunities for growth (influence of prior and current teaching experiences, coping mechanisms, and school leader influences), perceptions of school leaders' emotional intelligence (defining emotional intelligence and school leaders' emotionally intelligent competencies), and influences of school leaders' perceived emotional intelligence (school climate, relationships with teachers, job satisfaction and student success).

A Meta-Analytic Comparison of Group versus Individual CBT for Anxiety
Fawn Hyland Keen, Karla Weir, & Chelsey L. Hess-Holden, Mississippi State University

Anxiety disorders are one of the most prevalent presenting mental health issues in the United States. Cognitive-behavioral therapy is highly recommended for the treatment of anxiety, including generalized anxiety disorder, panic disorder, specific phobia, separation anxiety, and others. However, the literature does not provide clear evidence to indicate whether individual cognitive-behavioral treatment is preferable to group cognitive-behavioral treatment. Although both group and individual treatment have received substantial attention within the literature, there are few studies that provide a comparison of these therapy modalities. This gap in the literature is concerning to mental health practitioners and should be addressed so that individuals, schools, and agencies can provide the most efficacious care to their clients. The present research addresses this area of need and analyzes the available literature on treatment, comparing group and individual therapy for anxiety disorders. This meta-analysis compares these treatment modalities and concludes that there are no significant differences. Methodology and procedures of the studies in this meta-analysis will be discussed. Implications for mental health practitioners and educators will be included.

SCIENCE   Windjammer

Session: 2   Session Chair: Mindy Crain-Dorough, Southeastern Louisiana University

Is the Textbook Your Favorite Book? Teaching Science Through Trade Books
Gail D. Hughes, Tony Hall, Kelly Chaney, Sandra Leiterman, Anne Lindsay, Nancy Hamilton, University of Arkansas Little Rock

Elementary teachers are often forced to make difficult choices for limited resources and instructional time. In most districts, elementary school language arts are the most well-developed programs. Students, who were not proficient in language arts and mathematics, are often required to relinquish their science time to focus on remediating these deficiencies. Through a Mathematics and Science Partnership (MSP) grant, the research team partnered with five public and private schools to provide 100 hours of professional development (PD) for 30 teachers grades K-4 in a southern state. One goal of the partnership team was to reverse the reduction in science teaching time, in favor of language arts, by expanding participating teachers' skills integrating science into their language arts lessons. Other partnership goals included the improvement of teachers' understanding of the state's new Science Standards, knowledge of science content, implementation of pedagogy, and interest and self-efficacy in teaching science. To accomplish these goals, teachers participated in lessons to increase their science content knowledge, experienced model science lessons launched from trade books, and applied the new Science Standards as they developed project based science lessons. Data collection included participant and comparison teachers' pretest/posttest measures of science standards, science content knowledge, and the Science Teaching Efficacy Belief Instrument. Participants were also observed using the Reformed Teaching Observation Protocol at the end of the school year and completed a program evaluation survey. The survey results (4-point scale) indicated that the PD benefited teachers' content knowledge (M = 3.56, SD = 0.40); confidence in teaching science (M = 3.43, SD = 0.54); and familiarity with the new standards (M = 3.50, SD = 0.51). The presentation will highlight findings, lessons learned, and insights

into what participating teachers found most useful for elementary science PD. Implications for teams planning STEM PD will be discussed.

The Use of Second Life as an Effective Means of Providing Informal Science Education to Secondary School Students
Haytham A. Amous, Moustapha Diack, Luria Young, Southern University & A&M College

Abstract Statement of the Problem The statistics on the education in the U.S. show that students are analytically challenged in successfully completing degrees in Science, Technology, Engineering, and mathematics, and U.S. students were lacking in the content knowledge of science and related fields. For the decades, new and emerging technologies have impacted the field of education and challenging a reconsideration of the concepts found within the learning environment. This study is to evaluate the potential use of Second Life and virtual museums as a means of providing effective informal science education for both middle and high school students. Brief description of the Research This study targets whether the attitudes of students toward science change as a result of scholastic exposure to the science museums in Second Life. The links between attitudes and learning styles are also investigated. The data gathered from the experiences and the perceptions of students using Second Life in informal science education are explored. Methodology The research combines mixed methods to investigate the research questions. First and second research questions were quantitative TOSRA2 per-test and post-test and learning styles questionnaire scores were applied. The research questions three and four are a collective qualitative case study approach (Creswell, 2007), as well as structured interviews on the students' perspectives on using Second Life for informal science education. Results The research study's first inquiry toward finding significant differences in the attitudes toward science before and after visiting the museums in Second Life displays no difference in the attitudes toward science before and after visiting the museums. Moreover, the results imply a weak relationship in regard to the second research question about the correlation between the attitudes toward science and the traditional learning styles. For research questions three and four on the students' perspectives on using Second Life for informal science education. Students determined that they did not prefer that venue over traditional ways of learning. Conclusion The study concluded that although Second Life may be better for specific tasks, the outcomes still fall short, due to the affordances of 3D interaction. Yet academia can make the best of virtual collaborative technologies by using Second Life for immediate task-based learning or for constructive learning.

The Effect of Note Taking Techniques on Eighth Grade Student Exam Scores in Science
Steven L. Marise, Chester County Schools System; Stephen R. Marvin and Aarek Farmer, Freed-Hardeman University

Students typically take notes based on a haphazard understanding of what they perceive as significant components within a lecture (Cartolari, Carlino, & Colombo, 2013). Multiple researchers have advocated for a strategies-based method of note taking that is systematically implemented for students of all learning levels. This could serve as an attempt to gather and attain the highest knowledge and comprehension for the students (Boyle, 2010; Austin, Carr, & Lee, 2004; Blackwell & McLaughlin, 2005; Horney, Anderson-Inman, Terrazas-Arellanes, Schulte, Mundorf, Wiseman, & Frisbee, 2009; Konrad, Joseph, & Eveleigh, 2009; Leong, 2014; Neef, McCord, & Ferri, 2006; Quintus, Borr, Duffield, Napoleon, & Welch, 2012; Williams, Weil, & Porter, 2012). This research analyzed the effects of a traditional note taking technique as well as a guided notes technique on student achievement throughout a six-month period. There were 145 8th grade students that participated in the study. Data analyses were run to determine whether the use of traditional notes or guided notes had a more significant impact on student achievement scores in science. The mean scores from students that used the traditional note

taking techniques were significantly lower than the mean of scores of students who used a guided note taking approach. The results of the independent samples t-test were statistically significant, $t(1377.15) = -14.98$, $p < .001$, suggesting that the mean achievement scores were significantly different between the students who used traditional notes and guided notes. Data from the study indicated that students tended to perform better on science tests when guided notes were used in the place of traditional notes. Similarly, Larwin, Gorman, and Larwin (2013) determined that if students have a set of notes that are content rich and test specific, those students tend to outperform their peers by significant numbers. The results of this study suggest that teachers and schools should consider the use of guided notes to enhance comprehension.

AT-RISK   Mobile Bay III

Session: 3   Session Chair: Kathy Campbell, Southeastern Louisiana University

First Generation American Students Vocabulary Acquisition
Suhair A. Mrayan, Arkansas State University

First Generation American Students Vocabulary Acquisition Abstract According to the Urban Institute Publication, the immigrant population in the United States has multiplied in the past decade. Even though that a majority of immigrants' children are first generation American and English may be their first language, they do not have a satisfactory level of English vocabularies when entering elementary school. Not being exposed to fluent English at home influence their vocabulary skills acquisition and reading comprehension during their elementary education. Vocabulary acquisition and knowledge play an important role in students' success in schools and specifically in their reading comprehension. This research paper examines if first generation American students' backgrounds have an impact on their vocabulary knowledge, acquisition skills, and subsequently on their standardized achievement test outcomes? In particular, it examines 1) Do first-generation American students lack sufficient vocabulary skills during their elementary school education? 2) Does the language experience of first-generation American students' hinge on their backgrounds? 3) And hence, do first generation American students' backgrounds have an impact on the outcome of their standardized achievement tests? Using IOWA Test of Basic Skills (ITBS) assessment scores for a mid-south, faith-based private school with over 90% of the students are children of immigrants, vocabulary and reading comprehension standardized test assessments were analyzed and compared to their language and math performance skills to determine if there is a significant difference within this group performance. The results suggest that vocabulary acquisition and knowledge are problematic areas for students. Students scored below average in almost every grade which impacted the overall scores of reading comprehension. First generation American students tend to perform significantly lower in vocabulary and reading comprehension than in math and language skills, despite English being their first language.

Nurturing the Diversity of the Reading Experience
Ying Wang, Mississippi Valley State University and Duane Shuttlesworth, Delta State University

The 2015 MVSU NCLB Summer Reading Institute focused on the development of knowledge and skills of 20 middle school reading teachers from the Mississippi Delta. The Mississippi Delta is a largely rural, agricultural, and poverty-stricken region with underfunded schools where reading levels commonly fall below state and national standards. Teachers who provide a range of quality literature to capture student interest may have a positive influence on their students' perception of reading leading to an increase in academic performance. The Institute promoted this view by engaging participants in professional development activities to enhance their ability to teach reading effectively across a range of literature genres. To this end the institute provided these teachers with a combination of 20 classic,

Caldecott and Newbery Award winning books reflecting diverse topics to teach their students. A pre-test assessed participants' current level of proficiency and knowledge in the best practices of teaching of reading. During the session, the Institute exposed the teachers to a literacy-rich environment, provided new engagement strategies, and information on how to effectively teach and assess reading in a diverse classroom with a variety of student reading interests. Participants actively engaged in the presentation of the selected books through a variety of presentations and discussions. A concluding post-test as well as other assessments (interviews, evaluations of presentation quality and content), provided a basis for the evaluation of participants' improvement from this experience. A paired-sample t-test indicated significant gains in knowledge of reading and best practices of teaching reading in grades 6-12. It is our hope that by encouraging teachers to read and use more diverse content books in their classes that they will nurture not only their own passion of reading, but also their students' enthusiasm for reading, producing better readers and enhancing students' overall academic performance.

The Impact of Race and Socioeconomic Status on the Reading Comprehension Growth Trajectories of Adolescents
Tyra W. Pickens, Jwa Kim, Eric Oslund, Amy Elleman, Middle Tennessee State University

The purpose of the current study was to examine features of adolescent reading comprehension trajectories and make within-person and between-person analyses of growth that occurs during the high school grades. Racial and socioeconomic group differences of the adolescent reading trajectories were also investigated and compared. This examination allowed the researcher to make inferences regarding the extent to which sociocultural factors impact reading proficiency as adolescents advance through the upper grades. The sample consisted of 225 students in grades 8, 9, and 10 who attended an urban high school in the southeastern region of the United States. Within the sample, 39% of the students self-identified as Caucasian, 42% as African-American, 9% as Hispanic, and 10% as multiracial. Approximately 29% of the total sample qualified for reduced-price lunch. Latent growth curve modeling was performed through AMOS v21 to determine model fit and growth parameters of the reading trajectories. Overall adolescent reading trajectories exemplified linear growth, and demonstrated a negative correlation between the intercept and slope parameters. This confirmed that students with lower starting reading abilities experienced more rapid growth during adolescence, indicating a narrowing reading achievement gap during the high school years. Racial association and socioeconomic status had a significant impact on the intercept, but no significant impact on the reading growth trajectories. This finding revealed that students of different racial associations and socioeconomic levels experience equivalent reading comprehension

RESEARCH   Clipper

Session: 4   Session Chair: Jane Nell Luster

Exact Tests for a Correlation Coefficient: Revising the Exact Permutation Paradigm of Odiase and Ogbonmwan
David Morse, Mississippi State University

Researchers routinely report significance tests for correlation coefficients, but may not recognize that a very strong assumption of bivariate normality is necessary for the asymptotic tests implemented in most statistical software-Or presented in most introductory statistics texts-to apply. One viable path that obviates the need for that assumption is via exact tests. Odiase and Ogbonmwan presented a permutation algorithm to assess the likelihood of obtaining a correlation as large or larger than that observed, under the assumption that the appropriate sampling distribution is based on all possible exchanges of paired (x,y) values in a data set having n paired scores. In other words, that 2^n sets of

exchanges are performed and after each, the resultant correlation is computed. It is shown here that the correct sampling distribution is not based on 2^n sets of (x,y) exchanges, but instead on n! permutations of matching each x with each y value. A revised algorithm is presented in generic form that may easily be converted to the user's language of choice, and is applied to the same illustrative data set used by Odiase and Ogbonmwan. The utility of this test method for researchers is that it gives a simple, easily implemented test of whether a correlation coefficient is different from zero (or other target values, at the user's discretion) at a non-chance level without having to make the strong assumption of bivariate normality that is otherwise necessary. Additionally, an implementation for the freely available R statistical package is given, meaning that the test may be set up and run at no cost for software.

The Impostor Syndrome: Using Factor Analysis for Instrument Validation
Marsha E. Simon, The University of Alabama

The impostor phenomenon also referred to as impostor syndrome first introduced by Clance & Imes (1978) describes the internal struggle that an individual has about their intelligence. Clance (1985) designed the Clance Impostor Phenomenon Scale (CIPS) to identify whether individuals had a fear of failure, discounted recognition from others, feared evaluation or were worried that previous successes could not be repeated. The validity of this instrument has been tested by previous researchers have used exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) in separate studies. This study used the results from an initial EFA to further confirm validity of the instrument using CFA in a sample of doctoral students. Principal axis factoring with oblique rotation revealed a two clear factor solution. These two factors were labelled fake and luck/discount based on the work of previous researchers. To further corroborate the validity of CIPS, four CFA models were tested, a two factor model, a two factor model with correlations, a one factor model and a one factor model with correlations. While the two factor model with correlations yielded adequate goodness of fit statistics, there was a high correlation of .94 between the two factors. A bifactor solution with and without correlations and a second order analysis with and without correlations was then used to test the instrument. The bifactor model with correlations yielded the best model-fit indices among all the other models. It can be concluded that the instrument is a valid scale for detecting the presence of the impostor syndrome.

Examination of Research Methods Used in Ed.D. Dissertations Related to Educational Leadership
Thomas A. DeVaney, Southeastern Louisiana University

Prevalence rate studies have been conducted in business, psychology, biology, health services/health education, education, and leadership to obtain information such as the number of studies utilizing methods (quantitative, qualitative, or mixed methods), the appropriate use of methods, the identification of exemplars, specificities of how methods are used, purposes for using methods, and combinations of these reasons. However, previous researchers have focused on the analysis of published journal articles, and the findings may not accurately reflect the research methods or trends in a discipline. Instead, they may be a reflection of the type of training received by the authors as well as editorial decisions or policies. The purpose of this research is to extend the application of prevalence rate methodology to examine of the use of research methods and data analysis practices to doctoral dissertations, specifically to Doctor of Education dissertations related to educational leadership. Dissertations were identified through the Proquest dissertations and theses database using the following criteria: (a) completed in 2015, (b) included educational leadership as a subject descriptor, (c) English language, and (d) full-text available. This resulted in the identification of 2,029 dissertations, of which 1,433 were identified as Doctor of Education (Ed. D) degrees; a random sample of 300 was then

selected for review. Each dissertation will be reviewed to identify the nature of the research and research design; data collection techniques such as the use of existing data or databases and surveys as well as interviews, observations, and documents; and data analysis techniques. Previous prevalence rate studies provide insight into the methods that appeared in past or current literature; however, the findings of this research should provide information concerning the types of research and techniques that are being utilized by the next generation of journal authors.

Confronting the Research-to-Practice Gap: Translating Research for Multiple Audiences
Bridget E. Thomas, George Mason University

This paper addresses the underlying reasons why researchers do not always communicate well with policymakers or practitioners, and the differences in roles, perspectives and goals that explain many of the conflicts among these groups. The study provides a comprehensive review of the available literature on the research-to-practice gap in education, focusing specifically on articles about K-12 populations. Articles from the past two decades (i.e., 1996 to present) were included, and parameters for inclusion allowed for opinion pieces in addition to research studies. The analysis identified major emergent themes, particularly in terms of the way the issue is framed by researchers and the implied responsibility for addressing it; that is, for whom there is expected behavioral change (researchers, practitioners, or policymakers). The review indicated that while there has been considerable publication over the past two decades that references the "research-to-practice gap," most articles focus on either a) an exposition of the existence of the relational divide; or b) limited, small-scale examples of the implementation of research findings in practical settings (such as classrooms, universities, hospitals, or particular communities). In addition, there is a lingering expectation that practitioners and policymakers should approach and use research differently; that is, the onus is on them for better comprehension and utilization. Based on these findings, the paper puts forth three key arguments related to research, practice, and policy: 1) The research-to-practice gap in education has yet to be effectively challenged; instead, articles tend to merely reiterate its existence. 2) Many authors fail to address a central element of the issue: the general resistance among researchers to acknowledge that we are part of the problem. 3) Researchers have a responsibility to actively address the gap. Effectively translating research findings is a critical skill for researchers, and part of their contribution to the larger education community.

STEM   Grand Bay I/II
Session: 5   Session Chair: Steven Yates, University of Alabama

More IS Better: Increasing the Quantity and Quality of STEM Teachers
Gail D. Hughes, Tony Hall, Kelly Chaney, Sandra Leiterman, University of Arkansas at Little Rock
and Alicia Cotabish, University of Central Arkansas

The benefits of experiential education or learning by doing are well known; however, the specific impacts of increased experiential education on STEM teacher candidates are less well documented. The problems addressed in this project are the lack of highly-qualified science and mathematics teachers in Arkansas and the potential impacts of increased clinical-teaching opportunities. The PIs will share the results from their first semester of implementation of a 5-year Noyce Grant. Through the Robert Noyce Scholarship Funds ($10,000 annually for two years), the project team is working to increase the number of secondary STEM teachers in Arkansas. Project goals also include increased candidate quality through additional clinical-teaching opportunities; school partnerships with high-need schools where candidates deliver enhanced inquiry-based (e.g., project and problem based) mathematics and science lessons; and embedded-professional and bi-annual workshops for partnership mentor teachers. Through the project,

teacher candidates gain a year-long mentorship with a current STEM teacher. The STEM mentor teachers receive paid STEM professional development (PD) and are loaned the supply kits from the candidates' model lessons to use with all classes. Students in the high-needs schools enjoy the enthusiastic teaching of technology rich STEM lessons by the teacher candidates. Knowledge of effective teacher preparation strategies will be enhanced through the program evaluation data collected regarding the additional classroom practice experience using the Arkansas TESS observation forms and the TPPS survey. At this stage of the grant, evaluation data are limited; however, the structure for providing additional practice teaching for scholars and model lessons for local high-need schools with be shared.

NGSS and Writing: Initial findings of a teacher survey from Year 3 of a STEM professional development program
Shoudong Feng, Uma Garimella, Carolyn Pinchback, University of Central Arkansas

In this session, the presenters will discuss their year 3 professional development experience of working with a group of 35 5th-8th grade content area teachers and share results of a teacher survey about writing in their respective teaching areas. As part of a 3-year STEM professional development grant, the presenters were involved in providing literacy training for those content area teachers. In Year 3, the focus of the training was on how to integrate writing strategies into math and various science subjects. In order to better understand the teachers, a questionnaire was given before training started to assess their perceptions about integrating writing into content area instruction, their knowledge about and skills in writing strategies, the amount of time they involve students in writing, and the modifications they make for struggling readers. Findings suggest that the majority of teachers believe that writing is important to help students better understand the content, but they are not so confident about their knowledge and skills to successfully integrate writing into their content areas. The teachers' assessment of their students' writing ability vastly varies, with the lowest being 10 percent of the class having the ability to write to explain, inform and argue and persuade. English Language Arts and social studies teachers generally involves students in more writing activities than science and math teachers do. More detailed findings will be shared in presentation. Implications for other STEM professional development programs for content area teachers will be also discussed. (The post survey has not been administered yet at the time of submitting this proposal but will be in July to assess the impact of the training on the teachers' dispositions, knowledge, and skills of incorporating writing into content areas. Findings will also be reported when the survey is collected.)

Nurturing a STEM Partnership: A Four-Year Synthesis of Lessons Learned
Deborah L. McCarthy, Southeastern Louisiana University

In Fall 2012, a STEM partnership was formed between elementary school students and teacher candidates in their capstone methods courses to lead students through the development and implementation of science projects. The partnership continued into Fall 2013, 2014 and 2015 with upcoming plans for Fall 2016. The objectives of the accompanying study were to ascertain if completing a science project increased understanding of the components of a robust investigation using best practices afforded by the scientific method and to provide a real-world learning experience. In science methods courses, field experiences have been recognized for promoting positive self-perception as future science teachers, constructing literate images of scientists and self-efficacy. Over four fall semesters, 98 teacher candidates from the integrated science/social studies/ ELA capstone methods courses, Curriculum and Instruction in the Elementary School (grades 1-5) and Upper Elementary Curriculum and Instruction (grades 4-8) participated including four African Americans, one Asian and three males. A mixed methods approach was utilized to collect data. Each fall, analysis of teacher

candidates' scores on pre/post tests using a paired-samples t-test indicated a strong significant difference in mean pre test scores compared to mean post tests scores. This suggests that teacher candidate preparation and the experiential learning afforded by the partnership contributed to an increase in understanding of the components of a robust investigation afforded by the scientific method. After each mentoring visit, teacher candidate reflections were written then reviewed. This qualitative data collected over four fall semesters, coupled with experience appear to suggest that preparation, staying small, organization, communication, motivation, and acknowledgement are fundamental strategies for cultivating an authentic STEM experience. The intention of presenting a synthesis of this research is to offer science educators strategies for nurturing a STEM partnership that provides a valued real-world learning experience.

10:00 AM   - 10:50 AM

RESEARCH IN PROGRESS: ELL/ESL   Riverboat

Session: 6   Session Chair: Abraham Andero, Albany State University

*Analyzing Growth and Change between ELL and non-ELL Examinees: Latent Growth
Curve Modeling applied to Reading comprehension Test*
Daren Li, Middle Tennessee State University

Latent growth modeling (LGM) is a powerful approach to the description, measurement, and analysis of longitudinal changes. In this study, reading comprehension test data were obtained from the 9th grade students at three time points. The LGM analysis enables accurate determination of the trajectory for each individual and inter-individual difference in their reading comprehension performance changes. The role of English language learners (ELLs) status in students' reading comprehension has been extensively studied in educational fields. This study provides us a simple LGC modeling to investigate the latent growth curve changes between ELLs and native English speakers (non-ELLs). The results indicated that LGC modeling provided a good model-data fit through a chi-square test and other model data fit indices. The standardized LGC diagram provided further information that ELL status impacted the initial levels of comprehension scores but not the slope. The gap of comprehension proficiency between ELLs and non-ELLs has no dramatic change at any point based on the correlation between initial levels of comprehension and slope. The results were interpreted along with the previous findings from Lesaux et.al (2010) and Kieffer and Box (2013) that reading comprehension performance of language minority learners tends to lag well behind than that of their English native speakers in all content areas due to English comprehension proficiency appears to dominate all aspects of curriculum with increasing years of schooling. In order to obtain accurate description of reading comprehension discrepancy between ELLs and non-ELLs, further studies may investigate the effects of other variables including ELL students' first language (L1) skills, language components of comprehension as well as psychometric analyses for test items.

Instructional Writing Strategies for ELL Adolescent Learners: A Meta-Analysis
Stacy Fields, Victoria Gay, Summer Talbert, Amy M. Elleman, Middle Tennessee State University

Statement of the Problem: ELL adolescents have been found to struggle with writing proficiency (Graham & Perin, 2007). Effective writing strategies must be determined for this population of students in order that they can become college and career ready (CCSS, 2010). The purpose of this study is to determine the effectiveness of writing instructional strategies for English Language Learner adolescents.

In this study, we address the following questions: 1) What is the overall impact of writing instruction for ELL students? 2) Which type of feedback (i.e., teacher, peer, self) is more effective in improving adolescent ELL writing? 3)Is explicit revision instruction an effective component in the writing process for adolescent ELL writers? Research description: Method: We have identified 22 studies that meet our inclusion criteria. Studies were included if they were an experimental design with the majority of the measure in writing. In order to be included in the study, subjects must have been in high school (e.g., grades 9-12) or be considered higher education. Studies were coded for group characteristics, intervention methodology, writing measures, and scoring reliability. Next, we will compute an overall effect size for writing outcomes. Finally, we will use a moderator approach with meta-regression to consider the impact of the intervention components and participant characteristics.

Using DIF to Identify the Impact of the ESL Status on the 1st Grade Students' Achievements in Reading Skills Test
Zahya Ahmed, Middle Tennessee State University

Due to the increasing number of the English as second language learners in the United States public schools, the challenge to create a valid measurement has increased as well. The learning achievement of this growing population in the American schools is measured by using the same standardized tests designed for English native speakers. Therefore, the purpose of this study was to explore the possible sources of Differential Item Functioning (DIF), and to use the results to facilitate teaching in order to enhance ESL population performance in English reading skills at early academic years. This study examined the responses of the 1st grade students on standardized reading test items to detect the items which function differently between the ESL and non-ESL students in American public schools (n = 8,653). Basic analyses for descriptive statistics were conducted on data collected from nineteen States. The data will be analyzed using both classical test theory (CTT) and item response theory (IRT) followed by DIF analyses. Implications of these analyses will be discussed in accordance with the previous findings. Keywords: Differentiate Item Function (DIF), Classical Test Theory (CTT), Item Response Theory (IRT), English Language Learners (ELL), reading skills

ARTS   Windjammer

Session: 7   Session Chair: Nancy Gallavan, University of Central Arkansas

Teachers' Perceptions of Implementing the Arts into STEM
Rachelle Miller, University of Central Arkansas and Kim Wilson, Walden University

The purpose of this mixed methods study is to examine gifted and talented teachers' perceptions about arts integration. The following research question will guide this study: What are the differences in gifted and talented teachers' perceptions about arts integration before and after the implementation of STEAM gifted education units? To address the purpose of this study, six teachers in grades 3-5 were asked to complete Putting the Arts and the Classroom Together (PACT) prior to a week-long, gifted and talented engineering summer academy and again at the end of the academy. In preparation for the academy, teachers completed professional development with an arts specialist who assisted teachers in developing their STEAM units. Teachers also participated in semi-structured interviews before and after the summer academy to explore teachers' beliefs and experiences in arts integration. Due to small sample size, descriptive statistics will be used to compare teachers PACT scores before and after the summer academy. Qualitative interview data are currently being analyzed by using open, axial, and selective coding as suggested by Strauss & Corbin (1990). Initial open codes are being generated and will then be grouped conceptually into various axial codes. These axial codes will then be organized to determine how they relate to each other, which will result in final themes. Exploratory analyses have

been completed and the following preliminary themes have emerged: Integrating the arts made the content more engaging for students; teachers became more confident with integrating the arts into STEM; students used creativity and innovative thinking in their final project. The data from this research will be used to influence the support of arts integration into the general curriculum.

The Effects of Integrating Theatre-Arts Strategies and Traditional Strategies on
Student Performance in an English Classroom at a Selected High School
Lacie N. Black and Patrick N. Kariuki, Milligan College

The purpose of this study was to examine the effects of integrating theatre-arts strategies and traditional strategies in high school English classrooms. Theatre-arts integration in schools has proven to be an effective means of increasing student engagement and learning. McFadden (2012) found that when Theatre Arts was integrated into a curriculum, students standardized test scores, participation, and positive attitudes increased. Similarly, Lorimer (2011) found that students in theatre-arts integrated classrooms exhibited more confidence, motivation, persistence, and critical thinking skills compared to their peers who were not in integrated theatre-arts classrooms. The sample consisted of one eleventh grade English class of twenty-one students. Data were collected from students' cumulative grades. The study was conducted throughout an eighteen-week period, divided into two nine-week semesters. The materials covered were similar in comprehension, and difficulty. Theatre-arts strategies were implemented for four weeks of the first nine-week semester. Traditional teaching methods were employed for four weeks of the second nine-week semester. The data from the study were analyzed using a dependent T-test to compare the scores of students when taught using theatre-arts strategies and traditional teaching methods. The results indicated no significant difference between the scores (t (20) = 1.86, p>.05). An independent T-test was conducted to determine whether there was a difference in academic achievement between genders when taught using theatre-arts integrated strategies. A significant result was found between the mean scores of males and females (t (19) = -2.93, p< .05). Another independent T-test was also conducted to determine whether there was a difference in academic achievement between genders when taught using traditional methods. A significant result was found between the mean scores of males and females (t (19) =-2.46, p< .05). These findings suggest that theatre integrated strategies are beneficial to both males and females, although females tend to outperform males.

Arts Build Communities: Art and History for Community and Social Change
Denise L. Winsor, University of Memphis

Statewide elementary school standards have been purging the need for art education over the past two decades. The emphasis on science, technology, and math has threatened students' exposure to creative arts that can promote interpersonal skills, motivation, self-esteem, and efficacy (Guetzkow, 2002). Current trends indicate that statewide art-based incentives are aimed at buffering the developmental deficit incurred by students, community organization involvement, and maintaining arts presence in the lives of young people (Cleveland, 2011). This paper discusses an Arts Builds Communities grant through Tennessee Arts Commission during the 2015-2016 academic year. The project site was an at-risk urban K-8 school (N=532) in the mid-south region. The goal of the program entitled; Student Heritage thru Art and Community Collaboration was to cultivate cultural awareness, school pride, and impact social change by promoting parent engagement, community involvement to impact social change. The project included three distinct phases: (1) eight weeks of historical storytelling by school alumni and parents; (2) 16 weeks of embedded history instruction and art workshops lead by teachers, local artists, and art students; and included parent-child sessions; and (3) culminating mosaic unveiling of Frederick Douglass and festival. Measurement of art-based community projects has challenges and is debated in the

literature. A phenomenological qualitative approach was used to analyze the pictures, observations, and brief interviews (i.e., students, teachers, and parents); as well as, researcher notes (Moutsakas, 1994). The findings that will be discussed involve effective ways to inform and educate students about themselves; ways to inspire and mobilize child/parent; ways to support and nurture schools; and ways to build and improve communities. Arts-based research has implications student development and achievement; social change in at-risk communities, and sustainability for art in education funding (National Endowment for the Arts, 1996, 2013).

TRAINING SESSION (double session) Mobile Bay III

Session: 8

Seven Steps to a Comprehensive Literature Review: A Multimodal and Cultural Approach
Anthony J. Onwuegbuzie, Sam Houston State University

The purpose of this interactive workshop is to provide a meta-framework (integrating mixed research techniques, ethics, Web 2.0 resources, and cultural considerations) for conducting and writing comprehensive literature reviews, applicable for graduate students, beginning researchers, and experienced researchers alike. The presenter will provide a step-by-step guide illustrating how to identify databases; use extensive search strategies via multiple MODES (Media, Observation, Documents, Experts, Secondary Data); store and organize selected literature; analyze and synthesize the information using computer software (e.g., Excel, QDA Miner, SPSS); and present the report coherently. Each step concludes with what the presenter describes as the CORE of the process, namely, Critical Exploration, Organization, Reflections, and Evaluation. The presenters also will provide examples of how to use statistical software (e.g., Excel), qualitative software (e.g., NVIVO), and mixed research software (i.e., QDA Miner) for storing, analyzing, and synthesizing a variety of information that is extracted during the comprehensive literature review process. Finally, the presenter will provide an array of publishing tips and approaches for applying evidenced-based standards and guidelines when writing the literature review section of dissertations and articles. This interactive session is applicable for new and seasoned researchers alike.

HIGHER EDUCATION Clipper

Session: 9 Session Chair: Jobina M. Khoo, The University of Southern Mississippi

Retention of Undergraduate Students: Practices that Make a Difference
Dr. Linda Flynn-Wilson, University of New Orleans and Dr. Maria Ruiz, University of Louisiana-Lafayette

In today's world among four-year colleges and universities, recruiting and retaining students is a critical, major issue. The topic of student retention and graduation is particularly relevant due to a recent report from the National Center for Educational Statistics (2013) which suggests a drop of 59% of students who actually complete their program of study and graduate in four-year public and private colleges or universities. Thus, a study was conducted with undergraduate students to determine the main factors that helped them progress through their coursework and program of study, issues they faced, and suggestions they had for programs to be supportive. Overall results of surveys indicated that positive faculty involvement with students was the most significant factor. Also, students highlighted the importance of the teaching techniques used by faculty, advisors who had direct knowledge of their program of study (rather the "one stop shop" or enrollment centers), and tutoring sessions outside of class to assist with homework and gaining a clearer understanding of the information taught during classes.

Metacognitive Measures and their Relationship to College Success
Tara L. Romes Beziat, Auburn University at Montgomery

A current concern on college campuses is that students are entering college underprepared (Sparks & Malkus, 2013). When underprepared students actively engage in educationally effective strategies, specifically self-regulation and monitoring their metacognitive strategies (Zimmerman, 2006), they are more likely to succeed in college (Kinzie, Gonyea, Shoup, & Kuh, 2008). High- achieving students regulate their learning through knowledge monitoring, and poor performing students often over-estimate their future performance and do poorly on their tests and quizzes (Was, Isaacson, Beziat & Dippel, 2011; Isaacson & Fujita, 2006; Hacker, Bol, Hogan & Rakow, 2000; Hartwig, Was, Isaacson, & Dunlosky, 2012). A positive relationship has been established between knowledge monitoring accuracy and performance on classroom exams (Hartwig et al., 2012; Was et al., 2011). Students who were accurate knowledge monitors outperformed poor knowledge monitors in the class. Cambridge-Williams, Winsler, Kitsantas, and Bernard (2013) found students enrolled in an introductory university course improved their self-regulation and metacognitive skills. First-time freshmen enrolled in an introductory college course completed two metacognitive assessments and a series of working memory tasks at the beginning and end of their first semester. Data was collected in the fall and spring semesters. Descriptive data will be presented from the initial collection of data. Trends in the data will be reported including correlations between demographic information and the metacognitive measures. Significant relationship between the metacognitive measures and working memory tasks will also be reported. Analysis will also examine if metacognitive measures can predict retention. Universities are constantly trying to improve their retention and graduation rates. Previous research has shown training in metacognitive strategies can improve students' academic outcomes and metacognitive skills. Therefore, exploring and understanding the relationships between metacognitive skills, progression through college and graduation rates is important for improving higher education.

Academic Retention and Graduation Success for African American Females at an HBCU
Errick D. Farmer, Florida A&M University; Adriel A. Hilton, Grambling State University, and Franz H. Reneau, Florida A&M University

Based on data collected from the U.S. Census Bureau in 2009, one in five African American women older than 25 years (20.7%) hold undergraduate degrees, compared with one in two Asian American women (49.2%) and one in three Caucasian women (31.9%) in the same age range. These trends suggest a need for more attention on the unique needs of African American females and the variables associated with their college retention and graduation. The purpose of this study was to broaden our understanding of the variables that predict college success for African American females at an HBCU in the south. This study was guided by three research questions: (a) What relationship exists between select pre-college and college level variables and retention of African American females? (b) What relationship exists between select pre-college and college level variables and graduation of African American females? (c) What per-college and college level variables together best predict graduation for African American females? Data for this study was collected from a public HBCU located in the southern region of the United States. The population of interest consisted of African American females who were entering freshman at the selected HCBU in the fall semester of the 2006-2007 academic year. Descriptive and multivariate techniques were employed in addressing the three research questions guiding this inquiry. The results of the correlation analyses revealed several significant relationships between select pre-college and college level independent variables and first year retention and graduation within six years for African American

TEACHER PREPARATION   **Grand Bay I/II**

Session: 10   Session Chair: Daina Zhu, Mississippi State University

From Online to Outdoors: Connecting Future Teachers of Texas
Paula B. Griffin and Alan B. Sowards, Stephen F. Austin State University

Texas school children spend 900-1,200 hours per year with teachers. A teacher's impact on a student is profound, from what they learn to what they learn to love and appreciate. Today over 25 percent of all teachers are certified through online teacher certification programs. Influencing these future teachers' self-efficacy for teaching about natural resource conservation provides an opportunity to connect their students to natural resource conservation. A teacher's self-efficacy (Bandura, 1997) is their belief in their ability to be successful in teaching a particular subject or skill (Ross and Bruce, 2007). Self-efficacy develops based on one's experience with a task or similar experiences. Research shows a link between content knowledge and best teaching practices, and feelings of self-efficacy (Bredderman, 1982; Sowards and Boyette, 2004). This project documents the impact of one program on future teachers' content knowledge about wetland and aquatic resources in Texas and their self-efficacy for teaching about conservation and stewardship of those resources. Participants included fourteen pre-service teachers enrolled in an online science coursework. Researchers explored participant expectations for using the knowledge and skills gained in the program with future students. Quantitative pre and post data was collected via electronic survey and analyzed using OSTE/Short Form and Science Teaching Efficacy Beliefs Instrument. Post-test scores were significantly higher than pre-test scores for content knowledge and teacher self-efficacy. In conclusion, participant response to the program was extremely positive as indicated in the comment below: "I enjoyed teaching in a hands-on environment, especially outdoors. Students gained a better understanding of the lesson in the outdoors, as opposed to sitting in a classroom looking at pictures of the plants and discussing their specific adaptations." It is the researchers' intent to continue to investigate the effects of outdoor field investigations as a tool for preparing online teacher candidates for Texas public school classrooms.

Using Group Discussion Boards to Educate Teacher Candidates on Feedback
Nancy P. Gallavan and Debbie Dailey, University of Central Arkansas

Providing students with appropriate feedback is essential as is preparing teacher candidates. However, candidates bring limited experiences due to four barriers: poverty of practice (Black & Wiliam, 1998); apprenticeship of observation (Lortie, 1975); generational perpetuation of practice (Gallavan, 2007); and establishment of relationships (Gallavan & Benson, 2014). To determine the effectiveness of quality feedback, this study was guided by two questions: 1. How did teacher candidates' view of the importance of quality feedback change as a result of this course? 2. How did teacher candidates' practices of providing feedback to peers in their groups progress through the semester? Twenty-two teacher candidates enrolled in a classroom assessment course volunteered. Using single group pre-post test design, participants responded to both pre- and post-survey as a within-subject design serving as their own controls (Lomax, 2007). Qualitative data were collected and analyzed to help corroborate findings. Paired samples t-test determined statistically significant difference between means of the pre- and post-survey. Constant comparative analysis compared the data from group discussion posts. Data were coded in the nVivo software program. Query assessed frequency of weekly themes. Descriptive statistics revealed a difference in means between the pre- and post-surveys (Mpre = 1.75, SD = 0.24; Mpost = 1.50, SD = 0.25). Using a paired sample t-test, researchers found statistically significant differences in means with a large effect size [$t(21) = 3.40$, $p < .003$, CI = 0.41, 0.098, d = .726]. Qualitative analysis of the discussion posts found six frequently occurring themes: acknowledgement, critique,

personal struggle with the assignment, positive, relate to self, and resource. Although few generalizations can be made, educator provider programs must offer candidates experiences in providing effective feedback, including opportunities to give directed and constructive feedback addressing areas of strength and preparing them for the classroom compensating for overarching barriers.

Improving Teacher Candidates' Performance with Innovative Virtual Coaching
Tammy Benson, Alicia Cotabish, Donna Wake, Debbie Dailey, University of Central Arkansas

A virtual coaching intervention utilizing Bluetooth devices provided immediate corrective feedback to nontraditional teacher candidates during a semester-long internship experience. Participants completed the internship as a requirement of a university teacher preparation program located at a mid-size university in a southeastern state. Specifically, the intervention employed on-demand corrective feedback utilizing Skype VoIP and Bug-in- the-Ear (BIE) Bluetooth technology. This study reports participants' perceptions and concerns about participating in a virtual coaching intervention. Findings suggest the innovation was not disruptive to participants and enabled participants to redirect their instructional practices and behaviors immediately. Interns unanimously felt the BIE virtual coaching was a positive experience for them, one they preferred over traditional face-to- face observations. Comparison data is now available comparing the perceptions and performance of BIE virtual teacher candidates with teacher candidates who were supervised in the traditional face to face format. Implications for improvements and innovations in education have been documented through this study.

11:00 AM   - 11:50 AM

RESEARCH IN PROGRESS: Higher Education   Riverboat
Session: 11   Session Chair: Kasia Gallo, Mississippi State University

Ontological Dichotomies in Science Teacher Induction
Maria F. G. Wallace, Louisiana State University

INTRODUCTION: Beginning science teachers (BSTs) and researchers construct certain truths we all think, feel, and live. This research complicates prevailing truths shaping the notion of "beginner", or "novice", by drawing on ethnographic practices and onto-epistemological (Barad, 2007) inquiry. Thus, mapping ontological junctures re-imagines science teacher induction (STI) and the BST as a multiplicity. BACKGROUND: Being and becoming a science teacher is a dynamic phenomenon. Currently, there are only three fixed meanings of induction: (a) a phase; (b) a program; and (c) a process of socialization (Feiman-Nemser, 2010) defining STI. However, this study challenges the current narrative of STI by moving beyond the dominant humanist ontology to one informed by the "posts" (St. Pierre, 2013). THEORETICAL FRAMEWORK: Unlike dominant modes of doing-thinking research, feminist post-structural theory "examines any common place situation, any ordinary event or process, in order to think differently about that occurrence, to open up what seems to be 'natural' to other possibilities" (St. Pierre, 2000, p. 479; Weedon, 1997). Feminist post-structuralism guides the analysis of three ontological dichotomies informing research on STI: (a) a humanist and post-humanist BST subject; (b) the concept of induction as two types of subjectification (Biesta, 2013; Foucault, 1977); and (c) a conventional qualitative and post-qualitative approach to inquiry. MODE OF INQUIRY: Conventional and innovative ethnographic practices (Emerson, Fretz, & Shaw, 2012; Lather & St. Pierre, 2013) are used to reconsider how the aforementioned ontological foundations read alongside, confront, and interfere. Participant

observation, interviews, and artifacts across institutional levels from an ongoing yearlong study are guided by one research question: How do BSTs, formally and informally, experience induction? CONCLUSION & IMPLICATIONS: By navigating ontological dichotomies shaping STI, this project works differently. It positions researchers to dive deeply into the truths made possible when research on STI is grounded in particular ontological paradigms.

Faculty Senate President Leadership During a Major Higher Education Financial Crisis in Louisiana
Joslin M. Pickens, Louisiana State University Shreveport

Leadership of Faculty Senate Presidents During a Major Higher Education Financial Crisis in Louisiana: A Phenomenological Study By: Joslin Mar-Dai Pickens Louisiana State University, Shreveport, LA Ed.D. Leadership Studies Higher Education Leadership, Expected May 2017 For at least 8 years, the Louisiana higher education has faced financial deficits and beginning with the Great Recession of 2008. According to the Louisiana legislature, in times of financial crisis individual state institutions must attempt to balance their own budgets. Researchers have focused on administrators' leadership during crises, but little research has been done on the faculty senate president as a higher education leader during a financial crisis (Archibald & Conley, 2011; Campbell, 2003; Pope & Miller, 2001). The purpose of this study is to investigate the perception of faculty senate presidents' leadership during a major higher education financial crisis in Louisiana. This study will use the Four Stages of Kolb's Learning Cycle (Kolb, 1984) as part of the theoretical framework; and will follow the Interpretive Phenomenological Analysis (IPA) protocol for data analysis created by Smith, Flowers & Larkin (2009). Structural interview questions to be used to interview Higher Education Faculty Senate Presidents. Because this is a research in progress, there are no results at this time. As the nature of qualitative research is one that has emergent information as the study progresses, the researcher expects to continue literature review in the direction that the participants respond. Learning from faculty senate presidents who have been in office during major higher education financial crisis situations supports the purpose of this research study, which explores different phenomena from the perspective of those who shared their personal experiences.

Pathways among African American College Students' Racial Ethnic Identity, Hope and Engagement: A Multi-group Mediation Model
Sarah C. Davis, The University of Alabama

Limited research has examined the psychosocial mechanisms through which racial ethnic identity influence academic engagement for African American college students. Even fewer research studies have examined the deficit in Hope theory research relating to African American college student populations. Snyder developed the Adult Hope Scale (AHS) to assess individual levels of hope. This measure has been proven to be effective in assessing cognitive motivational attitudes and beliefs about goal attainment (Snyder et al., 1991). The proposed study will examine racial ideologies, academic engagement, and hope for African American college students. Specifically, this study examines racial ideological beliefs in relation to individual differences of hope. This will address a paucity of research on Hope theory and to build a bridge in relation to contemporary African American college student engagement. Survey data will be obtained from 200 college students attending a public university in the Southeast United States. Research data will be attained through participant self-report measures using the Adult Hope Scale (Snyder, Harris, Anderson, Holleran, Irving, Sigmon, Yoshinobu, Gibb, Langelle, & Harney, 1991), the Multigroup Ethnic Identity Measure-Revised (Phinney & Ong, 2007), and an adapted measure of a cognitive and behavioral engagement questionnaire for college students. A preliminary analysis using Exploratory Factor Analyses will be performed to confirm construct validity of the scale measures. A structural equation model with confirmatory factor analysis will be used to analyze the

data. Simple mediation analysis and maximum likelihood estimation will be used to determine the predictability of hope and racial ideology on African American college students' academic engagement. Additionally, a meditational structural model will be created and analyzed to test for partial and full mediation. An independent samples t-test will be used to determine a difference between gender and the study variables and a one-way ANOVA will be used to determine individual differences in participant responses. It is hypothesized that racial ethnic identity mediates the relationship between hope and academic engagement. It is expected that the proposed study will support the conceptions that hope and racial identity are both central aspects of African American students' academic engagement in a college academic environment. If this is true, the proposed study will aid in developing a new contextually specific theory of hope that reflects student engagement at the micro-cultural level. Colleges and universities seeking to implement intervention programs to increase students' levels of hope and academic

Influences of Black Fathers on their Black Sons' Experiences while their Sons' are Enrolled at Institutions of Higher Education
Shannon D. Williams, University of Central Arkansas

Colleges and universities in the United States struggle to retain and graduate Black males in higher education. More studies are needed to explore the influences of Black fathers and sons (who may become fathers). The review of literature includes topic areas of (a) influence, (b) well-being, (c) fathers, and (d) higher education. Fathers' influences on their son's well-being are characterized by race and ethnicity, residential status, and marital status (Brown-Cheatham, 1993; Coates & Phares, 2014; Coles, 2003; Doyle et al, 2015). Well-being consists of a multidimensional construct (Diener, 2009; Kahneman, Diener, & Schwarz, 1999; Michaelson, Abdallah, Steuer, Thompson, & Marks, 2009; Rath and Harter, 2010; Ryff, 1989; Stiglitz, Sen, & Fitoussi, 2009). This construct situates well-being as the combination of the love for what one does each day, the quality of relationships, the security of finances, the vibrancy of physical health, the pride for contributions made to one's communities, and how each element interacts with another (Rath and Harter, 2010). The facets of well-being are (a) physical, (b) mental, (c) emotional, (d) social, (e) cultural, and (f) financial. Literature of fathers who are present and absent is reviewed. Higher education literature on four-year comprehensive institutions, Black males at HBCUs versus PWIs, and institutional racism is also reviewed. This study will employ a phenomenological research method, interviewing Black males at four-year comprehensive institutions. Research in this area will expand understanding of the influences Black fathers have on their Black sons both in preparation for their sons' enrollment at institutions of higher education and while their sons are enrolled at institutions of higher education. With this understanding, fathers, families, communities, P-12 schools, as well as colleges and universities can better prepare, enhance, and develop ways to support Black males enrolled at institutions of higher education to promote well-being, retention, and graduation goals.

TECHNOLOGY   Windjammer
Session: 12   Session Chair: Ava Pugh, University of Louisiana at Monroe

Effects of iPad-Based Instruction Versus Traditional Music Instruction
 Amy L. Sedivy-Benton, University of Arkansas at Little Rock and Brian K. Cocke, Trussville School District

Great demand has been placed on instructional leaders to incorporate more technology into their schools and the iPad has become very popular for this task. However, a minimal amount of empirical data demonstrates effectiveness. Instructional leaders from institutions throughout the world are adopting iPads within their districts and schools, yet very little research demonstrates effectiveness for

improving student learning and reaching academic goals by using this tool, even more specifically in the area of music education. It is not known to what extent iPad-based instruction could affect students' vocal pitch matching accuracy in comparison with groups that received traditional music instruction and groups that received no vocal pitch matching instruction when working with elementary students. Technological Pedagogical Content Knowledge encompasses three essential areas in typical learning environments: technology, pedagogy, and content knowledge; this framework provided the theoretical foundations for this study. A quantitative quasi-experimental pretest/posttest design was used to examine the effects of iPad-based instruction in comparison with traditional music instruction on the vocal pitch matching accuracy of 381 third- and fourth-grade students at a Title 1, K-5 public school in the south. The participants were audio-recorded singing a sequence of pitches as a pretest and then placed in two experimental groups and one contact control group for four weeks. The students took a posttest in the same manner as the pretest. The analysis of variance and the Tukey post-hoc revealed significant differences, between the contact control group and the iPad group and the contact control and the traditional group and the contact control group. No significant differences were found between the iPad group and the traditional group. These findings suggest that iPad-based instruction can lead to positive academic results. However, the iPad instruction in music did not affect better pitch matching accuracy than traditional instruction.

Media Multitasking in Relation to Cognition and Socio-emotional Well-being: A Literature Review
Kaitlyn E. May and Anastasia Elder, Mississippi State University

With the rapid expansion of media use by children and adults, media multitasking (engaging in more than one media activity at a time) has rapidly become a lifestyle for American youth (Roberts, Foehr, & Rideout, 2005). The aim of this systematic review is to examine the cognitive and socio-emotional impacts of media multitasking in relation to learning, communication, and entertainment. This review analyzed 43 articles from 2006 to 2016 which investigated media multi-tasking. Samples ranged from the tween years (8-12) to university faculty, although primarily concentrated on college-aged students. With regards to academic and cognitive skills, media multitasking is detrimental to both those multitasking and other classroom peers in the vicinity. In-class multitasking is negatively associated with grades, learning, and self-regulation, and is not buffered by achievement level (Fried, 2006; Zhang, 2015). In terms of socio-emotional well-being, media multitasking has mixed effects dependent upon medium and context. Research on tweens using technology points to multiple negative socio-emotional outcomes with respect to usage, psychological distress, diminished sleep, and higher levels of social stress (Pea et al., 2012). Similarly, college females were found to demonstrate more maladaptive behavior with respect to mobile phone use (i.e., deterioration of family and social relationships, reduction of activities, tendency to evade problems; Beranuy et al., 2009). Still, some positive social feelings were reported for tweens: media multitasking was associated with a greater orientation to finding positive feelings from friends. Overall, constant multitasking has multiple cognitive and socio-emotional effects on students, such as (a) high ratings of distractibility, (b) negative impact on academic performance, (c) decreased speed when performing academic tasks, (d) psychological distress, (e) greater levels of social stress. Self-regulation is an important skill in addressing multitasking and is an area of interest for future research.

TECHNOLOGY **Clipper**

Session: 13 Session Chair: David Morse, Mississippi State University

The Use of Computers in Education: A Comparison of US and Japan
Turki M. Althomali, Minadene Waldrop, Bobby Franklin, Mississippi College

This research is a comparative analysis through a review of literature of the use of computers in American and Japanese schools. The review contains ways teachers integrated the use of computers in classrooms, compared educational policies in both countries, reviewed the impact of information technology in education, and examined whether computers should be promoted as a tool for learning for students. American and Japanese views on technology in education have similarities, but both countries have striking differences in the directions chosen in regard to educational reforms. The USA focused on developing common benchmarks and standards, constructing and implementing standardized tests for all students, and on standard-based educational reforms. In Japan the government deconstructed uniform standardized tests and focused more on developing a student's interests and potential. In conclusion, the USA and Japan use computers in the classroom to further students' education, despite the fact that both countries face difficulties, such as costs in implementing computer technology and proper teacher training.

Alabama District Technology Coordinators: Roles, Responsibilities, and Pathways to Acquiring the Position
Peggy T. Collum and Margaret L. Rice, University of Alabama

According to Molnar (2013), in 1992, a District Technology Coordinator's responsibilities were approximately 80 percent technical; in 2013 the responsibilities were only 20 percent technical and 80 percent leadership, vision and coordination of the educational environment with technology. Voogt and Pegrum (2005) found that technology leadership is indispensable for implementing innovation, particularly in pedagogy change. Since any officer or employee of the school district may be appointed as a Technology Coordinator (Alabama State Department of Education & Technology Initiatives, 2015-16), training backgrounds can be technical, pedagogical, or administrative with different types of education having been pursued. This qualitative study explored Alabama District Technology Coordinators' various pathways to becoming a district technology coordinator and how these pathways influenced their roles and responsibilities. Bandura's social cognitive theory (SCT) of self-efficacy was used as the theoretical framework. Social cognitive theory can provide a qualitative methods framework within which to study how one's skills and beliefs impact personal career decisions, both in selecting a career and in fulfilling the career requirements (Bandura, 2002). Participants were selected using maximum variation sampling, with seven coordinators agreeing to participate. Data collection consisted of a survey and individual interviews. Data were analyzed using constant comparative analysis. Ten themes emerged from the data: guidance from others, pioneer, life-long learner, initiative to train others, hands-on technical duties, team size, multiple titles, change embracer, perception of duties, and team building. Findings also revealed that a disparity exists between the pedagogical duties of District Technology Coordinators with initial technology training as opposed to those with initial pedagogical training. The findings of the study may assist superintendents and District Technology Coordinators in defining the position and may provide guidance to state departments of education in providing resources for District Technology Coordinators and setting job description specifics for certification.

High School Principals' Practices Concerning Technological Competencies in the
Selection Criteria for Potential Teachers
Sarah Acker and Margaret Rice, University of Alabama

As outlined in the National Educational Technology Plan (NETP, 2014), technology is at the core of our daily lives and work and teachers should utilize technology purposefully in all classrooms to provide engaging and powerful learning experiences. Classroom teachers represent the most critical component in implementing technology initiatives and technology standards. Hiring technologically competent teachers remains an essential focus for school districts (United States Department of Education, 2014). Sciarappa and Blau (2009) believe that the teacher hiring process can serve as a turning point in a school's future. The purpose of this multisite case study was to investigate high school principals' practices concerning technological competencies in the selection criteria for potential teachers. The theoretical framework guiding this study is derived from hiring practices of great corporations set forth in the Good to Great Theory (Collins, 2001) and the International Technology Standards for Teachers (NETS-T). Participants were selected as part of a convenience sample, but had to be involved in the hiring process and agree to be interviewed. Nine principals were interviewed from two different school systems. Data were collected through interviews, field notes and documents and analyzed using constant comparative analysis. Results show secondary school principals identify a potential teacher's knowledge of technology and the ability to integrate technology within the classroom setting as important components for all teachers to possess. Principals recognized the importance of providing a comprehensive evaluation to assess a potential teacher's knowledge of technology and ability to integrate technology within the selection criteria. Implications include: Administrators should consider revising the current selection criteria for potential teachers to align with technology standards to better identify and evaluate potential teachers' technological knowledge and skills. During the interview process, potential teachers should also be provided an opportunity to demonstrate and apply their knowledge of technology in classroom settings.

TECHNOLOGY   Grand Bay I/II

Session: 14   Session Chair: Carolyn Casale, Delta State University

Reflective Practice in Teacher Education
Carolyn Casale, Delta State University

Teacher education seeks to create reflective practitioners who adapt their teaching to the context. Reflective practice serves as a means for teachers, particularly in low resource, hard to reach, rural areas to develop themselves. This study contributes to understanding the development of teacher candidates. Specifically, it looks at the roles reflective practice and technology play in developing teachers. The research answers, how effective are e-portfolios at developing teacher candidate reflective practices? The research sub-questions are: How effective are e-portfolios at collecting evidence of teacher candidate success? How familiar are teacher candidates with Taskstream, the online data collection system? The conceptual frame is an integrated approach that draws from the professionalization paradigm, teacher reflective practice, and Technology, Pedagogy, and Content Knowledge. The theoretical frame is aligned to the International Society for Technology in Education standards. This integrated theoretical framework, argues that reflective practice is a professional development improvement strategy. Reflective practice has teacher candidates delve deeper into students' demographic backgrounds and critically reflect on how the student composition alters teaching. This study incorporates mixed research methods. An electronic quantitative survey was distributed to forty-six spring 2016 teacher interns at a university in Mississippi with a 42.5% return rate. In addition,

qualitative data from Taskstream consists of focus observation essays from a founding teacher education course. Two hundred fifty-one focus observation essays were collected from the fall 2011 to spring 2015. This data was thematically analyzed using NVivo software. In general, this research informs teacher education online data collection policies. Specifically, it informs university procedures concerning the role of Taskstream in documenting teacher candidate reflective practice.

Teacher Candidates' Experiences with Instructional Data Tools
Rachelle Miller, Amy Thompson, Jeff Whittingham, Sunny Styles-Foster, University of Central Arkansas

The purpose of this study is to learn more about teacher candidates' experiences interpreting and using two instructional data tools (e.g., the state's Student GPS Dashboard and Student Intervention System). The following research question will guide this study: How do teacher candidates perceive ASIS/ GPS instructional data tools in supporting their instructional practice? To address the purpose of this study, 20 graduate students in the Master of Arts in Teaching program completed focus groups after using ASIS/GPS for one semester as part of their course requirements. The teacher focus groups followed a standardized protocol (Wilkinson, 2004) agreed on by the evaluators with the intent of obtaining insight into the patterns of their perceptions and the nature of their concerns about the ASIS/GPS tools. Qualitative focus group data are currently being analyzed by using open, axial, and selective coding as suggested by Strauss & Corbin (1990). Initial open codes are being generated and will then be grouped conceptually into various axial codes. These axial codes will then be organized to determine how they relate to each other, which will result in final themes. Exploratory analyses have been completed and the following preliminary themes have emerged: Programs need to be more user friendly; systems are tailored for specific students; and programs provide information that is helpful in creating effective student intervention   plans. The data from this research will be used to influence how we plan to support the use of these tools with pre-service and in-service teachers.

Evaluating the Effectiveness of a Personalized, Pedagogy-Based Technology
Professional Development Model in Teacher Preparation Programs
Maegan E. Slaten Biehn and Margaret L. Rice, The University of Alabama

While technology classes are in place in most institutions, research has shown that some College of Education faculty, especially in content areas outside technology, are resistant to pedagogical use of technological tools in their curriculum (Britten & Craig, 2006; Trehearn, 2010; Tondeur et al., 2010). Barriers cited include lack of access to appropriate tools, inadequate professional development, low self-efficacy, and negative attitudes toward the effectiveness of technology integration (Reid, 2014). The purpose of this qualitative study was to evaluate the effectiveness of a pedagogical-based, personalized, professional development model in hopes of promoting effective technology use in the teacher education program. A large university in the southeastern United States developed this professional development model to provide faculty members with timely, personalized professional development, resources, and support. The participants consisted of faculty and teaching staff in the College of Education. Faculty and staff who met the criteria of participating in at least two opportunities with the Interactive Technology Teaching and Learning Laboratory in the College were invited to participate in the study; however, final participation was based on individuals' willingness to participate. Participants consisted of four females and one male; four Caucasian and one African-American. Data collection consisted of interviews and artifacts which included participant lesson plans, student assignments, and anecdotal notes. Data were analyzed using coding of data and analytic memoing. Findings revealed five major themes: a) unexpected learning occurs; b) on-demand, personalized professional development is a necessity; c) need for extended opportunities for learning; d) changes in teaching; and e) benefits to students. Findings also indicated the model had an impact on technology usage in the teacher education

classroom, with both teachers and students. Results of this study will be used to enhance the existing model and guide the development of similar models in other settings, including K-12.

12:00 PM - 1:30 PM

MSERA MEMBER LUNCHEON   Bon Secour I/II

1:30 PM - 2:20 PM

MENTOR SESSION   Riverboat
Session: 15   Session Chair: Linda W. Morse, Mississippi State University

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

TEACHER DEVELOPMENT   Windjammer
Session: 16   Session Chair: Errick D. Farmer, Florida A&M University

The SoTL Studio: Launching a Faculty Learning Community to Improve Student Learning
Sue Mattson, Elizabeth Allison & Kelly Byrd, Angela Rand, Pam Johnson & Jennifer Anderson, and Bridget Moore, University of South Alabama

At the University of South Alabama (USA), a faculty learning community (FLC) is being organized to support professional development and advancement through the scholarship of teaching and learning (SoTL). This symposium will describe the SoTL Studio, a microgrant program launched to support an inaugural faculty cohort as they collaborate to shape individual course improvement projects. While most faculty engage in this type of work informally, the SoTL Studio aims to increase the visibility, support and tangible benefits to faculty who conduct more systematic work and publish in scholarly forums. To participate in the program, faculty must: 1) identify a problem that affects mastery of student learning outcomes; 2) situate the problem in relevant literature; 3) analyze research-based options for addressing the problem; 4) develop a plan that applies specific actions to increase productive student engagement; 4) design an action research project to determine impact; 5) implement the plan during fall and/or spring semester; 6) present or publish the results; and 7) serve as mentors in the next year's SoTL Studio. MSERA attendees will hear from faculty conducting research on the following: the process of moving to a co-teaching model for teacher preparation in STEM integration in K-6 classrooms; an information literacy course for non-traditional student being developed by the library; a course for nursing students to develop and evaluate health assessment skills to improve retention and transfer to actual clinical situations; and a course on evidence-based practice in nursing that seeks to increase engagement by embedding real-world examples using video and case materials. Interaction with attendees will be accomplished by demonstrating and applying one of the methods for developing a SMART SoTL research question and through question and answer with symposium authors. This will also be an opportunity to learn about other institutions with SoTL or FLC initiatives, and to explore the possibility of networking.

Social Media-Based Professional Development for Teachers of BYOD Classrooms
Michael S. Mills, University of Central Arkansas

Sustained professional development is needed to help teachers transition to the ever-increasing availability of mobile devices in K-12 classrooms. The purpose of this study is to determine if follow-up professional development delivered through social media has any effect on teachers' sense of efficacy in content delivery and instructional strategies within the scope of a Bring-Your-Own-Device (BYOD) classroom. A professional learning community (PLC) was created as a Facebook group and included twice-daily posts regarding mobile device topics and strategies. Sixty participants attended one of three face-to-face professional development sessions and were then divided into two groups: one receiving follow-up professional development through the Facebook group and the other having no access to this group.

A Comparative Case Study: The Impact of professional Development on High School Physics Teachers
Tara Y. Ray and Justina Ogodo, University of Alabama

A major problem in science education is the absence of highly qualified physics teachers in the United States. Researchers agree that good physics teaching at the high school level is hampered by a severe shortage of well-prepared teachers. With approximately 27,000 high school physics teachers in U.S. classrooms, less than 40% hold a degree in any physic major and only 8% in physics education but not physics (White & Tyler, 2014). In another national report sampling 472 physics teachers, findings revealed that only 20% of teachers held a degree in physics (Banilower et al., 2014). Because the shortage is more pressing in physics than in any other field, this constitutes the need to provide effective professional development training programs to in-service high school physics teachers to improve the quality of teaching and learning in physics classrooms. Using a comparative case study with a mixed method approach, I will investigate the impact of a statewide professional development training program, Alliance for Physics Excellence (APEX), by comparing 12 (n=12) in-service high school physics teachers from rural and urban high schools in the state. The comparison will include 6 (N=6) APEX teachers who will be labeled the treatment group. The other 6 (N=6) teachers will be labeled the experimental group. During the quantitative phase of data collection procedures, I will use the Reform Teaching Observation Protocol (RTOP) to conduct classroom observations and the Force and Motion Concept Evaluation (FMCE) survey data collection instrument. The qualitative phase will include teacher interviews using the Physics Teacher Interview Protocol, Content Representation (CoRe), and the Personal and Professional Experience Repertoire (PaP-eR) data collection instruments.

TRAINING SESSION   Mobile Bay III
Session: 17   Session Chair: Erin F. Klash, Tara Beziat, Sherry Campbell, Auburn University

Addressing Standards: Curriculum Development for Introductory/Foundations Coursework for Preservice Teachers
Erin F. Klash, Tara Beziat, Sherry Campbell, Auburn University Montgomery

Addressing curriculum standards is essential to the development of course curriculum. Integrating technology, writing, student-centered projects, and authentic assessments in these courses help to create connections to the real-world context of teaching that preservice teachers need. Scope: This training is designed to demonstrate how a team of three instructors addressed standards for their College of Education foundations courses at Auburn University Montgomery (AUM). The one-hour training will lead participants through the collaborative process of integrating the standards of compliance for the College (InTASC), while providing examples of student activities to develop content.

Objectives: The first part of the training will provide a brief overview of InTASC, diversity, writing, and technology standards, and how the presenting team chose to integrate them in the foundations courses at AUM. The second portion of the training will focus on how participants can use the standards to create authentic assessments/projects to monitor student learning. By the end of this training, participants will gain a new perspective on how a collaborative effort in examining standards for introductory/foundations courses for preservice teachers can be used to create assignments and projects that integrate technology and writing, providing real-world contexts for students (Some examples include peer teaching/tutoring, chunking and jigsawing to learn major theories/theorists, creating a module to learn about mandatory reporting, or a childhood development technology project. Activities: Participants will have the opportunity to work collaboratively to consider activities, instructional strategies, technology, authentic assessments, and writing that could be used in their own courses.

INTERNATIONAL ISSUES   Clipper

Session: 18   Session Chair: David Lausch, University of Wyoming

Comparing Private and Public Schools in India and United States
Saad H. Aldayel, Michele Morton, Bobby Franklin , Mississippi College

The literacy level in India is on the decline and private education is increasing, while in the US education is mandatory, private education has decreased over the last six years from 2005 to 2011. This research compared private and public education in India and the US, described infrastructure, funding, quality of teacher, student scores, and offered a case study from each country to illustrate how private and public schools perform. Comparisons in these two countries observed higher literacy rates and better educational outcomes in US public and private schools compared to schools in India, because US schools maintained lower pupil-to-teacher ratios and used educational resources more efficiently. The research advocated a number of recommendations for schools in India to improve the country's literacy rate by accessing and using information available from the US on student performance.

Comparison of Kindergartens in France and Turkey
Amal I Aladwani, Bobby Franklin, Michele Morton, Mississippi College

This research compared kindergarten education in France and Turkey and included the history of kindergarten with a brief overview of kindergarten education in both countries. In addition, the purpose, impact, importance, and types of kindergartens discussed in this research showed differences and similarities between the two countries. Research from the review of literature described and analyzed teaching strategies and techniques in both countries which included curricular, extracurricular, and Internet and Computer Technology (ICT). Finally, summarized findings pointed out main similarities, differences, and recommendations for further improvements of kindergarten education in the two nations. Research found France followed the school family cooperation model that aims to mold the behavior of children in Kindergarten, while Turkey emulated an institutional model, which focuses on academics as preparation for primary school. Unlike Turkey's model, however, the model adopted by France is funded by the state and as such allows more children to benefit from early childhood education.

Looking for How Creativity is Encouraged in American and Chinese Classrooms
Weam Alshenaifi and Bobby Franklin, Mississippi College

Creativity is an important topic in education with many definitions, like the ability to create new ideas or making unfamiliar ideas familiar (Boden, 2004). There are differences in how Americans and Chinese view creativity in the classroom. This research is a literature review of how creativity is perceived and taught in American and Chinese classrooms. Chinese people believe the students who achieve high scores are creative. On the other hand, American people see creativity as the ability to think outside the box, thereby creating something new or novel. The two countries also vary in how they perceive the ideal classroom environment, teaching methods, and attitudes of teachers to encourage creativity that affect students developing these skills. The American classrooms are described as having freedom and flexibility in relationships and interactions between the students and teachers, while in the Chinese classroom there are high levels of respect from students to teachers and less interactions. Also included in this paper are some recommendations for how teachers can encourage students' creativity.

Student Motivation in Saudi Arabia and South Korea Schools
Dalal I Al Mohsen, Bobby Franklin, Michele Morton, Mississippi College

Student motivation holds a key in educational reforms in South Korea and Saudi Arabia. Motivating students to perform well in school requires knowledge of internal and external factors within the educational system. This research used a review of literature and explored both intrinsic and extrinsic factors in students, in teachers, and in the school systems, comparing student motivation in South Korea and Saudi Arabian schools. The analysis indicated that South Korean schools performed better than Saudi Arabian schools in academics. Both nations maintain advanced school facilities with similar systems, yet in the research one major discrepancy in academic performance emerged and showed differences in student motivation. For Saudi Arabian schools to improve student motivation, recommendations include observing motivating factors used in South Korea where emphasis

TEACHER PREPARATION   Grand Bay I/II

Session: 19   Session Chair: Joslin Mar-Dai Pickens, Southern University at Shreveport

Cooperating Teachers as Models of Best Practice: Student Teachers' Perceptions
Connie Melder and Dustin Hebert, Northwestern State University of Louisiana

The selection of expert, effective cooperating teachers who can foster successful student teacher experiences and serve as primary role models for teacher candidates is central to the success of student teaching. However, a lack of consensus exists among education professionals on a standardized definition of effective cooperating teachers. The purpose of this dissertation study was to determine if student teachers' perceptions of cooperating teachers' modeled actions of professional standards differed across four certification grade bands: (a) early childhood certification (grades P-3), (b) elementary certification (grades 1-5), (c) secondary content (grades 6-12) certification in English, mathematics, science, and social studies, and (d) K-12 certification in art, special education, music education, and health and physical education. The researcher collected data using the Ohio Student Teachers' Perceptions of Cooperating Teachers' Enactment of National Board Core Propositions and Teacher Educator Standards to Promote Student Teacher Learning. Findings revealed significant differences existed between elementary and K-12 certification student teachers' perceptions of cooperating teachers' modeling of professional standards. Recommendations included development of cooperating teachers' identity as teacher educators and intentional collaboration between university faculty and cooperating teachers. The need for collaboration and professional development, especially

in K-12 certification areas, was indicated to address expectations unique to the disciplines and to promote improvements and alignment with programmatic efforts.

Piloting a Year-long Internship: A Case Study
Myra B. Lovett, Shalanda Stanley, Sherlyn Powell, University of Louisiana Monroe

In July 2014, the Louisiana Department of Education (LDOE) surveyed teachers statewide regarding their student teaching experiences and preparation for the classroom. The results of that survey indicated that teachers felt they needed more time in the classroom prior to employment. As a result, a directive was sent from the LDOE in conjunction with the Louisiana Believe and Prepare Grant, tasking school districts across the state with the initiative to pilot a year-long internship in lieu of the traditional one-semester student-teaching placement. As such, ULM partnered with area school districts to pilot a year-long internship with elementary education candidates. This qualitative case study explores the data and relationships among ULM interns, faculty, and partnered mentors to determine the strengths, needs, and feasibility of implementing a year-long internship in lieu of the traditional one-semester student teaching placement. Participants included in this case study are two interns piloting the program, their mentors, and university faculty. The data collection for this study included perception/satisfaction surveys for mentors, interns and faculty, field notes from round table discussions with mentor and mentor site visits, interviews with interns, and classroom observation data. The investigation examines the interns' progress in their coursework and classroom observations as they teach and co-teach. Field notes from faculty examine the relationship between intern, mentor and school faculty, and aids in determining how the intern is perceived within school climate and culture. Surveys and interview data are analyzed to determine intern confidence in regards to teacher tasks. The investigation of these data aids in fully discovering the facets of the year-long experience for all stakeholders. The preliminary findings of the study resulted in the better understanding of the strengths, needs, and feasibility of the year-long internship specifically targeting three areas: relationships among intern, school, faculty, and mentor; coursework; and classroom roles.

Efficacy Beliefs of Special Education Teachers Completing an Alternative Certification Program and Special Education Teachers Completing a Traditional Certification Program.
Hunter Beasley, University of Louisiana at Lafayette

Alternative certification programs prepare teachers in non-traditional ways. These programs differ from traditional certification programs in trainee population and length/structure of the program. This study, based on Albert Bandura's research on teacher self-efficacy, investigated the efficacy beliefs of two groups of special education teachers who had completed certification requirements in mild/moderate disabilities. The first group included 26 special education teachers who had completed an alternative certification program at a midsize public university in Louisiana. The second group included 21 special education teachers who had completed a traditional certification program at the same midsize university. A convenience sampling technique was used to select participants for this study. Eighty-seven special education teachers were identified as potential participants for this study. Surveys were mailed to the teachers or delivered to the school in which they taught. Forty-seven special education teachers returned the survey, indicating a response rate of 54%. Participants had zero to five plus years teaching experience, taught in rural or urban school settings, taught in Title I or non-Title I schools, taught in a variety of educational settings, in grades one through 12. The Teacher Sense of Efficacy Scale (24 items) was used to measure overall efficacy beliefs, instructional practices efficacy beliefs, student engagement efficacy beliefs, and classroom management efficacy beliefs. An ANOVA conducted at the .05 level revealed differences in overall efficacy beliefs of teachers completing a traditional teacher certification program with regards to years of teaching. No other differences were discovered. Pearson product-

moment correlation coefficients were computed between the four efficacy beliefs and age, school enrollment, and community population. The data revealed that none of the correlations were significant at the .05 level. Overall, the findings suggest that the type of certification program may have an influence on efficacy beliefs and intent on staying.

A Case Study of the Initial Implementation of a Year-Long Teaching Residency Pilot Program
Mindy Crain-Dorough and Cynthia Elliott, Southeastern Louisiana University

Statement of the Problem The purpose of this case study is to describe the initial implementation of a year-long apprenticeship pilot program for teacher education candidates. Traditionally, prospective teachers student teach in a single semester with actual teaching experience lasting only a few weeks. Research has shown that prolonged, quality experience in the classroom better prepares candidates for future teaching success (Arnett-Hartwick, 2015; Colvin & Ridgewell, 2012). Review of Literature More time as a pre-service teacher in the classroom allows candidates to improve instructional practice and classroom management skills, to increase teaching self-efficacy (Griffiths, 2002), to connect with students thus improving differentiated instruction, and to develop stronger mentoring relationships with the supervising teacher (Beck & Kosnik, 2002) and with the university supervisor (Asplin & Marks, 2013). There is more time to resolve logistical issues and to have candidates reflect on their experiences. Recognizing these benefits (National Council on Teacher Quality, 2011), educators and policy makers have recently begun increasing the student teaching timeframe. Candidates want a quality experience that will best facilitate their path to becoming an effective educator (Beck & Kosnik, 2002). Methodology In the present study, the researchers used a case study approach to describe the initial implementation of a year-long apprenticeship program. The researchers' institution is part of a five-university consortium piloting the model in five states under a nationally-funded grant. Results and Conclusions The paper includes contextual descriptions of the three participating districts and the university teacher education program. The details of the apprenticeship model will be explained. Perception data collected from participants (i.e., candidates, university staff, district staff) using quantitative and qualitative methods will be presented. The findings outline the successes and obstacles of the initial implementation and will be useful to those interested in modifying traditional or alternative forms of student teaching experiences.

2:30 PM   - 3:20 PM

DISPLAYS: Educational Issues   Preconvene 2

Session: 20

Advice for Young Academics: Curriculum Vita Development to Reflect Teaching, Research, and Service
Vivian H Wright, The University of Alabama

This display session is targeted toward young professionals and graduate students who aspire toward a tenure track position in academics. The session focuses on increasing awareness of how to create a curriculum vita (CV) that achieves organization, clarity, and consistency. The session presenter has written on the topic and regularly provides training sessions to those aspiring to be part of the academic community. The three areas of the triad provide this display session's framework: teaching, research, and service. For each area, examples of well-designed CV's are shared, along with commonly forgotten evidence. For example, in the area of teaching, it is routine for the classes one has taught to be listed, however, it is rare that a young professional in the academy will list the impact a course had on

students. Additionally, common tips such as listing current phases of a research project are shared. Lastly, the three "C's" are discussed and how one can incorporate evidence of collegiality, citizenship, and creativity in a CV. Graduate students and young professionals are encouraged to bring their current CVs to the display session with specific questions toward development of their individual curriculum vitae.

Using Graduate Level Action Research to Impact College and Career Readiness
Jennifer Chambers, University of the Cumberlands

Kentucky TELL Survey data suggest that some schools are not effectively using action research as a beneficial model for professional learning. After entering the workforce, there are limited opportunities for new graduate teachers to engage in critically reflective activities about their educational practice. Action research is an attractive option for teacher researchers, school administrative staff, and other stakeholders in the teaching and learning environment to consider (Mills, 2011). Action research encourages collaboration, teacher reflection, and change in schools. Calhoun (1994) describes action research as a fancy way of saying "Let's study what's happening in our school and decide how to make it a better place." The Department of Teaching and Learning believes that action research is an essential component in improving both teacher effectiveness and student learning. Teacher Leader and Literacy Specialist candidates are required to address a problem of practice at either the classroom level, PLC or school level. Candidates are asked to identify a problem of practice; develop and implement an action research plan; collect and analyze data; and present the project to the Professional Learning Community. Over five-hundred candidates, in these two programs, have embarked on the action research journey. It has been very rewarding to see the impact our candidates are making on student achievement. This poster session will highlight two examples of action research projects from a Literacy Specialist and Teacher Leader candidate. Survey data indicates that graduates see the impact these programs are having on their abilities to influence professional learning and student achievement through the action research process.

The Effects of Race and Gender on the Satisfaction Levels of Entering and Advanced a Level Doctoral Students
Tiffany N. Labon, The University of Alabama

Doctoral education is an aspect of higher education that can be both rewarding and challenging for anyone who attempts the journey. Thelin (2004) stated many graduate students obtain the necessary skills that their individual fields of study require in their master's and doctoral programs of study. Levine (2005), however, has found that the levels of satisfaction between what students expect and what they receive are at odds at many colleges and universities around the country. Thus, the need to assess graduate programs and services regarding satisfaction is warranted. The purpose of this study was to compare the relationship of overall graduate program satisfaction between entering and advanced level doctoral students in relation to four dependent variables: race, gender, academic college, and attendance status (full-time or part-time). Using the modified survey developed by Nettles and Millett (2006), the researcher collected data at the selected university from 243 doctoral students. Upon analysis, the researcher found that none of the four dependent variables were statistically significant with the level of satisfaction at the selected university. However, the qualitative portion of the study revealed four categories of (dis)satisfaction: relationship with peers; relationship with faculty; program structure and organization; and support services. The researcher found multiple themes from the analysis: time-to-degree; departmental/administrative issues; satisfaction; alternative/course (delivery) format/course satisfaction; university/climate/support services; social/socialization; and, student's

knowledge/research/experience. With this, the researcher provided a list of action research projects for the university to consider for future improvement for their students.

A Holistic Approach to Technical Assistance: Allies for Quality Care
Louise E. Davis, Michael E. Newman, Lori Elmore-Staton, Brandi Burton, Charles E. Allgood,
Julie C. Parker, Lydia Bethay, Jamila Taylor, Tia M. Gregory, Amanda C. Beck,
Karen Crow, Mississippi State University

Positive outcomes for children are increased with high quality early care and education experiences. Unfortunately, children from low-income households are less likely to be enrolled in quality early childhood programs. In an effort to combat this issue, the Early Years Network (EYN) partnered with the Mississippi Center for Education Innovation (MSCEI) to create the Allies for Quality Care program to deliver comprehensive technical assistance in low-income areas. Centers enrolled in this program receive technical assistance in each classroom (n=147). The center also received parent education resources for parent outreach, and learning materials, including classroom furnishings. The Infant/Toddler Environment Rating Scale-Revised (ITERS-R; Harms, Cryer, & Clifford, 2003) and the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, & Cryer, 2005) were used, as the evaluation measure, before and after technical assistance to note the improvements. Both of these instruments measure quality on seven different subscales. Paired sample t-tests were conducted to determine the effectiveness of the Allies for Quality Care program in improving the environment and learning opportunities for children birth to age 5 at both the center and classroom level. Analysis indicated a statistically significant improvement at the center and classroom level for infant/toddler (n= 77) and preschool-age (n=70) classrooms across all subscales. Results indicated that the EYN has effectively improved the quality of the early childhood education of centers enrolled in the Allies for Quality Care program. There were significant improvements overall of infant/toddler and preschool classrooms as well as each subscale used in assessment. Since previous research has indicated quality in early childhood programs leads to better academic outcomes and future employment, the success of Allies indicates the potential for positive outcomes for children enrolled in these centers. Future research is needed to determine the impact of holistic technical assistance.

Mathematics Self-Efficacy and Content Knowledge: Exploring the Connection for
Elementary Preservice Teachers
Kelly O. Byrd, Rebecca M. Giles, Angelia Bendolph, University of South Alabama

Beginning with NCLB (2002), teachers' subject area knowledge has become a progressively more important factor in teacher preparation. Due to the strong influence of both content knowledge and self-efficacy on pedagogical behavior, the possible relation between preservice teachers' mathematics content knowledge and their self-efficacy for teaching mathematics is of particular importance to teacher educators. For this study, a posttest-only design was used to examine mathematics content knowledge and the two independent variables outcome expectancy and personal efficacy for 41 elementary preservice teachers (females, predominately Caucasian) enrolled in a mathematics methods course the semester to their Internship. Multiple regression was conducted to determine if Mathematics Teaching Efficacy Beliefs Instrument subscales -- Mathematics Teaching Outcome Expectancy (MTOE) and Personal Mathematics Teaching Efficacy (PMTE) predicted scores on the Praxis Elementary Education Multiple Subjects Mathematics Subtest (Test Code 5033). Assumptions of linearity and normally were checked and met. MTOE subscale scores (M = 3.6581, SD = .42) indicated positive expectation of student mathematics learning, and PMTE scores (M = 3.94, SD =.39) indicated high personal mathematics teaching efficacy. A passing score on the mathematics subtest is 157, and the mean score of participants was 162.71. There was no statistical significance found for relationship

between the MTOE subscale and Praxis scores or the PMTE subscale and Praxis scores. These findings are similar to those of Newton et al. (2012) who suggested elementary preservice teachers' prior experiences with learning mathematics content may become less important in terms of efficacy judgments as they gain positive experiences with teaching mathematics. Another possible explanation for non-significance could be small sample size.

Exploring Individuals' Perceptions of the Role of Intrinsic and Extrinsic Factors in their
Ability to Complete a Doctoral Program in Special Education
Maria Isolina Ruiz, University of Louisiana at Lafayette

As universities struggle to supply enough special education professionals to solve the national shortage, there is increasing concern about the effects that the impending retirement of about 50% of the country's special education faculty (School of Education Studies, 2011) will have on the education of students with disabilities during the next decade. The reduction of higher education special education faculty could result in up to a 50% decrease in the number of new special education teachers and leaders; for each missing faculty member, as many as 300 students with disabilities could go underserved. New graduates from special education doctoral programs are expected to take on the task of preparing and leading the next generation of special education teachers. However, attrition issues and high number of years to doctoral program completion have alarming consequences in the field of special education; consequently, special education doctoral programs constantly strive to increase graduation rates. This study explored individuals' perception of factors that contributed to, or delayed, their completion of a doctorate in the field of special education. Participants included 115 doctoral students/candidates, ABDs (All But Dissertation), and recent graduates from special education doctoral programs across the United States. An online interview was used to collect the data. The interview comprised 9 items requesting demographic information and 6 open-ended questions inquiring about experiences during the program. Descriptive statistics were used to analyze demographic information. Participants' responses were analyzed for emerging themes, assigned to categories, and summarized. Thematic categories were analyzed for possible relationships between individual experiences and demographic factors. Data showed variations in individuals' perceptions of the role of specific factors in their ability to complete the doctoral program in a timely manner, which appeared to be related to the stage of the program in which participants found themselves at the time of the study.

RESEARCH IN PROGRESS: Higher Education   Riverboat

Session: 21   Session Chair: Denise Winsor, University of Memphis

Tenured and Tenure-Track Professors' Technology Usage in College Classrooms
Katie Johnson, The University of Alabama

The purpose of this research project is to examine technology use of tenured and tenure-track professors in synchronous learning environments. Literature suggests that today's students are digitally connected at all times through smartphones, laptops, and social media (Carr, 2010; Koeller, 2012; Jones, Yale, Millermaier, & Perez, 2008; Levine, 2012; & Vodanovich et al., 2010). Lawrence (2015) argued that today's college students view homework assignments and assessments in the same manner they view life experiences: "interest, priority, and return on investment" (p. 89). Commonly referred to as digital natives, today's college student grew up around technology (Prensky 2001a, Schrader, 2008, & Renes et el. 2005). Because of the nature in which students want to learn, Bennet and Maton (2010) emphasized a need for fundamental change in education to meet the needs of the technology-savvy students in today's college classrooms. Faculty acknowledge the benefits of Information and Communication

Technology (ICT) usage in the classroom. However, there continues to be reluctance on the part of the professor to utilize ICT as a tool for teaching and learning. This research is a quantitative study surveying tenured and tenure-track faculty members instructional technology use in the face-to-face classroom. The Technological Pedagogical and Content Knowledge (TPACK) framework will guide the research. The TPACK framework evaluates how technology, pedagogy, and content intersect to assess the success of technology and pedagogy.

Impact of a Co-Requisite Statistics Course on the Learning Experience of
Underprepared Community College Students
Derek K. Smith, Middle Tennessee State University

Many students enter post-secondary institutions underprepared for college-level mathematics and thus are assigned to developmental or remedial courses. Previous research has shown that traditional stand-alone sequences of developmental courses present significant obstacles for students to persist and ultimately enroll in the required credit-bearing college course, especially for students placed at the lowest level of the sequence. This has led to the creation of acceleration models, such as co-requisite courses, that are intended to reduce the time needed for students to satisfy their educational requirements. This study aims to investigate how underprepared students at a community college perform in a redesigned co-requisite Statistics course in which those in need of remediation are co-enrolled in a required, one-hour support lab. A mixed methods research design will use a quantitative component consisting of an analysis of covariance to make two separate comparisons: first, to examine how the underprepared students compare with their college-ready peers; and second, to examine how the least prepared students compare with those who are underprepared, as determined by their American College Testing (ACT) or placement test scores. The qualitative portion of the study will involve semi-structured interviews with a sample of the least prepared students to identify what resources in the redesigned course, if any, contributed to their learning experience during the semester. These interviews are scheduled to take place at the midterm, after students have had several weeks to develop familiarity with the course components, and then again towards the end of the semester before the final exam. The results may provide insights about the impact of a co-requisite acceleration model on the learning as well as the success rates for students most in need of developmental mathematics support.

Investigating Adjunct Faculty Preparation at a State Flagship University
Steven D. Yates, University of Alabama

Academic departments rely on adjunct faculty for reasons ranging from bringing practical expertise to the classroom to providing financial flexibility while temporarily increasing the number of course sections offered (Cross & Goldenberg, 2009). Integrated Postsecondary Education Data System (IPEDS) data for the state of Alabama shows the part-time/adjunct faculty percentage of total faculty growing from 30.8% in fall 2005 to 33.1% in fall 2013, a change of only 2.3%. One flagship university in the state of Alabama experienced drastic enrollment changes in this same time period. In fall 2005, student enrollment at this flagship university was 21,750 (Study Site News, 2006). By fall 2013, student enrollment reached 34,852 (Study Site News, 2013). This significant growth in student population makes this flagship university an intriguing location to better understand the phenomenon of adjunct faculty employment as academic departments work to meet the instructional needs of a growing student population. The purpose of this case study research is to explore adjunct faculty employment and training at a state flagship university while examining how adjunct faculty members prepare themselves to teach and how they define what it means to be an adjunct. The researcher will interview one department chair and two adjunct faculty members from the eight colleges of the university that have

both undergraduate and graduate student populations. Interview data, combined with document analysis of any documents shared by study participants, will be analyzed to see how one flagship university meets the recommendations set forth in Gappa and Leslie's (1993) The invisible faculty: Improving the status of part-timers in higher education.

CLASSROOM TEACHERS   Windjammer

Session: 22   Session Chair: Deborah L. McCarthy, Southeastern Louisiana University

Becoming Teacher Educators: Transformational Journeys of Classroom Teachers
Nancy P. Gallavan, University of Central Arkansas

Accrediting agencies for educator preparation programs require teacher candidates to spend high quality time in appropriate K-12 classrooms (CAEP, 2013). "Field experiences have been considered the most important and powerful components of teacher education," (McIntyre, Byrd, & Foxx, 1996, p. 173). Teacher candidates are provided opportunities to apply purposes, principles, and practices emphasized in university courses to the practices, professionalism, and persistence modeled in K-12 classrooms. Currently, 3.1 million teachers comprise the U.S. teaching workforce (NCES, 2015). In the next ten years, approximately 1.5 million new teachers will enter U.S. classrooms (DeMonte, 2015). Given that mentor classroom teachers are not viewed nor view themselves as teacher educators, efforts dedicated to the roles and responsibilities of mentor classroom teachers (Lu, 2010; Murray, 2013) could transform the current view to become associated teacher educators who serve as equal partners. Survey research was conducted with 10 current teacher educators with prior mentor classroom teacher experience within the last five years. Data were analyzed using narrative enquiry clarifying thematic, structural, dialogic, and visual aspects (Riessman, 2007). Participants provided reflections describing their unique experiences to improve field experiences and mentor classroom teacher relationships. Results reveal ten recommendations for educator education programs to consider. Given that the most important element in a student's education is the effective teacher (Darling-Hammond, 2006), then it appears that the most important element in an educator's preparation is the effective mentor classroom teacher (Korth & Baum, 2011) or associated teacher educator. Quality field experiences are extremely important in teacher preparation (Baum & Korth, 2013). This study shows the reciprocity between evidence-based practices (required by the educator preparation program) and the practice-based evidence (produced by the mentor classroom teacher) producing collaborative partnerships that ensure that the preparation of classroom teachers encompasses the purposes, principles, practices, professionalism, and persistence required of all teachers.

Experiences from our first year out: Reflections from First Year Teachers
Amy Sedivy-Benton and Katina Leland, University of Arkansas at Little Rock

The current state of K-12 education in the United States presents a constant pressure for teachers to ensure that our K-12 students find success academically, more specifically on standardized tests. These teachers are expected to be experts in their classroom as well as within their profession, having all of the required skills necessary to support these students. However, a closer look needs to be taken at their training. In many other professions, such as medicine an extensive internship and residency are present before they are allowed to perform on their own. This work looked to focus on the experiences of teachers their first year in the classroom more specifically how prepared were they to handle the demands of the job. With a theoretical framework of Laclau and Mouffe's discourse theory and informal learning, a qualitative case study was conducted with a sample of 7 first year teachers from a common educator preparation program, were interviewed examining their experiences the first year out of an educator preparation program. The data were analyzed using open axial coding to establish themes. The

participants identified four themes that either prepared them for their job or they felt were lacking: Reflection, motivation, collaboration, and assessment. The findings of this work could have implications for the local educator preparation program as well as others as they continue to train future teachers for our K-12 students.

Child? Novice? A Re-vision from Deleuze and Guattari
Shaofei Han & Maria Wallace, Louisiana State University

INTRODUCTION: Schooling privileges knowledge production and acquisition at the cost of the implicated subjects; children and teachers. Utilizing a post-humanist perspective, this research (re)reads the concept of "the child" and "the teacher" side-by-side from a nonlinear, unstable, and dynamic ontology. BACKGROUND: Children are often thought to lack knowledge, incapable of making intellectual or moral decisions, and must be educated. Novice teachers are no different. For example, novice teachers are often untrusted and inundated with professional development expectations. Yet, Berliner (1988) asserts, "the behavior of the novice is rational, relatively inflexible, and tends to conform to whatever rules and procedures they were told to follow" (p. 8). Both the child and novice teacher have been conceptualized as a subject that must be indoctrinated. THEORETICAL FRAMEWORK: Bringing both subjects into dialogue, this paper employs liberatory understandings of the child and novice teacher. Deleuze and Guattari's (1987) concepts of "assemblage" and "becoming" guide the theoretical exploration to disrupt linear understandings of time, progress, and development. Deleuze and Guattari (1987) describe, "Becoming is a rhizome, not a classificatory or genealogical tree" (p.239). The child and novice teacher are (re)considered within the complex assemblage of schooling. MODE OF INQUIRY: This paper uses philosophy as method. Koro-Ljungberg, et al. (2014) assert, "Philosophy as method is an engagement, an ethical relationship with thought. Philosophy as a method brings theory into the practice and ontologies into the research processes" (p. 5). CONCLUSIONS & IMPLICATIONS: By re-examining the relationship between the two subjects (child and novice teacher), the taken-for-granted notions of "development" is interrupted. The concept of "becoming" yields a more open approach to engaging with conceptions of the child and novice teacher. By unpacking "the interaction between subjects" (Biesta, 1998, p. 1) a post-humanist perspective emerges. Therefore, children and novice teachers are involved in the complex assemblage of becoming.

TRAINING SESSION   Mobile Bay III
Session: 23

The Emergence of the Faculty Senate Leader: Creating Shared Governance through Transformational Leadership and Stakeholder Relationships
Joslin M. Pickens, Harolyn Wilson, Sonya D. Hester, Southern University at Shreveport

Historically, the study of leaders in higher education has solely focused on administrators. The less than obvious gap in growth of the university could be the neglect of attention to the unique positioning of the faculty on a campus. This training will present a detailed plan of action to transformation from faculty to faculty senate leaders. Although faculty leadership is arguably based on the new faculty majority trend, it is important to note that leadership begins with influence. By realizing leadership through action, rather than promotion and title, faculty positions themselves to rise in the university. Having a university that is student focused, faculty driven and administrative supported can work like a well-oiled machine and result in shared governance. Often shared governance presupposes an inherently adversarial relationship between faculty and administration at the university level. However, "shared" means that everyone has an important role. It takes the unity and work of the faculty, to guide administration through action and change the perception of shared governance. To begin this process, rather than

faculty approaching administration, the framework of transformational and charismatic leadership can be birthed in the classroom. In the spirit of the student focused university, faculty lends themselves to give voice to the issues that matter to their students. Students have families and interests, and building relationships with the most important stakeholders at the university gives the faculty leader an advantage that the administration often times forgets to create. These connections can forge unimaginable partnerships to benefit the university. For example, in one-year members of the faculty senate executive council and the AAUP at a rural Louisiana university have managed to create an audience with community workforce, local politicians and student government. Attending conferences, hosting political forums and scheduling site-visits in the local workforce is just a small view of how these faculty leaders vividly displayed their transformation from faculty to faculty leaders. Instead of begging to be brought to the administrative table, these faculty leaders created their own table and welcomed the administration to a seat.

SECONDARY EDUCATION   Clipper

Session: 24   Session Chair: Katherine Garth, University of South Alabama

Exploring Classroom Microblogs to Improve Writing of Middle School Students
Janie S. Jones and Margaret L. Rice, University of Alabama

This study explored the use of a microblogging tool in Edmodo to determine if students' writing improved while using microblogging. Additionally, this study sought to gain knowledge of how participants viewed their experience using the microblogging tool. The Inside Writing Frame theory (Stephens & Ballast, 2011) was used as a platform for creating the microblogs and grading rubric and as the framework for the study. Today's adolescents have grown accustomed to dividing their attention among several different activities through today's technologies, which affects writing and other academic activities. Lenhart, Arafeh, Smith, and Rankin (2008) found that 60% of teens do not perceive electronic writing as true writing and that teens thought their writing could be improved through greater writing instruction in the classroom and the use of technology tools. The researchers state that 82% of adolescents thought more writing instruction would improve writing, and 78% agreed that implementing a technology tool would impose positive changes in their writing. Participants for the current qualitative case study were six eighth grade students. Three sources of data were analyzed and triangulated: work samples of microblogs from Edmodo, grades, and a focus group. The data from the microblogging posts and focus group were analyzed using open coding, and categories from Inside Writing were employed to develop themes generated to report findings. Results showed participants experienced a positive change in their writing through the use of microblogging with Edmodo. Students moved from simple remembering to enhancing their thinking and writing to analysis and evaluation. The impact of technology on learning and writing was most profoundly stated from the words of an adolescent in the study's focus group: "It transforms your writing." Participants indicated a positive outlook about using the microblog as a writing tool; they expressed how the tool should be expanded to other subjects.

Implementing Personalization: Exploring the Proximal Outcomes of an Academic and
Social Emotional Initiative in Three High Schools
Stacey Rutledge and Stephanie Brown , Florida State University;
Christopher Harrison, Northwestern University, and Courtney Preston, Florida State University

High schools often face challenges integrating the academic and social emotional activities central to successfully preparing their students for college and the workforce. This paper explores the outcomes associated with the implementation of Personalization for Academic and Social-Emotional Learning

(PASL), a systemic approach aimed at improving high school students' academic, social emotional, and behavioral outcomes (Rutledge, Cohen-Vogel, Osborne-Lampkin & Roberts, 2015). With PASL, adults in schools intentionally and deliberately attend to students' interests and needs by engaging in organizational routines that institutionalize personalization. Studies in the areas of school organization and school effectiveness confirm the importance of understanding schools as systems in which academic, social emotional and behavioral activities work to support and complement each other (Dolejs, 2006; Lee, Bryk, & Smith, 1993, Goldring, Porter, Murphy, Elliott & Cravens, 2009). Using a comparative case study methodology and drawing from three years of interviews with administrators, teachers, guidance counselors, students, (120 interviews in total) and classroom observations at three high schools, we explore and compare descriptions of personalization in three schools' pre-implementation (2013) to participants' explanations of PASL in 2015 and 2016. The study finds that most adults in the study believed in personalization and reported that it made efforts to engage with students more intentional. Students also reported strong relationships with at least one adult in the school and a strong sense of belonging. Still, gaining traction in areas such as organizational routines was difficult, with many teachers abandoning required activities when administrators stopped coordinating them. Our study suggests that PASL resonates with adults in school and that students find stronger relationships with adults very rewarding. Adults in schools find the focus on social emotional activities consistent with their idea of their work and difficult to counter, however, they find it challenging to integrate into organizational routines.

Secondary Education Majors: Preferences for Teaching Middle School or High School
Gahan Bailey, University of South Alabama

Secondary education majors who are certified to teach in middle school and high school have varying reasons for choosing a teaching job in one setting over the other. It may be a specific grade level, the content, the building level principal, the location, or the students. Working as teacher educators in secondary education for many years, it has been rare to hear students declare that they really want to teach in a middle school. One purpose of the study was to determine any changes in how secondary education majors perceived middle school students by utilizing a pre and post personality adjective survey, which included 84 descriptors, before and after their six week middle school field placement experience. The second purpose of the study was to determine what the education majors liked and disliked about middle school students and the middle school environment. The third purpose of the study was to determine if the education majors had a preference for the middle school or high school content, and if they were offered a teaching job in a high school and middle school, which one they would accept. This open ended survey was administered after both the middle and high school field placement experiences. This was both a qualitative and quantitative study which revealed changes is how the education majors viewed middle school students as well as the reasons why they preferred to teach high school students instead of middle school students.

3:30 PM   - 4:20 PM

SYMPOSIUM   Grand Bay I/II

Session: Session Chair: Walter M. Mathews, Evaluation Associates of New York

[IR]13: Irrational Reasoning for Improbable Research with Impossible Replicability and Irreproducible Results by Irresponsible Researchers--Ineptly Represented, Inexplicably Rendered, Inappropriately

Rehashed and Incomprehensibly Resurrected by Irascible Recreants who Interpolate Randomly with Irreconcilable Reliability presented by Irreverent Reprobates

Assorted Vocabularies with Multiple Subject Matter and Formats
Harry Bowman, Council on Occupational Education [ret.]

Research Results You Didn't Know You Needed to Know, Part VII
David Morse, Mississippi State University

The Inescapable Revelations of Signs, Charts, and Graphs
Randy Parker & Julie A. Holmes, Louisiana Tech University

The Improbability Principle and Educational Research: Improbable Results from Ingenious Researchers
Larry G. Daniel, The Citadel

The Imaginary Researchers (Boudreaux and Thibodeaux) Present Inexcusable Results
Kathleen Campbell, Southeastern Louisiana University &
Dustin Hebert, Northwestern State University of Louisiana

[IR]13: Irrational Reasoning for Improbable Research with Impossible Replicability and Irreproducible Results by Irresponsible Researchers--Ineptly Represented, Inexplicably Rendered, Inappropriately Rehashed and Incomprehensibly Resurrected by Irascible Recreants who Interpolate Randomly with Irreconcilable Reliability presented by Irreverent Reprobates

5:30 PM   - 6:30 PM

GRADUATE STUDENT / NEW MEMBER SOCIAL   **Jubilee Suite**

Thursday, November 3, 2016

7:00 AM   - 8:00 AM

GRADUATE STUDENT/NEW MEMBER BREAKFAST   **Jubilee Suite**

8:29 AM   - 4:30 PM

REGISTRATION   **2nd Floor Atrium**

8:30 AM   - 9:20 AM

RESEARCH IN PROGRESS: Teacher Perceptions   **Riverboat**

Session: 25   Session Chair: Audri A. Brown, Mississippi State University

Teacher Perceptions of Indigenous Representations in History
Joshua C. Tipton, East Tennessee State University

The issue that this study addresses is the lack of representation of indigenous peoples in the study of United States history. Limiting the curricular representations of indigenous peoples to the distant past in the study of American history not only robs students of historically significant perspectives, it perpetuates misconceptions and stereotypes of Native Americans (Keene, 2015; Morgan, 2009; Portillo, 2013). To address this problem, this phenomenological study will explore teacher perceptions of indigenous representations in the study of United States History within the Anderson County, Tennessee school district. For the purpose of this study, teacher perceptions of indigenous representations in history will be defined as teacher beliefs towards the inclusion and representation of indigenous peoples in the teaching of United States history. To gather data, one-on-one and focus group interviews will be conducted from a purposeful sample of United States history teachers at the district's four middle schools and two high schools. Themes that will likely arise from this study could include systemic challenges to multiculturalism within state course standards and textbooks, teachers' perceived self-efficacy in teaching indigenous perspectives, and the perpetuation of indigenous stereotypes. The researcher anticipates that teacher perceptions of indigenous representation in history will be strongly influenced by the curricular constraints of state standards and test preparation coupled with a general lack of knowledge of indigenous peoples, leading to classroom instruction that largely omits indigenous voices. Furthermore, the qualitative data derived from the study may reveal that U.S. history courses in Anderson County perpetuate racial stereotypes of Native Americans and the notion of indigenous peoples as historical bystanders. The findings of this study will be useful in evaluating both teacher training and instructional practice in regard to indigenous representations in history.

The Role of Mistakes from the View of Teachers with Different Mindsets
Lucy A. Watson and Kristin S. Hartland, Middle Tennessee State University

This on-going study examines how teachers of opposing mindsets (i.e., growth vs. fixed) view ideas learned during a two-week professional development about mathematical mistakes. The professional development focused on the idea that, "if we believe that we can learn, and that mistakes are valuable, our brains grow to a greater extent when we make a mistake" (Boaler, 2016, p. 13). One-hundred and fifty K-8 mathematics teachers completed a mindset questionnaire (Dweck, Chiu, & Hong, 1995) the first

day to determine where they fell on the mindset continuum. A teacher with a fixed mindset believed that intelligence was fixed, whereas a teacher with a growth mindset believed that intelligence was malleable (Dweck, 2006). Teachers also responded to multiple prompts throughout the two weeks on how they saw mistakes used in their instructional practices. Boaler (2016) suggested that one of the most powerful ways a teacher can change the classroom is by changing the message students receive about mistakes. Based on collected data, we selected five teachers to be interviewed regarding their responses and observed each during small-group discussions. Initial analyses revealed a shift in teachers' initial beliefs about the role of mistakes in the classroom. Many teachers indicated that mistakes should be a more substantial part of lessons so that students understand that mistakes are to be valued and promote learning. We are currently transcribing interviews, and plan to follow up with classroom observations in the fall. References Boaler, J. (2016). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages, and innovative teaching. San Francisco, CA: Jossey-Bass. Dweck, C. S. (2006). Mindset: The new psychology of success. New York, NY: Random House. Dweck, C. S., Chui, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. Psychological Inquiry, 6, 267-285.

Comparative Perceptions of Teacher Candidates' Reading Clinical Experiences
Amy D. Thompson, University of Central Arkansas

The purpose of this study is to learn more about teacher candidates' perceptions of their reading clinical experiences in a MAT Reading Difficulties class particularly with regards to what that experience was. In the fall and spring, teacher candidates have clinical field experience in the college reading center with instructor presence and support. In the summer, teacher candidates have had to find, utilize, and videotape their own student without instructor presence. The following research question will guide this study: How do teacher candidates perceive their reading clinical experiences specifically comparing the fall/spring group to the summer group? To address the purpose of this study, 71 graduate students in the Master of Arts in Teaching program completed a research survey at the end of their respective semesters following their clinical experience. Open ended questions at the end of the survey allow for some qualitative data which are currently being analyzed by using open, axial, and selective coding as suggested by Strauss & Corbin (1990). Initial open codes have been generated and were grouped conceptually into various axial codes. These axial codes are currently being organized to determine their relationships - resulting in final themes. The data from this research will be used to influence how we plan to support our MAT candidates through their field experiences and development as literacy teachers.

STUDENT ACHIEVEMENT   Windjammer

Session: 26   Session Chair: Julie Holmes, Louisiana Tech University

What is the 'TAP: The System for Teacher and Student Advancement' School Model and
Does it Make a Difference in Student Achievement?
Suzanne Harris and Kathleen Campbell, Southeastern Louisiana University

Educators are under increasing accountability demands regarding school improvement, teacher performance, and student achievement scores. The Teacher and Student Advancement Program (TAP) model is a reform model designed to assist schools in meeting their accountability goals. This study is a literature review that investigated 1) a description of the TAP model and 2) student achievement results. A google scholar search using key words (TAP schools, TAP and student achievement, and Teacher Advancement Program) resulted in relevant studies describing the model and student achievement. The TAP model provides ongoing support and monitoring of teachers while providing financial rewards when

students meet their academic goals. Teacher career paths (master teachers, mentor teachers, and career teachers) provide structure for follow up and support of teachers. Teachers had favorable attitudes toward the classroom support and collegial relationships in TAP schools and some districts have improved teacher retention. Principal leadership was important to implementing the program. Principals needed ongoing training to effectively implement the program and autonomy to make school decisions. The results of several studies suggested that the TAP program increased student achievement over time when it was fully implemented. The favorable results of the TAP reform model make it one to which school leaders and school districts can turn for making structured changes for school and student improvement.

Creating a Positive Classroom Environment to Meet the Needs of the Foster Child
Misty LaCour, Kaplan University; Laura Dees, University of West Florida and
Penny McGlawn, Harding University

The purpose of the study, "Creating a Positive Classroom Environment to Meet the Needs of the Foster Child," is to identify strategies in-service elementary and middle school teachers use in a regular, public school classroom setting to encourage and support foster children. Foster children often struggle socially, emotionally, and academically in the school setting leading to school failure. According to Bronfenbrenner, the individual's environment is crucial to adequate development. By establishing a positive classroom environment, teachers can provide for the needs of the foster child while encouraging academic achievement. An open-response survey instrument developed by the researchers was used to collect data from sixty-one current teachers in grades K-6. Coding was used to analyze the data to determine any emerging themes. Themes emerged from the research indicating teachers' best practices for incorporating proactive disciplinary techniques, praise and encouragement into the daily routine, and effective homework strategies. These best practices can be implemented by the classroom teacher to ensure the success of the foster children.

Effect of Teachers' Leadership on Students' Academic Achievement
Mashael A. Ghabban, Bobby Franklin, Minadene Waldrop, Mississppi College

Leadership is the key component of education across nations. Research evidence suggests a relationship between teachers' leadership and students' academic success. This relationship is attributed to student-centered learning and a commitment to excellence that are the pillars of the modern leadership process. Experts suggest that college students' academic success is significantly impacted by teachers' leadership. They however suggest that this impact differs depending on the leadership style adopted by an educator. The purpose of this paper is to examine the educational leadership styles that are prevalent in the education systems of the United States and Singapore. The education contexts of the United States and Singapore have many similarities, including practical orientation, flexibility, and respect for diversity. However, despite these similarities, approaches to education leadership differ in their tertiary education. In the former, transformational leadership is more common. Students are encouraged to achieve academic success through taking responsibility for their own development and commitment to leadership. In Singapore, transactional leadership is more widespread. The teacher's authority is unquestioned, and his recommendations are a guide to academic and personal advancement. The comparison across education contexts allows assuming that the effects of education leadership on students' academic success can be reinforced through the use of scaffolding techniques where a teacher encourages independent student work though under some supervision depending on the level of students' training.

TRAINING SESSION   **Mobile Bay III**

Session: 27

Using Matrices Like Puzzle Pieces to Frame a Literature Review
Jobina Khoo, University of Southern Mississippi and
Dustin Hebert, Northwestern State University of Louisiana

Framing a literature review to rationalize a research study is sometimes complex and overwhelming. Efficiently managing all the content at hand is one technique for simplifying the complex and allaying the overwhelming task. By using matrices to infer meaning from existing literature and organize the spectrum of ideas that literature presents, researchers can frame a literature review that is cohesive and focused on the phenomenon being investigated. Through the use of Judith Garrard;s matrix method model and other resources, this training session will provide all resources attendees will need to organize literature collections with matrices. The session's primary goal is to demonstrate how time spent analyzing literature can be maximized and comprehension can be more meaningful. Reading to select literature to review, identifying matrix elements, and critically reading a literature selection for pertinent details will be discussed and practiced. This training session will be an interactive and hands-on experience. It will include: 1) insights from attendees (professionals and graduate students) on past experiences constructing literature reviews and writing "for" meaning and "with" meaning and 2) practice creating a matrix by developing a template, deciding what details to include, and organizing literature into a "searchable" model. Attendees are encouraged to bring a laptop or other Microsoft Word-capable device.

TEACHER EDUCATION   **Clipper**

Session: 28   Session Chair: Sharon Rouse, The University of Southern Mississippi

Understanding Prospective Teacher Beliefs and Concerns Regarding Education
Keri J. Tawater, Anastasia Elder, Nicole Miller, Mississippi State University

Teaching is an admirable, rewarding, yet stressful occupation that requires passion and understanding to be effective in the classroom. The effectiveness of teachers is pivotal to the success of students (Betts, Rueben, & Danenberg, 2000; Darling-Hammond & Youngs, 2002; Ferguson, 1988). However, many teachers leave the profession in the first three years, therefore making it difficult to fully develop the skills necessary to become highly effective (Ingersoll, 2007). Additionally, teacher attrition contributes to teacher shortages. The purpose of this research is to delve into the beliefs held by teacher candidates to better understand their perceptions and misconceptions regarding the teaching profession in an effort to combat the attrition rates plaguing our education system. A survey including seven open ended items was distributed to 123 participants enrolled in an online alternative preparation program for teaching to determine the beliefs held by individuals prior to entering the teaching profession. Aspects such as interests in teaching, characteristics needed to become successful, and challenges faced in rural areas were addressed. Through the use of Nvivo software, a qualitative analysis of the data was conducted on the open-ended responses to identify themes based on the responses. Participants predominantly credited a passion for teaching and a desire to impact the future of their students as the reasons for entering the educational realm. Overall, most of the participants believed that attributes such as compassion, patience, organization, creativity, enthusiasm, and passion about their content were most indicative of their future success in the classroom. Classroom management, lesson planning, and lack of experience proved to be the most concerning topics associated with teaching for these alternate route participants. By analyzing prospective teachers'

beliefs and concerns associated with teaching, teacher preparation programs and school administrators can better understand the needs of such individuals and aid in their future success.

Exploring the Dichotomy Between Skills and Confidence of Teacher Candidates
Barbara R. Peterson & Linda Davis, Austin Peay State University

Problem: Mandates that novice teachers enter classrooms ready to teach shorten the induction period and challenge some novice teachers' confidence to teach. Can knowledge of dichotomies between specific edTPA rubrics and confidence levels of teacher candidates provide insight for teacher preparation improvement? Research Background: Albert Bandura's (1993) social cognitive theory that disparity exists between having knowledge and aptitudes and the ability to adapt these attributes to new, strenuous situations (pp. 118-119) implies that novice teachers must possess self-efficacy aligned with performance. Methods: Over five semesters, 102 teacher candidates participated in this mixed-method study. Scores on fifteen edTPA rubrics were analyzed for measures of central tendency. A survey measured levels of confidence related to each of the 15 edTPA rubrics. Analysis included Spearman and Pearson correlations. Three constructed responses asked at the end of the survey were coded and analyzed for themes. Results: Participants expressed confidence levels that exceeded their edTPA scores on specific rubrics. Internal reliability existed in the relationship of independent items in the survey to the domains of the edTPA rubric to which they were attached. Correlational coefficients revealed no statistical significance between edTPA scores and confidence in planning, instruction, and assessment. Divergence between rubric scores and survey scores indicated candidates remained more confident than competent. Conclusions/Implications: Confidence is necessary for success and helps individuals approach difficult tasks as challenges rather than obstacles. Tasks required for the completion of the edTPA promote critical reflection and may develop an accurate sense of confidence. Teacher preparation programs that promote rigor during the student teaching semester through a program like the edTPA may assist candidates to be confident to teach. Reference: Bandura, Albert. (1993). "Perceived self-efficacy in cognitive developing and functioning." Educational Psychologist. 28.2. 117-148.

The Effect of Using Measurement Benchmarks on the Beliefs and Metric Knowledge of
Preservice Elementary Teachers
Audrey N. Bullock, Austin Peay State University

With the metric system becoming increasingly more prevalent in career paths beyond the STEM fields, K-12 students need to be prepared to work with this measurement system. Currently, some elementary and middle school teachers feel unprepared to give their students authentic experiences with this measurement system beyond memorizing conversion equivalencies because the teachers themselves were taught the English system of measurement almost exclusively during their formal education. With the global nature of the economy, understanding the measurement system used by most of the world is more important now than ever. Several instructional practices have been suggested by the literature to increase both content knowledge and positive dispositions towards the metric system, but few cite empirical evidence of effectiveness. The purpose of this study was to determine if there were differences in knowledge of or beliefs towards the metric system between students who experienced either instruction using personal benchmarks or a more traditional approach. Two sections of a mathematics content course for undergraduate preservice elementary teachers were provided instruction focusing on either personal benchmarks or a more traditional approach concentrating on the meanings of the prefixes commonly used in the metric system. The 23 participants took both a pre and posttest designed to measure 1) knowledge of the metric system and 2) beliefs towards the metric system. Analyses of covariance revealed no statistically significant differences in metric system

knowledge or beliefs towards the metric system between the two groups after controlling for preexisting knowledge and beliefs; however, a statistically significant increase in positive dispositions towards the metric system was observed for all participants regardless of type of instruction. The study, as well as positive changes in beliefs and implications for

K-12 ISSUES   Grand Bay I/II

Session: 29   Session Chair: Teresa Clark, Murray State University

Restructuring in Place of Reform: Year-Round Schooling
Tammy L. Edwards, Arkansas State University

In the world of education today, it seems the major topic of discussion is the perceived need for 'educational reform'. The topic is so pervasive that it drives political agendas. The corporate world would have us believe that the American education system is failing. Perhaps it is not that we are failing to properly educate our children, but rather that we are failing to act on what research has proven will work. This paper will address year-round schooling, a concept that research clearly shows is better for students' academic growth as compared to a traditional school calendar. Peer reviewed articles and and books were examined with careful consideration to both sides. In addition, an extensive search was done on brain research; specifically how the brain stores and retrieves memories. Findings demonstrate that a restructuring of education to a year-round school concept is more viable than a traditional school calendar (Graves, 2011; Khankeo van der Graaf, 2008; Alexander, Entwisle, and Linda, 2007). Historically, the farming community has been the strongest advocate of the traditional calendar, preferring that it stay synonymous with planting and harvest cycles. Brain research supports shorter, more frequent breaks in regard to building long term memory and ease of retrieval of information (Carey, 2014). The implications for student construction of meaning are phenomenal. Providing instruction prescriptively and consistently with the way the brain best stores memories will have a huge positive impact on student learning. Student regression resulting from extended summer breaks will be eradicated and long-term memory will be more prescriptively and intentionally developed. Education is not in need of reform; it is in desperate need of restructuring.

The Every Student Succeeds Act (ESSA) and Rural Schools: A Policy Analysis
Jerry D. Johnson, University of Central Florida

The Every Student Succeeds Act (ESSA) reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA) and replaced the No Child Left Behind (NCLB) Act enacted in 2002. ESSA (1) maintains elements of NCLB viewed as positive by the administration (e.g., annual statewide assessments of all students' learning, competitive programs to evaluate and reward effective educators in high-need schools); (2) alters other elements of NCLB viewed by the administration as negative (e.g., unrealistic student performance targets and school ratings based entirely on test results; one-size-fits-all accountability, interventions, and supports for struggling schools developed at the federal level); and (3) and adds several new elements (e.g., college and career readiness standards, innovative local assessment pilots, teacher and leader evaluation and support systems that include observations and student learning, inclusion of pre-Kindergarten education, competitive programs for innovation and evidence-building, replication of high-quality charter schools, and wrap-around support systems for vulnerable communities). For this policy analysis, we reviewed ESSA with an eye toward describing its attempts to influence rural education and understanding the likely implications of the Act for rural schools and communities. The review is organized into two parts: first, we analyzed a host of general (i.e., non-rural-specific) programs for which there is language specifying some focus on or attention to schooling in rural settings; and second, we analyzed changes made to the Rural Education Achievement

Program (REAP), a group of programs enacted under NCLB that represent the federal government's single largest funding effort directly targeting rural schools. Results suggest that ESSA has the potential to substantively impact rural schools and their communities. Whether that impact will be positive, negative, or mixed remains uncertain to a large extent. It will be important to monitor the implementation of the Act and to measure and describe the impacts resulting from its implementation.

Balancing School Safety and K-12 Public School Students' Fourth and Fifth Amendment Rights:
Court Cases from 2004 to 2015
Nancy Gaillard, University of South Alabama

There is an increasing presence of law enforcement officers (sometimes known as School Resource Officers - SROs) in public schools who work with and support school administrators. The officials must make decisions every day involving incidents with violence, drugs, weapons, and other issues on school campuses, often requiring searches and seizures as well as student interrogations. Occasionally, issues arise that may or may not prompt litigation. One recent incident occurred in Richland County, S.C. in the fall of 2015 when a student was forcibly removed from a classroom by an SRO and the incident, which appeared to show the officer being excessive in his actions, and was filmed by another student in the class. These types of incidents, unlike this one, are not always recorded or reported, and the fact that there is often little, if any, SRO training presents a disturbing picture of what could and does happen in our public schools. With sometimes confusing regulations from state and district rulings regarding how to handle such situations, school officials and SROs make judgments that can and do affect students' permanent records as well as their lives after high school. This presentation discusses the results of 105 cases across the United States from 2004 to the present involving students' Fourth and Fifth Amendment rights in school when law enforcement officers are involved. A review of the literature covers landmark cases prior to 2004 as well as cases since 2004 that have established legislation used to make decisions, historical content describing the roles of SROs, and the reluctance of the Supreme Court to rule on this topic. The presentation offers current trends based on relevant data on U.S. case decisions, and principles for school officials who must make critical decisions when working with students, parents, and law enforcement

9:30 AM   - 10:20 AM

RESEARCH IN PROGRESS: Technology   Riverboat
Session: 30   Session Chair: Amanda S. Mayeaux, University of Louisiana at Lafayette

Gaming in Cognitive Acquisition of Second Language
Katerina Sergi, Mississippi State University

Games contribute to the human experience (Huizinga, 1949). Commercial digital games, in particular, constitute a favorite leisure activity for young persons and mature adults (Entertainment Software Association - ESA, 2015). In recent years, the educational appeal of serious digital games has been expanded to a variety of cognitive development fields, one of which is language acquisition (Markouzis & Fesakis, 2014). Game-based learning is associated with Piaget's role playing (Piaget, 1951), Vygotsky's social interactions (Vygotsky, 1978), and information processing theories (Halford & Andrews, 2014). But in what ways can gaming contribute to second language learning (L2), and what is the impact of games on children's cognitive processes? These two research questions guided the current literature review in which gaming and L2 learning was the focus. The research query was filtered to account for the spur of web applications and broadband internet boom of the last six years. A combination of scholarly review

and empirical articles was produced. The empirical studies were analyzed thematically using NVivo qualitative software. The analysis generated two main themes for gaming: (1) cognitive affordances and (2) social constructivism approaches. Cognitive affordances included (a) games as cognitive tools, (b) linguistic awareness / proficiency, (c) exercise of memory function, and (d) interactive learning. The theme of social constructivism approaches included (a) collaborative construction of knowledge, (b) competitive nature of games, and (c) fun as medium of increased learning. Existing literature suggests that gaming contributes to cognitive acquisition of L2 but scarcity of evidence regarding gaming's long-term impact on young children's language development skills exists (All, Castellar & Van Looy, 2016; Mayer, 2015). This review concludes with best practices that revolve around the context of interventions in formal and informal educational settings, as well as longitudinal effects of gaming for second language learning.

A Policy-to-Practice Study of the Implementation of Digital Citizenship and Internet and
Cell Phone Safety Education in Louisiana Public Middle Schools and High Schools
Teresa M. Bourgeois, Southeastern Louisiana University

In response to the need to teach students critical thinking skills necessary to be safe and responsible online users, officials in many education agencies, and leaders in education organizations adjusted their educational technology standards to include digital citizenship and internet safety education. In alignment with this movement, Louisiana's BESE revised policy to mandate digital citizenship instruction and the Louisiana House of Representatives adopted legislation requiring public schools to provide age level appropriate internet and cell phone safety instruction. The purpose of this study is to describe the extent and fidelity of the implementation of the Digital Citizenship standard of the Louisiana BESE's Bulletin 104-Louisiana PreK-12 Educational Technology Standards and La. Act 384, internet and cell phone education; required instruction act in Louisiana public secondary schools. The implementation will be studied by using an education policy implementation framework derived from the Quality Implementation Framework and top-down implementation research specific to education policy. Sequential Explanatory Mixed Methods Design will be used. Quantitative and qualitative data will be collected in two phases. First, data will be collected using a principal survey instrument developed by the researcher and sent to all secondary public school principals in Louisiana. Secondly, qualitative data will be collected through one-on-one interviews with principals and those directly responsible for student instruction. Data collected through the interviews will be studied using quantitative coding analysis and cross-case analysis. This study may provide Louisiana education leaders with a descriptive assessment of the fidelity and the extent of the implementation of Digital Citizenship and La. Act 384 in Louisiana public secondary schools. Additionally, this study may provide insight into the policy process and implementation structure currently in place in the state's educational system.

Prototype Design and Testing of a Multimedia Learning Object for Teaching Basic
Spanish Language in Elementary School
Temitope O. Olokunde and Moustapha Diack, Southern University A & M College

Statement of the Problem Current cognitive research seems to argue that the youngest human brains have the greatest aptitude for language learning and especially in the first ten years in a child's life. With current development of Information and Communication Technologies (ICT) leading to the conception and deployment of many digital tools for learning, it becomes natural to consider the potential of integrating multimedia to support language learning. This paper discusses the implementation of Systematic Instructional Design (SID) to plan and produce a multimedia learning object targeting elementary learners interested in learning basic Spanish language. The instructional design process and use of the Lodestar authoring tool will be discussed. Brief description of the Research This research

seeks to validate the Cognitive Theory of Multimedia and the Systematic Instructional Design Theory. This paper discusses the design of a multimedia learning object to teach content on numbers (1-40) and colors in Spanish. The multimedia asset developed will be piloted in the classroom to measure its effectiveness. Methodology The design approach was based on the Systematic Instructional Module and grounded on the Cognitive Theory of multimedia. The developed digital resource will be piloted with 15 elementary students between the age brackets of 4-8. Qualitative and quantitative research instruments will be developed to evaluate student attitude and the effectiveness of digital resource in improving learning outcomes. Results Findings showed enthusiasm in the children as they learnt basic numbers and colors in Spanish language. They were able to translate and pronounce number and words from English to Spanish. The children interacted with Lodestar which was displayed in flash cards, multiple choice questions and short answers. Conclusion Although, some elementary schools have foreign language in their curriculum, it would be noteworthy for more schools and educators to complement foreign language teaching via use of multimedia instruction.

ELEMENTARY EDUCATION   Windjammer

Session: 31   Session Chair: Rose Jones, The University of Southern Mississippi

Coping Strategies Among Expert Elementary Teachers: Application of the Social Ecological Model
Katherine D. Garth, University of South Alabama

What does teaching entail? High stress. High attrition rates. Unrealistic expectations. Lack of support. A negative connotation is often associated with the teaching profession. The high stress and use of inappropriate coping strategies may be culprits for this negative undertone. It has been documented in the literature that a teacher's coping strategies play a role in burnout of the profession. Because teaching is more demanding today than ever before, teachers need effective coping strategies. Therefore, the purpose of this study was to investigate coping strategies of expert elementary teachers through application of McLeroy's et al. (1988) Social Ecological Model. This model highlighted how teachers coped with stress among 5 levels: intrapersonal, interpersonal, institutional, community, and public policy. There were 7 expert elementary teachers who participated in this study. The characteristics of these teachers included: 2 regular, 2 special education, and 3 gifted. Data collection included interviews, observations, and documents. The data revealed 6 commonly used strategies across all 5 levels of the Social Ecological Model: seeking additional knowledge, creating a support network, adapting to the situation, having a sense of humor, using medication for emotional support, and creating a home-like environment. While most of the findings in this study confirm previous findings in the literature related to teacher stress and coping, two particular strategies emerged from the data that were not found in previous literature: creating a home-like environment and changing the situation if not satisfied. This study contributes to research on teacher burnout and teacher retention by documenting several robust coping strategies. These strategies are robust because they are low in cost, easy to achieve, and good for a teacher's overall performance and well-being. The implication of this is that teachers may benefit from having a few robust strategies to help them cope with the stressors of the profession.

A Comparison of Basic Subject Content Exam Scores For Six Consecutive Years (12 Semesters)
Ava F. Pugh, Rhonda Mann, Kris Bista, Teresa HIbbets, University of Louisiana at Monroe,
and Fred Groves, Missouri State University

One of the requirements of CAEP, once called NCATE, is that pre-service candidates demonstrate knowledge in basic subject areas-science, social studies, language arts, mathematics, health, physical education, and the arts. Therefore, the purpose of this study was to ascertain the degree of

preparedness per subject area for each semester for six consecutive years. A sample consisting of 280 pre-service candidates enrolled in the Professional Block Semester, the semester prior to student teaching, was targeted. Candidates were administered a content exam totaling 105 questions at the conclusion of each semester. The smallest group of candidates was 14 with the largest being 30 for two semesters. Data were analyzed by using cumulative percentage averages in each subject area. Results indicated that math ranked the highest (83.61) and the arts ranking lowest at 43.55. The second highest area was Physical Education (75.09) with the four remaining areas (Science, Social Studies, Language Arts, Health) ranging between 48.73 and 59.70. Implications of the results for the difference in scores could be the particular semesters when the candidates took the course or where some candidates in the old elementary program took fewer classes in core subject area courses and the knowledge was not as concentrated.

Synergizing Native American Ways of Knowing with Elementary Education Research
Amy Pauls and Kristin Javorsky, Ph.D., Mississippi State University

In the U.S., Native Americans continue to lag behind all other racial groups in income levels, educational attainment, and physical and mental health. The latest census figures showed a 28% increase in the Native America population in the MSERA region. Popular educational research methods tend to align with those that reflect with the knowledge, relationships, and norms of mainstream cultures, while Native American communities may approach these relationships and knowledge differently. This can result in inauthentic data collection leading to inaccurate analysis of the educational issue under study. The purpose of this literature review was to ascertain how educational researchers working with Native students and families can obtain more authentic data by integrating Native ways of knowing into their research approach. For this study, the literature search was centered on works authored by Native American researchers. These individuals are in a position to navigate the path between diligent data collection and inclusion as a good member of their community, with this unique perspective offering potential insight to the participatory methods valuable to advancing Native communities. Articles, chapters and books included were located through educational database searches, reference lists, and recommendations from Native academic community. The results of this review confirm that traditional participatory research methods do pose additional challenges in many Native American communities. Native researchers have consistently noted that Native American communities are cautious of outsiders. Historical trauma has prompted members to question the motives and data of researchers who purport to seek understanding. The implications of this literature review are that respecting culture and indigenous ways of knowing while soliciting authentic participation in research goals is paramount to data collection and interpretation. Most importantly, one must understand and approach Native communities in ways that allows Native American voice to resonate across the data and results.

Not Just ABCs and 123s: The Critical Role of Emotional Development in School Readiness
Bridget E. Thomas, George Mason University

Early childhood policy research has shown that when policy mandates push prekindergarten programs to narrow their focus to cognitive development, other developmental domains, such as socio-emotional development, can fall to the wayside. This study focused on a primary element of emotional development-emotion regulation-and investigated its place in the research literature as well as in the early learning policies of states' publicly funded prekindergarten programs. The first half of the study was a comprehensive review of the available literature on emotion regulation in early childhood. Selected articles were required to be from 2000 and beyond, have a preschool or prekindergarten aged sample, and be focused on emotion regulation within the classroom or other preschool setting. These criteria were intended to provide a research foundation that was directly relevant to current early

childhood policies at the state level. The second half of the study investigated, via content analysis, the potential role of emotional development in the early learning standards of ten leading state prekindergarten programs. The analysis also considered how the language used in the standards delineated the program's goals at a deeper level, and looked for connections or differences among the states. The review of the literature revealed several key findings, including the significant negative influence of emotional dysregulation on early learning, particularly for children at risk; and a critical need for increased teacher preparation in emotional development. Content analysis of the ten states' standards indicated widely varying levels of priority placed on emotional development. These differences are relevant when one considers the discrepant levels of education and training that are required for preschool teachers in different states. Those states that provide detailed guidance and support for teachers (particularly new teachers) are more likely to have teachers capable of scaffolding healthy emotional development in their students.

TRAINING SESSION (double session)   Mobile Bay III

Session: 32

A Meta-Framework for Collecting, Analyzing, and Interpreting Verbal and Nonverbal Data in Qualitative and Mixed Research Studies
Anthony J. Onwuegbuzie, Sam Houston State University

Interviews represent the most popularized method of collecting qualitative data in both qualitative research and mixed research because, potentially, they provide researchers with opportunities for enhanced meaning making (Warren, 2002). Unfortunately, when collecting and analyzing interview data, researchers tend to pay little attention to describing nonverbal communication data and the role that these data played in the meaning-making process. In fact, Denham and Onwuegbuzie (2013), who examined the prevalence and use of nonverbal communication data throughout the phases of all qualitative research studies published in a reputable qualitative journal, namely The Qualitative Report, since its inception in 1990 (n = 299) to the mid-year point (i.e., June 30) of 2012 (representing approximately 22 years) documented that only 24% (n = 72) of articles included any mention of nonverbal communication, with the vast majority of these authors providing extremely scant mention (e.g., one sentence). This lack of reporting of nonverbal communication data likely stems from the scant guidance in this area given by authors of research methodology textbooks. Thus, the purpose of this training session is to provide a mixed research-based meta-framework for collecting, analyzing, and interpreting nonverbal communication behavior. This meta-framework yields guidelines for students to collect, to analyze, to interpret, and to report nonverbal communication data. First, I provide a typology of nonverbal cues. Second, I outline several mixed research techniques for collecting nonverbal communication data. Third, I provide an exemplar for reporting nonverbal communication data in which mixed analysis techniques were used to analyze nonverbal communication data, including the use of correspondence analysis. I contend that a rigorous examination of nonverbal cues in interviews increase understanding of emotional nuances that are difficult to capture through verbal data alone, thereby facilitating thick and rich descriptions, and, ultimately, verstehen.

ADMINISTRATION   Clipper

Session: 33   Session Chair: Saeed A. Alqahtani, Mississippi College

Background Factors Common Among African-American Female Administrators in Tennessee
Barbara L. Howard, Jackson State University and Donald Snead, Middle Tennessee State University

Studies have been done regarding minority groups in administration in higher education; however, these studies have often not been gender specific and do not address the differences in the plight of African-American woman. Gamble & Turner (2015) discussed the complexity and different forms of barriers that hinders advancement of women. It has been noted that search committees that screen and identify candidates are influenced by their own credentials and goals. This study was designed to examine if there was an increase in the number of African-American female administrators at five public predominantly White institutions in Tennessee. This study was to identify the demographic profile and to suggest a set of personal characteristics needed for African-American women to achieve in administrative positions at predominantly White institutions in Tennessee. This was a mixed-method, descriptive research. Howard performed a study (2001) showing that the average African-American female administrator employed by predominantly White institutions in Tennessee is between 30 and 39 years old, married, and earning $40,000-$49,000. The largest category for positions held by African-American female administrators was in the Student Affairs division at 43.3%. The second largest category was business and finance at 23.3%. A third of the participants stated they have to work twice as hard as others to prove themselves as administrator, while 40% felt they had faced no barriers as a female administrator. The data from this study show only a slight increase or no increase in most institutions in the number of African-American females in executive or managerial roles. In three of the largest institutions in Tennessee there was a wide percentage disparity among women and even wider gap between African-American women and men.

What Aspiring Principals Need to Know: A Comparative Analysis of
Erica L. Farnham, Charles E. Yeager, F. Jane Cobia, Peggy H. Connell, Samford University

The purpose of this study was to determine what novice principals need to know to be successful school instructional and turnaround leaders. This study used a cross-sectional survey research design. Survey data from 650 principals in one Southern state were analyzed using descriptive statistics and factorial ANOVA and chi square tests. The independent variables were type of school setting (urban or rural) and years of experience (1 year, 2 to 5 years, 6 to 10 years, and 11+ years). The dependent variable was the principals' level of preparedness for six categories: vision, school culture, collaboration, management, ethics, and politics. The results of the factorial ANOVA revealed differences between urban and rural principals regarding their perceptions of preparedness for the principalship. The results of the chi square test indicated no difference between the type of principal preparation and their level of preparation.

A Comparison of Field Experiences among Louisiana University Principal Preparation Programs
Kathleen Campbell, Southeastern Louisiana University; Randy Parker, Louisiana Tech University,
Mindy Crain-Dorough, Southeastern Louisiana University

Statement of the Problem After sweeping criticism that universities were not adequately preparing their educational leadership candidates with relevant experiences, governing boards mandated universities to redesign their principal preparation programs to include authentic experiences encountered by practicing principals. The Educational Leadership Constituent Council (ELCC) standards provided guidelines for universities to follow in their redesign. After adhering to the ELCC standards for the past decade, universities may soon be required to redesign their redesigned programs. The increase in

responsibilities of principals was the impetus for the National Policy Board of Educational Administration (NPBEA) to expand the ELCC standards to include more detailed guidelines for the changing role of principals. These new standards are the National Educational Leadership Preparation (NELP) standards, awaiting final approval. The present study compares details of required field experiences among Louisiana universities to see if the current experiences align with the new standards. Theoretical Framework University-school district collaboration is the theoretical framework for the study. The most recent iteration of university-school district collaboration is a partnership between university and school district to provide an authentic venue to prepare candidates to meet the challenge of school improvement. Methodology The present study is a mixed method, descriptive and comparative design of miniature case studies using data collected from one data source for each case study (Baxter & Jack, 2008; Gerring, 2004; Goodrick, 2014; Onwuegbuzie & Leech, 2006). Each university M.Ed. program director was interviewed regarding field experiences, which are described, after which a cross comparison will be conducted. Results and Conclusions Results for data regarding field experience requirements are described and compared not only with one another but also with the new NELP standards to determine whether current field experiences align with the new standards. Such information should be helpful to universities and districts in revising field experiences for

Students' Rights of Freedom of Expression, School Board Policy, and Disciplinary Procedures:
Perceptions and Practices of Public School Administrators
Pamela H. Scott, East Tennessee State University

Public school administrators are tasked with enforcing school board policies related to social media use and a student's right to freedom of expression and the inferred right to privacy. The complexity of these issues requires a public school administrator to be knowledgeable of school board policies, state and federal laws and guidelines, court rulings, and community expectations. This qualitative case study examined the criteria public school administrators used when investigating alleged infractions by students related to the use of social media and the factors that influenced how the infraction was addressed. Data were collected from 10 principals in East Tennessee. Multiple research strategies were employed in data collection: (a) semi-structured individual interviews, (b) focus group interview, and (c) document review. Multiple sources of data allowed for triangulation and a broader analysis. The general strategy in the data analysis was to build an explanation of the understanding public school administrators have regarding freedom of expression and a right to privacy regarding enforcing school board policies. Analysis of the data revealed: (a) a lack of understanding of the First Amendment of the Constitution and student rights, (b) ambiguous school board policies, (c) lack of alignment of the guarantees in the First Amendment of the Constitution with school board policies, (d) inconsistent methods in investigating student use of social media, and (e) inconsistent consequences for students. The results indicate the need for: (a) principal training in understanding the guarantees of the First Amendment of the Constitution, (b) principal training in understanding student rights in a school setting and in their private lives, and (c) the need for clear school board policies and individual school disciplinary guidelines aligned with the guarantees of the First Amendment of the Constitution.

MATHEMATICS   Grand Bay I/II

Session: 34   Session Chair: Landon Clark, Murray State University

Pathways to Mathematics: Addressing a Critical Need in 6-12 Education
Susan F. Martin, Andre Green, Madhuri Mulekar, Andrea Moore Kent, University of South Alabama

Mathematics addresses the desperate need to increase the number of math teachers in the region through enabling recent mathematics, engineering, or technology bachelor's degree graduates to

complete secondary mathematics certification in an intensive four-semester program that culminates with certification and an earned master's degree. An indicator of exemplary teacher preparation efforts embedded within the PTM Noyce Program is that it is designed to expose candidates interested in teaching to authentic classroom experiences through clinical field experiences supported through instruction in multiculturalism/diversity, classroom organization/management, assessment/student learning, and methods and materials for teaching content, all of which are informed by state Quality Teaching Standards. In addition to a pre-residency experience in which candidates get a small taste of what it is like to be in the classroom before accepting funding and entering the program, they must engage in field experiences over the course of the program, culminating in the student teaching internship during the final semester. With this modified field experience design, Noyce students more than triple the amount of time required of typical teacher education students, as they are in the field from the time they enter the program. Program design will be presented as well as results from the start of the of the program, including mentorship interviews and feedback from inservice teachers.

Teacher Characteristics and Their Effects on End-Of-Course Mathematics Student Achievement Scores of High School Students in Rural West Tennessee
Macklin Smith, Union University

The purpose of this study was to examine the effect years of teaching experience and degree level on overall achievement of students on the Algebra I and Algebra II End-of-Course tests in the Tennessee Comprehensive Assessment Program. Using descriptive statistics and a two-way ANCOVA, the researcher analyzed data from school districts in rural West Tennessee for the 2013-2014 and 2014-2015 school years to determine if degree level or years of experience had an effect on student achievement. The interaction between degree level and years of experience proved to be not significant for both Algebra I and Algebra II. A strong foundation has been built in Tennessee with these results that could be continued using future test data. The results indicated that teachers with more experience were associated with significantly higher student achievement in both Algebra I and Algebra II. The results also showed that students whose teacher held an advanced degree scored significantly higher in Algebra II. These results can assist school leaders in making hiring and placement decisions for high school math teachers. Furthermore, the results can inform state and district officials who determine if pay increases should be awarded to teachers with more experience and advanced degrees.

EEG Analysis as a Tool to Examine Cognitive Workload in Solving Mathematics Problems
Yuejin Xu, Murray State University

The purpose of the study is to examine learners' cognitive workload while solving mathematics problems using Electroencephalography (EEG) analysis as a tool. The primary research question is: How does the use of mathematics of different levels of difficulty affect users' levels of task engagement and mental workload? This study employed a single-subject design. One willing participant first completed three baseline tasks: three choice vigilance task (3CVT); visual psychomotor vigilance task (VPVT); and auditory psychomotor vigilance task (APVT) on a computer. Then, the participant completed a total of 12 mathematics questions of various levels of difficulty (short-response type) in about 40 minutes while wearing an EEG wireless headset (B-Alert X10) in paper and pencil. Data obtained in the study included participant's written responses to the 12 questions, and B-Alert Live® software program generated levels of task engagement and mental workload metrics. For task engagement and mental workload, one row of data was provided per second of recording time for a total of 2686 data points (rows). Our analyses will mainly focus on using the generated z-scores for both the cognitive engagement (sleep onset, distraction, low and high engagement) and Z-Score of workload probability (FBDS model). This study explores an innovative educational neuroscience approach to understanding how cognition and learning

emerges from the interaction of the body, the brain and the environment. It sheds light on the interactions between biological processes and mathematics learning.

Building Capacity through Building Numeracy
Lynn G. Patterson & Yuejin Xu, Murray State University

An overview of the grant project, Supporting Strategies for Building Numeracy in Grades K-3, will be shared. One of the main purposes of this project is to train participants to fluently use the Teacher Learning Community (TLC) approach to building numeracy. Through the TLC approach and other supports during this two-year project, the participants will: 1) Develop an understanding of the TLC approach to building numeracy.2) Design and connect standards-based lessons. 3) Encourage students and themselves to analyze their own mathematical thinking by thinking like a mathematician. 4) Guide students to use and seek an understanding of mathematics and building numeracy concepts for future classroom mathematical explorations. 5) Guide students while incorporating the Standards for Mathematical Practice (CCSS) into their daily mathematical routines for teaching and learning. 6) Guide students in developing a mindset of learning and thinking like a problem solver. The focus of the grant project is based upon building capacity of the schools to identify and support high-leverage instructional practices that result in improved mathematical learning in the elementary grades. The project targets four elementary school in two school districts. Participants include four administrators and twenty-six teachers of grades kindergarten through third grade and their students.

10:30 AM   - 11:20 AM

RESEARCH IN PROGRESS: Science   Riverboat

Session: 35   Session Chair: Jwa Kim, Middle Tennessee State University

Examining the Situated Epistemic Cognition of In-Service Mathematics Teachers in a Technology-Driven Teaching Methods Professional Development Seminar
Eric W. Hosman, The University of Memphis

Epistemic cognition, or how individuals personally conceptualize and operate with knowledge qua knowledge (Greene, Sandoval, & Bråten, 2016), has been found to correlate with conceptual change, self-regulated learning, and argumentation skills amongst others. Many researchers have called for examining the situated, or contextualized, nature of epistemic cognition, including both social and emotional contexts (Sandoval, 2012; Bendixen & Rule, 2004). Yet there are few studies where researchers examine the situated development of epistemic cognition of teachers. The goal of this project is to develop and understanding of the complexity that social interactions and emotional exchanges and behaviors might have on an individual's epistemic cognition over the course of a multi-day training session. This study is a week-long, qualitative examination of the social and emotional context of in-service teachers' epistemic cognition within a professional development seminar designed to introduce developmentally appropriate technology usage for high school Mathematics teachers. Data was collected through participant observation, interviews with 10 in-service teachers and the course instructors, in-class and outside-of-class assignments, and transcripts of online discussion posts. The epistemic claims, stances, aims, values, virtues, and vices of students and the course instructor were tracked, as well as their social interactions and emotions, using audio recordings and fieldnotes. The findings are likely to highlight the role of strong emotions as moderators of hot cognition (Sinatra, 2016), as well as how distributed cognition informs individual epistemic practices (Hutchins, 2013). Situated

development is a form of constructivism in teaching that has been identified as meaningful in developing one's beliefs (see Hofer & Bendixen, 2012; Sandoval, 2012). This research has implications for in-service teacher professional development, including how teachers' epistemic cognition informs their decisions in the classroom about instruction strategies, assessment, and informal activities.

Integrating Literacy and Science in Grades K-12: A Meta-Analysis
Summer K. Talbert, Jennifer Parrish, Amy M. Elleman, Middle Tennessee State University

Purpose Empirical research on the integration of science and literacy suggests there is mutual benefit to both disciplines (Pearson, Moje & Greenleaf, 2010). To systematically summarize the effects of such research, this meta-analysis examines the results of 26 studies of integrated literacy and science interventions in grades K-12. Further analysis will be conducted to determine which components of integrated instruction are most effective for improving literacy and science outcomes. In this study, we address the following questions: 1) Is integrated literacy and science instruction effective in improving both science and literacy outcomes? 2) Are certain methods or contextual factors associated with effect size for literacy and science outcomes? Method Studies were included if they used an experimental or quasi-experimental design, included integration of science and literacy with intentional science instruction (National Research Council, 1996), and included a science and/or literacy outcome measure. Integration was defined as instruction in which reading and science were explicitly assimilated to target both reading and science content objectives. Intervention effects were estimated using Hedge's g (Hedges, 1983) for each study outcome, and overall effects for both science and literacy outcomes were then computed. Homogeneity of effects was examined using a random effects model. Currently, a moderator analysis is being conducted using meta-regression to consider the impact of the intervention components and participant characteristics (Hedges, Tipton & Johnson, 2010). Results Preliminary analysis showed an overall small effect size of .36 for reading outcomes, Q=69.76 (df = 12), p<.01, and a moderate effect of .61, Q=488.20 (df = 26), p<.01, for science outcomes. To better explain heterogeneity of effects in both, further moderator analyses is being conducted to provide information about the role of participant and instructional characteristics on science and literacy outcomes.

Instructional Strategies in Adolescent Literacy: The Process Science Teachers Use to
Integrate Strategies, and How Their Students Utilize Them
Erin Klash, Auburn University

Statement of the problem Based on assessments, such as the ACT Aspire, NAEP, STAR, and others, students struggle to meet proficiency in reading. Instructional strategies have demonstrated promising results in facilitating student thinking about various texts of study across content areas (Schorzman and Cheek, 2004; Benjamin, 2007; Fisher, Brozo, Frey, & Ivey, 2015). This study seeks to determine how sixth grade science teachers use instructional strategies to foster adolescent literacy in science classes, as well as how students respond to and use those strategies. Brief description of the research This study is framed around three major theories. First, Rosenblatt's transactional theory will be related to adolescent literacy (Rosenblatt, 1991; Rosenblatt, 1994). Second, cognitive learning theory will be addressed, and the role it plays in how students learn (Fang, 2012; Winstead, 2004; Woolfolk, 2016; Piaget, 1969; Bandura, 1988). Finally, active learning theory will be the backbone of this study (Drew & Mackie, 2011; Gillis and MacDougall, 2007; Vygotsky, 1978). The review of literature includes specific definitions of skills and strategies, and distinguishing differences between instructional strategies and reading comprehension strategies, provide a background on instructional strategies and uses, and, finally, outline studies which have been conducted regarding the use of instructional strategies in science class to foster adolescent literacy. Summary of the methods which includes a description of data collection, instrumentation, analysis, and subjects This is a qualitative, comparative case study, which

will be conducted in four, sixth grade science classrooms in the southeastern United States. Data collection will include interviews, observations, documents, audio and video recording, and photography. To analyze the data, a codebook will be created, based on codes from the analyzed data. Themes will be established to compare and contrast instructional strategies used to facilitate adolescent literacy, and how students respond to those strategies. Results are not yet determined.

HIGHER EDUCATION   Windjammer

Session: 36   Session Chair: Rachelle Miller, University of Central Arkansas

Survey of Student Disabilities Services Current Perceptions on Concussions and/or Mild Traumatic Brain Injuries and Current Disability Access Accommodations Available to Recovering Collegiate Athletes
Andrew J. Jakiel, University of North Georgia

PURPOSE: The purpose of this study is to assess the current perceptions and familiarity of student disability services professionals in regard to concussions and/or MTBI and to identify the most commonly requested and approved disability academic access accommodations available to post-secondary student-athletes. DESIGN: Descriptive Survey SETTINGS: Population-Based Survey PARTICIPANTS: Three hundred ninety-nine OSD professionals working at the collegiate setting in the Great Lakes and Mideast Regions (N=399). The final response rate was 118 completed surveys (n=118). INTERVENTIONS: The variables of the study can be found in the Jakiel OSD Perceptions Concussions and/or MTBI Survey. There were no identified independent or dependent variable. RESULTS: Hypothesis 1 was statistically significant, indicating that NCAA Division I OSD professionals were more likely to engage in contact in a more frequent manner with their university's athletic training staff when compared to the other NCAA Divisions or collegiate affiliations surveyed. In addition, NCAA Division or collegiate affiliation does not significantly impact an OSD professional's comfort level in managing a recovering student-athlete from an OSD standpoint. CONCLUSIONS: Based on the results of this study there is a need to increase communication between the office of student disabilities and athletic trainers in regard to providing care from a holistic standpoint for recovering student-athletes that have sustained a concussion/and or MTBI.

Sports Nutrition Knowledge of Volleyball Players
Shelly L. Holden, Brooke E. Forester, Steven F. Pugh,
Christopher M. Keshock, University of South Alabama

The study of nutrition and its effects on athletic performance has increased in recent years. The American College of Sports Medicine (ACSM), American Dietetic Association (ADA), and Dietitians of Canada (DC) adopted a joint statement in 2000 and stated, "Physical activity, athletic performance, and recovery from exercise are enhanced by optimal nutrition" (Barr, Butterfield, & Manore, 2000, p. 2130). The purpose was to determine the sports nutrition knowledge of volleyball players. There were 78 participants (13 male, 65 female) who were currently playing collegiate indoor or sitting Paralympic volleyball. Sports Nutrition knowledge was assessed the Sports Nutrition Knowledge Questionnaire (Zinn, 2004). The questionnaire contains six sections pertaining to sports nutrition (nutrients, fluid, recovery, weight gain, weight loss, and supplements) demographic questions such as age, gender, race, and where participants obtained nutritional knowledge were also asked. Results indicated a lack of sports nutrition knowledge with the mean score of 40.2 (45.7%). The questionnaire was scored out of possible score of 88. Seventy percent, or 61.6, was considered passing on this instrument (Zinn, Schofield & Wall, 2006). No participants received a passing score and the highest score recorded was 59/88 (67%). Coaches (51) were the main source of nutritional knowledge followed by athletic trainers and nutritionists/dieticians (34), the internet (26), personal trainers (19), physician (16), and television

(16). Current results are of grave concern because of the lack of nutritional knowledge exhibited by participants competing at the highest levels of volleyball (collegiate and Paralympic). Further, prior research (Botsis & Holden, 2015; Corley, Demarest-Litchford, & Bazzarre, 1990; Holden, Phelps, Baghurst, Keshock, Pugh, & Heitman, 2016) has indicated that coaches and athletic trainers lack appropriate nutritional knowledge. Therefore, colleges and higher levels of athletics must consider a nutrition education program taught by a licensed dietitian or physician to better educate athletes on sports nutrition.

Prediction of Dyslexia Based on Parent Evaluations
Weon H. Kim and James Herman, Middle Tennessee State University

Dyslexia is a learning disability which cannot be diagnosed easily because of its characteristic heterogeneity. It is critical to identify children with dyslexia early before they fail to learn to read. Researchers have revealed that it is necessary to identify dyslexic children by age six or younger and that parent evaluations are useful as an early screening tool for dyslexia in addition to teacher evaluations. This study examined whether parent evaluations using rating scales would predict their children's dyslexia. Parent evaluations comprising 10 items were analyzed in 142 students referred to the Center for diagnosis of dyslexia. Participants identified as dyslexia or non-dyslexia ranged from kindergarten to 12th-grade. Data analysis using the discriminant analysis showed a significant hit ratio, indicating that parent evaluations predicted their children's dyslexia with a high accuracy rate. The chance criterion was applied for a baseline criterion in order to test the improvement of hit ratio from the baseline. The linear discriminant function significantly improved the hit ratio from the baseline. The result showed that students were diagnosed late at an average age of 13, which means that early identification of dyslexia is not easy and for that reason parent evaluations may be critical for early diagnosis of dyslexia. The data analysis from the univariate test revealed that the ability of reading words for dyslexic students was significantly lower than that for non-dyslexic students, which is a consistent result with research on dyslexia. Early insights from parents are crucial for the special needs of dyslexic children. Conclusively, it may be important to maintain balance by combining parent evaluations and teacher evaluations for early identification of children with reading difficulties.

EDUCATIONAL ISSUES   Grand Bay I/II

Session: 37   Session Chair: Gail Hughes, University of Arkansas Little Rock

Equity Audit of St. Tammany Parish Special Education and Distance Education
Almecia J. Dupree, Southeastern Louisiana University

Problem: Many inequities frequently have been found to exist in representations of students and access to school programs in public schools. Theory: The purpose of this equity audit is to utilize theoretical positioning and conduct an empirical study involving student representations and access to educational opportunities. The audit focuses on special education including speech or language impaired students, students with learning disabilities, gifted students, and talented students. Students participating in distance learning opportunities in a Louisiana school district are a second focus of this audit. The audit uses Bernhart's theory of crossing multiple measures. Implications: An understanding of school processes, demographics, student learning and stakeholder perceptions has implications that can pave the way to research based interventions and improved educational success for all students. This study has implications for stakeholders who are interested in the quality of school programs. Stakeholders include students, parents, funding sources, and those responsible for accountability. Objectives: 1. Understand factors contributing to achievement inequities in school programs and identify areas of significant achievement differences (race, socio economic, gender, etc.). This includes identification of

home, school, classroom, and individual level barriers to high performance. 2. Assist in identifying professional development and educational interventions to reduce achievement gaps and enhance district wide success of all students. Conclusions & Recommendations: Findings showed that students in special education were not represented equitably in school programs. Little evidence exists relating to equity of students enrolled in distance education. Recommendations include more research, considerations of distance education at student assistance team meetings, faculty and parent education, equitable ethnic representations of faculty in classes and during team meetings.

A Study of Differentiated State Support to Priority Schools in Alabama
Natalia A. Dooley, Kimberly H. Vivanco, Peggy H. Connell, Julie P. Hannah, Samford University

Abstract The purpose of this study was to determine the effect of the differentiated state support on sustained school improvement among priority schools in Alabama. This study was a mixed methods approach that used survey design with descriptive statistical analysis for quantitative research and interviews for qualitative research. The researchers randomly selected participants from 11 improved and 19 not improved priority schools for the survey. Survey participants were superintendents, district leaders, principals, and school leadership team members. The study employed a grounded theory design to analyze the qualitative findings and develop a theory to explain the phenomenon of the differentiated state support. Interviewees were purposefully selected from the four most improved priority schools. They included regional coordinators, district leaders, principals, and school improvement team members. The interview responses provided additional insight into the participants' perceptions of the effectiveness of differentiated state support. The study used a two-tailed independent t-test to determine if there was a statistically significant difference between the level of school improvement (improved and not improved) and participants' perceived effectiveness of the state differentiated support. The researchers found no significant difference in improved and not improved schools' perceptions of the state support practices. The findings indicated that support for instruction, school leadership, use of data, and community engagement were an effective combination for improvement. However, other factors could contribute to improvement success. Improved schools reported that building strong relationships was the glue holding together effective improvement practices.

12:00 PM   - 1:00 PM

MSERA FOUNDATION LUNCHEON   **Mobile Bay I**

(Foundation Members Only)

1:00 PM   - 1:50 PM

RESEARCH IN PROGRESS: Teacher Preparation   **Riverboat**

Session: 38   Session Chair: Barbara R. Peterson, Austin Peay State University

A Comparison of Alternate Route Certified Middle School Teachers' Beliefs Before and
After First Years Teaching
Audri A. Brown, Nicole C. Miller, Anastasia D. Elder, Mississippi State University

The state of Mississippi is predominantly rural and lacking economic and educational resources - typically ranked among the lowest regarding educational performance when compared to other states nationwide. For these reasons, Mississippi is always in critical need of qualified teachers who not only enter the teaching profession in high need areas, but also plan to stay there long-term. Further, middle level grades are generally more difficult to keep staffed with qualified teachers for various reasons. Teacher Education for Rural Middle Schools (TERMS) is a recruitment and alternate route degree training program funded by a federal grant which focuses on staffing high need areas of Mississippi with middle school teachers. TERMS operates from Mississippi State University (MSU) in conjunction with the Mississippi Department of Education to achieve this. In accordance with grant requirements, multiple points of data are collected from participants at all stages of the alternate route teacher education program. Participants also provide TERMS with data after they have been placed in high need Mississippi schools. All participants completed a questionnaire with items related to their teaching practices, attitudes, and beliefs upon entering the teacher education program at MSU. More recently, TERMS teachers who have now been placed with schools for more than one year have been asked to participate in a semi-structured interview related to their current teaching practices, beliefs, and future goals. We intend to compare responses from the pre-test measure (questionnaire) to responses from the post-test measure (interview) in order to gain a better understanding of the experiences and needs of middle school teachers certified via alternate routes. So far only preliminary data is available for a handful of participants, due to low response rate on the post measure. With time, this study should provide insight to teacher educators who train individuals for alternate routes to teacher certification.

CULTURAL AWARENESS   **Windjammer**

Session: 39   Session Chair: Shelly L. Holden, University of South Alabama

A Quasi-Experimental Study of the Impact of Teaching Intercultural Sensitivity on
Foreign Language Motivation
Chunling Niu, Western Kentucky University

Through an experimental intervention of a four-week cultural project based on the intergroup contact theory, this study sought to (a) explore the possible pedagogical effects on participants' levels of Intercultural Sensitivity; and (b) investigate the complex interactions between learners' Intercultural Sensitivity(IS), Foreign Language Motivation(FLM), and their Language and Cultural Backgrounds. Sixty-

Eight Chinese learning students from a southcentral American university initially participated in the study, whereas 43 participants completed the required activities and were pretested and posttested on IS and FLM. The 21 experimental group participants were instructed to complete four cultural assignments during February 2014, namely, interview, skit, news analysis, and sponsor of a cultural event. In contrast, the 22 control group participants continued with their "business-as-usual" language and cultural instructions throughout the study. Three findings were noted based on the survey data analyses: (a) statistically significant correlations exist between IS and FLM, after controlling for the two most influential Language and Cultural Background factors (i.e., Parental Encouragement and Exposure to the Target Language Culture); (b) the four-week innovative culture learning program failed to produce any statistically significant impact on participants' levels of IS, and no statistically significant concurrent effects on participants' levels of FLM; and (c) three Language and Cultural Background factors (i.e., Parental Encouragement, Exposure to the Target Language Culture, and Chinese Learning History) were significantly related to participants' responsiveness towards innovative pedagogical approaches in culture learning. Implications of the current study include (a) strategic integration of language and culture learning in foreign language education to boost and sustain learners' language motivation; (b) alignment of specific pedagogical approaches with individual learners' previous language and cultural backgrounds; and (c) implementation of preventive measures to cope with the learning curve phenomenon (e.g., culture shock and learner fatigue) in foreign language and culture learning.

Increasing Cultural Awareness of Teacher Candidates: A Short-Term Study Abroad Experience
Paula B. Griffin, Stephen F. Austin State University

Due to the increasing demands of understanding and relating to diverse populations, teacher preparation programs must address the need for preparing future teachers in the area of cultural awareness. Although opportunities for learning about cultural sensitivity in teacher preparation programs may have increased, short-term study abroad experiences provide an innovative way to provide hands-on opportunities for teacher candidates to connect with other cultures. Short-term study abroad experiences have shown to affect positively the perceptions participants have regarding their cultural identity and the culture of others (Ritz, 2011). Researchers have discovered that study abroad experiences provided opportunities for transformative learning that allowed participants to both validate and construct beliefs that were more accepting of differing cultures (Ritz, 2011; Taylor, 2008). Subjects for the research included eleven teacher candidates. The mixed methods study included participant pre and post responses utilizing the My Cultural Awareness Profile survey addressing perceptions of cultural identity, cultural awareness and cultural competence prior to and following a short-term study abroad experience. Quantitative data, collected from the Likert scale items, was analyzed to compare the frequencies and mean scores of the pre and post responses to determine the change, if any, between pre and post responses. Qualitative data, collected from the open ended response items, was coded and analyzed for themes. Quantitative results indicated response shifts in each area with more shifts in attitudes of cultural awareness followed by cultural competence and finally, cultural identity. Qualitative themes included cultural awareness as an ongoing process, cultural identity encompassing more than holidays and geography, and ideas for integrating cultural competence. In conclusion, short-term study abroad is a viable avenue for increasing cultural awareness, identity, and competence in teacher candidates. This will aid in more effective instruction for an increasingly diverse student population.

TRAINING SESSION **Mobile Bay III**

Session: 40

Maximizing Publishing Potential with APA Formatting
Jacqueline S. Craven and Ensley Howell, Delta State University

Maximizing Publishing Potential with APA Formatting Session Scope Utilizing APA format correctly is inherent in what we do as educational researchers, yet many struggle with learning it thoroughly and incorporating it effectively. Most often, assistance targeted at researchers addresses only a fraction of what matters in APA. For example, multiple resources exist for aiding scholars with the basics of APA formatting, such as proper referencing and citations. However, what on-demand resources exist for efficiently incorporating headings, or for ensuring that writing style is in accordance with APA? Additionally, while some sources are free of charge, many require fees for service and may still contain errors or be difficult to use. Thus, current resources are lacking while scholars need timely and effective assistance with APA to achieve maximum potential in publishing academic work. With strong APA formatting, papers are enhanced with clarity and uniformity. This session will offer participants the opportunity to interact with APA format in a variety of ways, including generating text in APA format as well as editing existing text. Participants will receive beneficial materials to facilitate practice and learning in the session. Session Objectives: 1. Improving writing with APA, 2. Presenting data in text with APA 3. Presenting data in tables with APA. Session Activities: Participants will have multiple opportunities to engage with APA formatting using electronic examples provided by the session leaders. Included in the activities will be editing, writing, and evaluating work samples. Additionally, participants will take a pre- and post-test to clearly illustrate which components of APA were most needed and in which areas participants improved most.

CURRICULUM **Clipper**

Session: 41 Session Chair: Chau B. Vu, Louisiana State University

Tracing the "Civilization" Discourse through the Curriculum in Vietnam during French Colonial Period
Chau B. Vu, Louisiana State University

In seeking true knowledge for a democratic society, it is necessary to observe how a piece of knowledge is made legitimate through language and power. This paper examined how the discourse of civilization was embedded in schooling during the French Colonial period in Vietnam. It described the historical context, reviewed the French colonist educational system, and traced the civilization discourses through the curriculum. The study employed Foucault's framework of genealogy and Edward Said's method of critical discourse analysis to understand how the will to exercise dominant control in a colonial society was disguised in the language of truth, rationality, and knowledge. Grounding on Foucault's theory, Said asserted that the political dominance of the West over the East enabled all the myths of a sly, devious, mystical Oriental to turn into a kind of systematic knowledge resulting from unequal power relations. Materials in English and Vietnamese written about and during the French Colonial period were the main source of data for this research. These included newspapers, magazines, literary works, textbooks, and political writings during the French colonial period, and secondary sources from studies on French colonial Vietnam. Findings showed various manifestations of civilization in the curriculum. Students were taught that modernity meant rice farming, handicrafts, affection for ancestors, and living with hygiene; France was the Mother Country with small hamlets and patriotic people; and school was a place to resurrect traditional values, which meant the same as primitive values. Education in French colonial Vietnam was widely synonymic with schooling. It reinforced the concept of Westerners as those

who should be in charge of the world because they were nicer, cleaner, more generous, and more intelligent. The study showcased how power holders constructed the language that promoted and reinforced the knowledge beneficial for their own existence through education and schooling.

EDUCATIONAL ISSUES   Grand Bay I/II

Session: 42   Session Chair: Peggy Connell, Samford University

The Emergence of Competency-Based Education in Christian Higher Education
Teresa B. Clark and Landon Clark, Murray State University

This mixed methods study explores the emergence of competency-based education in Christian higher education, adult programs in particular. As competency-based education (CBE) has moved to the forefront of higher education, many church-affiliated colleges and universities are exploring developing a competency program of their own and are at varying levels of implementation. In terms of literature, this study examines CBE and Christian institutional mission. With that basis, investigators survey and interview representatives from Christian Adult Higher Education Association (CAHEA) member institutions across the United States. The goal of the study is to understand the nature of competency-based programs that exist at religiously affiliated institutions, why Christian institutions would pursue forming them, and what impact these programs may have on the Christian mission. Findings confirm the existence of CBE in Christian adult higher education; uncover multiple perspectives on what exactly constitutes a CBE program, mirroring the lack of a common language in the literature; as well as discover a surprising relationship between Christian mission and CBE as one of mutual benefit.

The Emergence of Competency-Based Higher Education in the United States
Teresa B. Clark and Landon Clark, Murray State University

This article serves to answer the question, "what is competency-based education, and where do its origins lie?" Today's higher education landscape in America is changing in innumerable ways; however, one such way stands out among the others: competency-based education (CBE). CBE follows on the heels of prior learning assessment and online degree delivery in higher education, but possesses a much longer past that includes the concept of the demonstration of individual competency as measurement of learning. In a society in which a college degree is increasingly required for social and economic advancement, with an ever-growing tuition bill, competency-based education has exploded on the forefront for a fast, affordable degree for busy, working adults. At a time when the criticism of the credit hour is reaching fevered pitch and calls for accountability are at an all-time high, CBE provides competency mastery as a clear method for demonstrating learning has taken place.

From Knowing to Understanding: A Constructivist Perspective
Franco Zengaro and Sally Zengaro, Delta State University, Mohamed A. Ali, Grand Canyon University

The aim of this position paper is to offer a robust discussion over constructivism in theory and practice so that scholars and practitioners alike may reassess their mission toward mindful, constructivist teaching practices. We argue that scholarly works and practical knowledge are necessary ingredients to foster deeper learning experiences which move students from knowing to understanding. Constructivism is not a new explanation for the ages-old conundrum of how people come to know, but it is a significant concept paving the way toward a theory of learning. Vico wrote, "Verum ipsum factum," or truth is made. As Vico observed, people do not always follow pre-established principles or logical deductions in learning. Vico's perspective on understanding reminds us that what is known is created by the individual, because all knowledge passes through the individual's own personal lenses. Knowing is a

flexible concept used by Piaget, who stated an individual's mental operations create the landscape for new knowledge to be assimilated and integrated. Therefore, individuals manipulate concepts and ideas and use tools in order to create new knowledge. Social constructivism further explains that learning is a shared experience involving people and things (Guilherme, 2014; Vygotsky, 1962). Constructivism has undergone various interpretations and is not one definition of learning. However, all constructivist perspectives hold that knowledge is created by an active learner. Theories help us inform our own practices as scholars and practitioners. Therefore, in this paper we will provide a robust, practical articulation of philosophical principles and tenets of several constructivist theories of learning. The purpose of the paper is to elicit new insights and discussions regarding constructivism, knowledge acquisition, and understanding.

2:00 PM   - 2:50 PM

RESEARCH IN PROGRESS: Science   Riverboat

Session: 43   Session Chair: Erin Klash, Auburn University

A History of Biology Education Research from 2002-2015: A Synthesis of Methodological Trends
Joshua W. Reid, Grant E. Gardner, Penny Carroll, Vee Napoleon-Fanis,
Emily Smith, Middle Tennessee State University

Biology Education Research (BER) has become a critical emergent area of scholarship over the last two decades and there is a need for a review of the common methodologies used in this field. Much BER has sought to understand how students learn biology, what methods are best for teaching biology, and students' attitudes and beliefs about learning biology. Other review studies have described the history and frameworks of BER as well as instrument validation. However, no reviews have looked at the methodological trends of BER as a whole to understand how BER has evolved or indicated the major gaps in the current literature. CBE Life Sciences Education has become the foremost journal for BER as indicated by ISI journal rankings. The purpose of this study is to describe the trends in BER methodology over the last one and a half decades as indicated by CBE research articles. A comprehensive review of trends in BER methods from all articles (n = 402) in CBE resulted in a sample that was reviewed by the research team. Relevant research trends were extracted and data collected was input into an online tool to record all pertinent information. The data will be analyzed by synthesis, comparison, and gap analysis to identify methodological trends in BER research. Specifically, the various research paradigms, theoretical/conceptual frameworks, and methodologies used in BER over the last fifteen years as indicated by its premier journal will be characterized. The goal of this study is to uncover any shifts in BER over the past fifteen years. We will demonstrate trends in BER and highlight major gaps in the literature that might provide fruitful fodder for future research in the field. Our hope is that this research synthesis will shed light on the current methodological strengths and weakness of this emerging field.

Increasing Environmental Knowledge and Attitude of High School Students Through Experiential Learning
Anita B. Salinas, University of South Alabama

This study is a dissertation in practice for an executive doctoral program in education leadership. In order to make decisions about environmental education, educational leaders and curriculum specialists must know what types of programs have positive impacts on students' environmental knowledge and attitudes toward the environment. The purpose of this study was to examine how a one-day experiential

learning program impacts high school Biology students. Experiential learning theory served as the theoretical framework for this study. The participants included high school Biology students from nine high schools within one public school district. All participants completed a pre- and post-test of environmental knowledge, and a pre- and post-questionnaire of attitude toward the environment. On the pre-questionnaire of attitude toward the environment, participants also provided demographic information. An analysis of variance was used to determine if any demographic factors may serve as predictors of environmental knowledge or attitude toward the environment. In terms of environmental knowledge, the analysis yielded a statistically significant ethnicity, gender, and grade level main effect with white students scoring higher than black students, male students scoring higher than female students, and 9th grade students scoring higher than 10th grade students. In terms of attitude toward the environment, the analysis yielded a statistically significant ethnicity main effect with white students scoring higher than black students. At the end of the semester, there was a statistically significant increase in environmental knowledge and attitude toward the environment for both participant groups. An independent-sample t test compared the changes between the two groups and revealed a statistically significant difference in the change in environmental knowledge only. An analysis of the qualitative data collected through student interviews revealed the importance of the professional development provided to participating teachers in the delivery of the ecology unit in the classroom.

IN-SERVICE TEACHERS   Windjammer

Session: 44   Session Chair: Almecia Dupree, Southeastern Louisiana University

Assessing Teacher Concerns Regarding Response to Instruction and Intervention
Donald Snead, Middle Tennessee State University and
Darlene McKinney, Rutherford County School District

Response to instruction and intervention (RTI2), is a new innovation in Tennessee designed to enhance the quality of instruction of students through grade level instruction and intervention. It provides early identification of at-risk students and instruction on student specific deficient skills. Additionally, RTI2 program targets closing the achievement gap among student groups. This study describes teachers' concerns regarding the implementation of RTI2 and examined if there were differences in the stages of concern for 87 teachers from 8 different schools. The classification of each group was determined by faculty position and direct accountability for student learning determined by the Tennessee Value Added Assessment System. RTI2 is a new innovation in Tennessee. No empirical studies could be found on the innovation. Evidence from the data supported differences in the stages of concern regarding RTI2 among all teacher subgroups. Differences regarding RTI2 depend upon faculty position and teacher effectiveness level. The results were somewhat unexpected. It was surprising to discover that 91% of the faculty subgroups experienced their lowest intensity of concern in stage 4 (consequences), which indicates that these participants have little or no concern with how RTI2 impacts students. It was surprising that 38% of teachers with teacher effect data indicated stage 0 (unconcerned) as the highest stage of concern. The researcher supposed that teachers who were directly accountable for student learning would have demonstrated their highest intensity stages 3-6 (task and impact). Findings revealed that 81% of the teachers who reported as being level 4 or 5 teachers scored in the self and task stages of concern. The researcher believed that teachers with a high teacher

Teachers who Bully: Fiction or Fact
Kathleen G. Burriss and Donald Snead, Middle Tennessee State University

The purpose for this project is to begin to reconcile the lack of data describing teachers who bully. Each schoolyear, children spend more than one thousand hours with their classroom teacher. This social

context is significant with potential for influencing children. Therefore, Vygotsky's (1962) theory of social constructivism underpins the current study. In addition to the instruction of traditional academic content areas, the classroom is perceived as an arena for children's social and emotional constructions of self. Although distasteful, without an honest consideration of all possible indicators influencing the victimization of students, children remain vulnerable. Researchers, because of the sensitive nature of the discussion, used a survey as less threatening. In the Initial study, classroom teachers were asked to identify incidences of teacher bullying. Definitions of emotional, physical, and intellectual bullying, congruent with the existing literature, were provided for the 186 participants to refer. When asked the frequency of their observing any instances of teachers bullying students, quantitative analysis resulted in nonsignificant findings; classroom teachers reported other educators do not bully children. In the second follow-up study, an open-ended survey asked university teacher education students (N= 341), to describe any instances where they either observed children being bullied by a teacher or where they were victims of a teacher bully. Constant comparative analysis described incidents ranging from early childhood through university instruction wherein participants observed or were victims of teachers who bullied. In contrast with the first study, teacher education students participating in the qualitative study were not previously provided with definitions to consider. Yet, analysis determined participants' narratives were consistent with the existing literature. Analysis identified three primary themes (Verbal, Shaming, and Targeting). Subcategories for each theme provide further description. Authors intend to initiate a discussion exploring the inconsistent findings between the two research projects as well as to consider the role of dispositions in the education profession.

A Review of the Literature Related to Data Software for General and Special Education Teachers
Rose Jones, Sharon Rouse, The University of Southern Mississippi, and
Jonnie Cleveland, Educational Consultant

This literature review focuses on data software for general and special education teachers (teachers). Increasing requirements for accountability for teachers to follow the effectiveness of meeting standards have caused administrators to reconsider methods of using data and the core technologies surrounding a collection of data (Ingram, Louis, Schroeder, 2004). The problem is that administration and government entities require teachers to provide data collection. Teachers, especially newly graduated, have a negative viewpoint about the length and perceived relevancy of the data to instruction; such as Individual Education Plans (IEPs), behavioral plans, review materials, and annual goals (Mehrenberg, 2012). The method of research only provided experiential evidence of the overwhelming teachers' workload, the lack of substantial outdated data, and often-handmade graphs. The focus of the teacher on curriculum and classroom activities is diffused by the sheer amount of documentation required. The databases lacked studies regarding the time required of teachers to collect data and its efficacy of existing data collection software, including scholarly journals. The findings showed a plethora of articles indicated teacher overload and few articles detailing software methods for collecting student data. Research fully addresses the problem that administrators have in obtaining adequate student data from teachers. The burden stems from the demands of data requirements from state and federal entities. The research fails to incorporate methodology on the efficacy of current software to address the data needs of teachers. The implications specify that teachers are burdened in providing documentation and administrators are frustrated by what they perceive as inadequate reporting. Therefore, the literature surveyed indicates no adequate software has been developed to lessen or simplify reporting student data. Keywords: software technology for education, special and general education documentation, data for special education.

HIGHER EDUCATION   Clipper

Session: 45   Session Chair: Hannah Szatkowski, University of South Alabama

An Examination of Market-Rate Tuition in Florida
Jennifer Nabors, State University System of Florida Board of Governors

The State University System of Florida completed a pilot review of the market-based tuition program, which includes select graduate and continuing education programs. The pilot review covers the 81 programs approved from 2011 to 2014. Data collection includes institutional data collected annually on tuition, enrollment, and completion rates in addition to an open-ended survey of institutions. This research presentation will examine the success of these programs, the effect these programs have had financially on their universities, and the effects on similar state-funded programs. Recommendations for the future of market rate tuition and next steps will also be presented.

Electronic Versus Traditional Print Textbooks: An Evaluation of Student Achievement and Instructor Levels of Use of the Innovation in a Community College
Kim C. Roberts, Athens State University

E-textbooks are becoming more prevalent in today's digital and mobile environment. Many school systems from K-12 to higher education are conducting trials to evaluate e-textbook effectiveness. While e-textbooks have potential advantages over traditional print textbooks in the areas of cost, student engagement, reading comprehension, and mobile learning, research is needed to understand the impact on student learning. The transition to an e-textbook initiative can be viewed as the adoption of a technological innovation. Thus, the framework for this study was Hall, Loucks, Rutherford, and Newlove's Levels of Use (LoU) for analyzing innovation adoption. The purpose of this study was to identify and analyze instructors' LoU of e-textbook features at a community college in the North Alabama area. This study also evaluated the effectiveness of e-textbooks compared to paper textbooks on student achievement during a pilot period of e-textbook implementation. Moreover, the influence of text format on student achievement by age and gender was examined. A survey research design was used for instructors to self-assess their LoU with eight e-textbooks features. Additionally, final course grades and student demographic data were analyzed in 27 course comparisons across the institution's four divisions. Descriptive and inferential statistics were used to answer the research questions. Results showed that e-textbook features were used at a low to non-existent level by instructors and that there was no significant difference in grade average between text formats among students. However, interactions between text format, age, and gender were found. This study suggests that while there were no negative impacts on student learning during the trial period, the low level of use of e-textbook features indicates the potential to have a positive impact as the features and functions of e-textbooks and mobile learning are leveraged for student success.

CAEP Challenges for a Mid-South U.S. College Teacher Education Program
David Moffett, Lindsey Wilson College

What are the challenges faced by a mid-south liberal arts college teacher education program, in its attempt to successfully transform to meet the new Council for the Accreditation of Educator Preparation (CAEP) accreditation requirements? The Investigator studied the Educator Program Provider (EPP) during academic year 2015-2016. The many challenges faced by the education program are chronicled in case study form. The program is one of the first in the United States preparing for the new national teacher education accreditation, as well as being one of the first two in its state to experience the new accreditation process and requirements. The Investigator shares discussions and analyses,

describing the challenges of assessment validity and reliability, reconfiguring program assessments, data collection, data analysis, electronic portfolios, clinical experiences, P-12 school partnerships, college wide recruiting efforts, state partnerships, and quality assurance system revisions. The five new CAEP Standards, and their components, are compared and contrasted across, and within, each topic. Discussion follows regarding alternative possibilities of what could have taken place to best prepare for the CAEP visit and accreditation. The case study can be useful for other teacher education programs, in their contemplations about how best to prepare for the challenges of CAEP accreditation.

ELEARNING   Grand Bay I/II

Session: 46   Session Chair: Sandra A. Rogers, University of South Alabama

Rubric to Evaluate Online Course Syllabi Plans for Engendering a Community of Inquiry
Sandra A. Rogers & James Van Haneghan, University of South Alabama

As some traditional college courses transition to online formats, educators need effective communication practices for delivering content and building discourse to create an online COI. This includes the social and cognitive interactions between students, instructors, and experts in the field, as well as the interaction with the content provided. Social presence, cognitive presence, and teacher presence are essential elements to the communication loop for an online COI (Garrison, Anderson, & Archer, 2000). What are the effective online communication practices and procedures that can engender a COI, and how can we plan for them? How can educators plan for a viable community of inquiry (COI) in their online courses that adequately addresses student-student, student-teacher, and student-content interaction treatments? At the most basic level, the online course syllabus serves as a plan of action. Many institutions of higher education provide a suggested (or required) format for course syllabi. Generally, its structure only addresses the basic course concepts (e.g., contact information, learning objectives, course schedule, and support services). What if suggested syllabi formats included structure for engendering a COI? What would that structure look like? To address this issue, we created a rubric to evaluate planned interactions in course syllabi that could engender a COI: Online Community of Inquiry Syllabus Rubric©. A copy of the rubric, coding templates, and worked sample will be shared along with the findings from our content analysis of 23 online course syllabi from our college of education. In our study, raters attained robust interrater-reliability with the rubric in their review of course syllabi.

Developing Self-Regulation in Distance Learning Through Student-Generated Success Strategies
Sylvia E. Rogers, University of South Alabama

Skills in goal setting and time management have been shown to help students succeed in online courses (i.e. Harris & Pia, 2015; Hu & Gramling, 2009). In a study by Allan and Seaman (2010), over 60% of 2500 colleges reported that distance learning played a key role in their long-term strategies. As a result, students need to develop effective strategies for success in distance learning. This presentation would present findings from a study of student-generated success strategies in an online course. Students were provided a short instructor-created video that provided some ideas to consider in their strategy creation (i.e. read the syllabus, time management; communicate with the instructor, etc...). Initially students generated a blog post that described their success strategy. They created three additional blog posts as updates throughout the semester and described whether they had to adapt their strategy as they moved forward in the course. Additionally, students provided overall reflection on the assignment in their final post. The instructor analyzed the themes in the strategies as well as how the strategies evolved throughout the semester. The instructor also used site statistics and grades to check a selection of student strategies for accuracy. Some themes uncovered were: perseverance, determination, locus of

control, use of technology, time management, and issues with work/life/school balance. Students who performed poorly in the course often misrepresented themselves in their blog posts, missed updates or did not participate in the assignment at all. The majority of students that completed the blog posts found the assignment valuable and planned to continue to use their strategies in other online courses. Allowing students a space in an online course to consciously state their goals for success could provide structure and support to improve self-regulation.

Effect of Visualization and Animation in an eLearning Presentation
Michael S. Mills, Jason Trumble, Rachelle Miller, University of Central Arkansas

Slide-based presentations are a mainstay of higher education lectures but may not always be an effective means of content delivery, especially in the context of eLearning. While research suggests including dominant visual images that are congruent to the message of a slide may offer benefits to learners, it has not been clear whether the complete absence of text or addition of animation adds or detracts from the positive effects on engagement and learning. Participants in this study were directed to watch one of four eLearning presentations all designed with a dominant congruent image but with text and animation variations. The participants for this study consisted of 235 undergraduate teacher education students in a Southern regional university, and the study spanned from Fall, 2015 to the Spring, 2016. The participants were randomly assigned to watch the eLearning presentation (in video form). The participants completed a survey before watching the presentation and after. Participants indicated their self-perceived attention during the presentation and responded to content comprehension items. Mean scores for attention and retention were generated for the four groups: dominant congruent image without text (no text, no animation), dominant congruent image with text (with text, no animation), animated dominant congruent image without text (no text, with animation), and animated dominant congruent image with text (with text, with animation). Attention means were the highest for no text, with animation (67.84) and with text, with animation (67.64). Although groups rated their attention similarly for each presentation style, participants did score higher when their presentation included both text and animation. A MANOVA was conducted to assess differences on participants' attention and comprehension across four presentation conditions. Results indicated that there were no statistically significant differences in attention and comprehension among the four groups.

Does a Constructivist Online Learning Experience Affect Students' Perceptions of e-Assessments?
Jennifer A. Byrom and Tara Beziat, Auburn University Montgomery

The purpose of this study was to investigate students' perceptions of online courses. This survey research examined students' impressions regarding e-assessments and the type of online learning environment provided. In an online learning environment, constructivist learning allows students to actively participate in constructing their own knowledge of the material being presented in the course. The Constructivist Online Learning Environment Survey was created to gain a better understanding of how well online courses enable students to learn. (Taylor and Maor, 2000). The Students Perception of e-Assessments Questionnaire (Dermo, 2009) was developed to glean some understanding about student impressions of taking tests online versus traditional methods. This study addressed the following questions: Does there appear to be a more constructivist approach to learning in online classes? Is there any correlation between the constructivist method of online learning and student perceptions of e-assessments? The two questionnaires were combined as one survey and basic demographics were included. Participation was strictly voluntary and anonymous. Qualtrics software was used to conduct the online survey. SPSS software was used to perform all analysis. The means, standard deviations, correlations, paired samples T-test, and reliability analysis were conducted to test the data. Participants

included both undergraduate and graduate students at a southeastern university. Based on the data collected, there appears to be some positive correlation between the constructivist method of online learning and student perceptions of e-assessments. While the results show a constructivist approach to online learning environments, we have seen some disparity among student perceptions and expectations. There will always be some level of hit-and-miss in structuring courses that are geared towards a constructivist approach to learning, and as educators, it is our goal to constantly improve. References Dermo, J. (2009). E-assessment and the student learning experience: a survey of student perceptions of e-assessment. British Journal of Educational Technology, 40(2), 203-214. Taylor, P. and Maor, D. (2000). Assessing the efficacy of online teaching with the Constructivist On-Line Learning Environment Survey. In A. Herrmann and M.M Kulski (Eds.), Flexible Futures in Tertiary Teaching. Proceedings of the 9th Annual Teaching Learning Forum, 2-4 February 2000. Perth: Curtin University of Technology. Retrieved from: http://lsn.curtin.edu.au/tlf/tlf2000/taylor.html

3:00 PM   - 3:50 PM

DISPLAYS: Educational Issues   **Preconvene 2**

Session: 47

Battery Interrupters to Help Develop Switch Access for the iPad
Cynthia Connor, Jacksonville State University

Student engagement leads to positive outcomes in leaning (Carnahan, Musti-Rao, & Bailey, 2009; Iovanne, Dulap, Huber, & Kincaid, 2003). However, physical and/or cognitive challenges often create barriers to active participation. Switches and battery interrupters are forms of Assistive Technology (AT) that provide an alternative way for individuals with disabilities to actively engage in learning activities. A battery interrupter is a tool that adds a switch jack (aka "switch adapts") to an electrical device. When developing switch access, exploration, mistakes, and incorrect activations are a very important part of the learning process. Opportunities to activate switches and observe results are essential. For children who are just learning switch access, incorrect switch activations should not be considered an indication of the lack cognitive understanding by the child. They may instead show the child's active engagement in problem solving, indicate a need for more practice in controlling motor movements and shifting between two controlled movements, or a sign of boredom and fatigue (Burkhart, 2015). This poster presentation will demonstrate ways to develop battery interrupters to use with battery powered devices to help students learn cause and effect when learning switch activation for use with the iPad.

A Summer STEAM Program: Infusing the STEM Disciplines with Content Based Arts Experiences
Paige Vitulli and Susan Ferguson Martin, University of South Alabama

This display will highlight the purposes, intent, and outcomes of the Summer STEAM Program. To provide instruction and opportunity for approximately 25 Mobile County Public School students in grades 6-12, who might otherwise have limited access to artistic and cultural experiences, this STEAM program provided rich real-world and innovative opportunities, Through three weeks of quality instruction and community based experiences, the blending of science, technology, engineering, and mathematics, with the arts, literature and culture, were realized through intensive classroom instruction with pre-service teachers, guided by faculty who served as mentors. Through this mentorship model, the pre-service teachers and the secondary students benefitted from experiencing how the community, culture and the arts could be utilized as an area rich in academic resources in the target STEAM areas.

Two associate professors wrote the grant which was funded by The Community Foundation of South Alabama and partnered with Educational Talent Search to develop the Summer STEAM Program. University graduate students, studying to become secondary art, math, and science teachers, developed and implemented lessons which engaged middle and high school students, selected through Educational Talent Search (ETS), in cultural experiences and hands-on curriculum to increase awareness, content knowledge, and appreciation of the prominent place arts and culture holds in all subjects. Additional goals included providing students with an academic head start for the school year and to inspire them to consider STEAM (Science, Technology, Engineering, the Arts, and Mathematics) based professions and pathways of study. A blog was created and updated daily to publicly share the experiences through photographs. Qualitative data was collected from students and teachers as evaluation feedback. A focus group was conducted with the six preservice teachers to gain more insight into their perceptions of the teaching and learning experiences during the program.

Assessing the Replacement Behavior
Linda M. Reeves, University of South Alabama

This display will highlight the results of a study using an innovative process to assess the replacement behavior (on task) of six students with Autism Spectrum Disorder. When developing an intervention to address challenging behaviors, the student's ability to perform a replacement behavior independently plays a key role in intervention design. Interventionists need to determine whether a student's failure to perform a replacement behavior reflects a performance deficit, or an acquisition deficit. Students with acquisition deficits lack the skills to perform a replacement behavior whereas students with performance deficits know how to perform the replacement behavior, but do not. The type of deficit, acquisition or performance, results in selecting different intervention methods. When students have performance deficits, interventions consist of adjusting contingencies to make it more likely the replacement behavior will occur. However, when students have acquisition deficits, the intervention must include strategies to teach the replacement behavior. Although there is consensus among researchers and practitioners of the need to replace problem behaviors with appropriate alternatives, little if any detail about what data were used to assess whether the student had an acquisition or performance deficit is provided. This display will describe a two-step process used to assess the replacement behavior. First, task analysis was used to determine the steps involved in completing the replacement behavior and data were collected on the number of steps each student performed independently. Second, a reinforcement contingency was added to see whether students would perform more steps under highly motivating conditions. The percentage of steps each participant completed independently was calculated to confirm that each student had an acquisition deficit. The results were used to determine intervention components that led to increases in the on-task behavior of each participant. This method offers a practical approach to assist practitioners design effective behavior plans.

Mixed-Methods Study of Relationships Among School Culture, Internal Factors,
and State of Flow: Quantitative Findings
Amanda S. Mayeaux, University of Louisiana at Lafayette

The purpose of this sequential mixed-methods research was to discover the impact school culture, internal factors, and the state of flow has upon motivating a teacher to develop teaching expertise. This research was designed to find answers concerning why and how individual teachers can nurture their existing internal factors to increase their motivation to seek expertise development and to explore how school culture, internal factors, and state of flow may encourage or limit the development of expertise in order to add to the discussion of educational reform efforts. This paper will share quantitative

findings related to the overarching research question: How do the internal factors, the State of Flow, and school culture motivate teachers to develop towards expertise?

Pathways to Science: Recruiting and Sustaining Science Teachers in High Needs School
Susan F. Martin, Andre Green, Justin Sanders, James Van Haneghan, University of South Alabama

Currently the lack of certified science teachers is a major cause of poor achievement and low expectations for high-risk pupils. This problem is greatly intensified in both rural and urban areas because schools in these locales typically have: (1) overpopulated science classrooms and inadequate science teacher staffing, (2) teachers who teach outside of their field of certification, and/or (3) long term substitute teachers who do not have a STEM background. The Noyce Pathway to Science Program (PTS), funding by NSF and in its second phase continues to have an immediate impact on staffing the schools in the Southeast Region with high functioning teachers ultimately impacting the academic achievement of pupils in these locales. In addition, the results of longitudinal data on the effectiveness of former PTS graduates on student achievement, along with qualitative data describing the experiences of Noyce Scholars, will assist in better preparing science teachers. An indicator of exemplary teacher preparation efforts embedded within the PTS Noyce Program is that it is designed to expose candidates interested in teaching to authentic classroom experiences through clinical field experiences supported through instruction in multiculturalism/diversity, classroom organization/management, assessment/student learning, and methods and materials for teaching content, all of which are informed by state Quality Teaching Standards. In addition to the 10-week pre-residency experience in which all PTS candidates participate, they must engage in field experiences over the course of the program, culminating in the student teaching internship during the final semester. With this modified field experience design, Noyce students more than triple the amount of time required of typical teacher education students, as they are in the field from the time they enter the program. Program design will be presented as well as results from the first phase of the program, including follow up with inservice teachers.

Navigating an Early Childhood Program Through the Aftermath of a Natural Disaster:
A Snapshot of Success
Louise E. Davis, Michael E. Newman, Lori Elmore-Staton, Brandi Burton, Charles E. Allgood,
Julie C. Parker, Lydia Bethay, Jamila Taylor, Tia M. Gregory, Amanda C. Beck,
Karen Crow, Mississippi State University

The experience of heightened stress and emotional outcomes associated with natural disasters can negatively affect the development of children physically and emotionally as well as interrupting educational services (Kousky, 2016). During these times, children rely heavily on caregivers to understand how to cope with adverse situations. In events of natural disaster, technical assistance can be critical to community healing, specifically in the early childhood setting. After a devastating EF-4 tornado, the Early Years Network (EYN) provided technical assistance to assist in rebuilding a center that was directly impacted by this tornado. Partnered with several early learning companies (i.e. Kaplan Early Learning, Community Playthings, and Lakeshore Educational Supply Company), the EYN donated materials to this center as well. Before and after technical assistance and new learning materials were provided, the center was assessed using the Infant/Toddler Environment Rating Scale-Revised (ITERS-R; Harms, Cryer, & Clifford, 2003), which assessed the infant and toddler classrooms. Preschool-age classrooms were assessed using the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, & Cryer, 2005). Results showed improvements in nearly all areas after support was provided by the EYN. This comprehensive and collaborative approach developed by the EYN design provisioned the timely and optimal response to this community. Due to the improvements made by the center, the EYN

and its partners proved to be a critical piece in conserving and rebuilding this center. In the midst of these unforeseen and unthinkable situations, this center made improvements through the interventions and services provided by the EYN.

SYMPOSIUM   Riverboat

So You Want to Be a Faculty Member?
Dustin M. Hebert, Northwestern State University of Louisiana; Franz Reneau, Florida Agricultural & Mechanical University; Mindy Crain-Dorough, Southeastern Louisiana University

Are you a new faculty member? Are you a graduate student looking to join faculty ranks? Join three MSERA board members for a Q&A about how to seek faculty positions, initiate scholarship agendas, prepare to teach, and be successful as a faculty member in higher education. Above all, join us to network with other members facing the same career decisions you are!

SYMPOSIUM   Windjammer

Crisis Management in Academia: A Personal Account and Lessons Learned
James E. McLean, University of Alabama

At 5:15 pm on April 27, 2011, an EF4 tornado passed within 100 yards of The University of Alabama campus. Overall, it cut a one-half mile to one mile wide path through Tuscaloosa, AL destroying 12% of the city. Fifty-eight people in the city died including six students. As dean of the College of Education, I thought I was prepared for most any emergency. It turned out that I had a great deal of on-the-job training that day and the days that followed. The purpose of this symposium is to share my experience and what I learned that you need to do beforehand to prepare for a natural disaster. The symposium will take the audience through the events of the afternoon of April 27th and the days that followed. We will examine the preparations that had been made beforehand, how they helped the situation, other preparations that would have been helpful, and recommendations for being prepared for a natural disaster. While the context of this situation is a tornado, most of the lessons would apply to other natural disasters like hurricanes, earthquakes, floods, etc. A few minutes will be devoted to addressing an active shooter situation since that is now so prevalent. The symposium begins with a description of the situation prior to the tornado and the steps that were taken. However, most of the time will focus on the aftermath. How did we check on the welfare of our students, faculty, and staff? How did we help those who were affected directly? How did we handle class-related matters (classes, exams, attendance, etc.)? Using what I learned from this experience, I will present a set of recommendations to be prepared for a natural disaster to the extent that one can prepare for such an event and recommendations for an active shooter situation

SYMPOSIUM   Mobile Bay III

Translating Research into Practice: 100 Years of Research on International Student Studies
Krishna Bista and Ava Pugh, University of Louisiana at Monroe, Anita Gopal, University of Maryland, Nara Martirosyan, Sam Houston State University, Diane Strozewski, University of Louisiana at Monroe, Jin Hwang, Sam Houston State University, Zack Ritter, University of Redlands, Chetanath Gautam, Stephen F. Austin State University, Michael G. Strawser, Bellarmine University

For more than a century, researchers have discussed the role and contribution of international students in cross-cultural educational discourse, particularly in international and comparative education. Today,

this student population has become a promising industry to strengthen the shrinking economy of US colleges and universities, to promote campus diversity and student enrollment, and to fulfill the demand of skilled manpower in STEM fields after graduation. The number of international students in the US has reached 974,926 to date (41% undergraduates, 37% graduates). The US is the number one study destination in the world for international students following Australia, UK and Canada. With this in mind, what are the resources and best practices to address the needs and challenges of international students? Is research-driven information being used to address international students' needs and also in the process of internationalization? This session highlights existing research practices and recent local and global trends in the field of international student studies. Participants/Sub-Topics: 1. Where Are We Today? 100 Years of Research on International Student Studies 2. Citizenship vs Classroom Culture: Perspectives of Graduate International Students 3.Academic Adjustment Issues Among International Students in American Higher Education 4.Cross-Cultural Education: Teaching Taiwanese Students With American Students 5.Building an Interdisciplinary Pedagogy for Enhancing International Students' Communication Skills 6.Institutional Support for International Students: Decentralized Roles and Praxis 7. Chinese, Japanese, and Korean International Students and Racial Stereotypes 8. Understanding Common Concerns and Difficulties of International Students in the US

PRE-SERVICE TEACHERS   Clipper

Session: 51   Session Chair: Suzanne Harris, Southeastern Louisiana University

Connecting Theory to Practice: Preservice Teachers' Experience in College and in the Field
Leilya A. Pitre, Louisiana State University

This paper provides a report on an instrumental single case study of two secondary preservice English teachers. Existing research does not offer teacher educators the ability to measure the impact of Field Experiences (FEs) and methods courses on the long-term professional development of preservice teachers (Clift & Brady, 2005). Based on the existing gap in the research, this case study is guided by two research questions: (1) How does the coursework required for completing a teacher preparation program help during the field experiences? and (2) What is the discrepancy between what preservice teachers learn and what they see in the field? Why does it happen? The elements of phenomenological research in combination with constructivist interpretive position guided the study allowing the researcher to explore a phenomenon of FEs and the ways the preservice teachers "construct their knowledge and experience rather than discover" (Guba & Lincoln, 2005). Constructivist view served as a theoretical framework for the study. The data collection included individual interviews, the preservice teachers' daily reflection logs, written "think" pieces, their newly-designed teaching unit plans, and college course syllabi. As a result of data analysis based on the constant comparison method (Creswell, 2012), there emerged three major themes: Coursework as a Major Preparation for Teaching, Engagement in the Field as the Indicator of Successful Experience, What They Learn and What They See. While preservice teachers value their coursework and strong theoretical base, they emphasize the need for more actual practice in the field. The lessons learned from the two cases add to the body of knowledge and enhance understanding of early FEs before student teaching. The implications resulting from the findings suggest concrete steps towards improving English teacher preparation programs and ensuring that mentor teachers, college professors, and preservice teachers communicate more effectively to create opportunities for the best FEs.

Enhancing Interview Skills of Pre-Service Teachers
Susan P. Santoli, Susan Martin and Christopher Parrish, University of South Alabama

Research confirms the importance of the student teaching experience. Student teachers spend a great deal of time in a school community and receive mentoring in the area of lesson preparation and instruction but, often, receive little mentoring in the next step-securing a job! This presentation focuses on first time practice interviews that were held with area administrators and pre-service secondary students during their student teaching semester. Post interview discussions with both participating administrators and student participants revealed the value of this practice and also provided suggestions about additional like experiences which might be provided while the students are still attending university classes. Presenters will also share what research has to say about job preparation experiences such as practice interviews.

A Review of the Literature Related to Gamification Usage in Elementary Education
Teacher Preparation Programs in Institutions of Higher Learning
Sharon Rouse and Rose Jones, The University of Southern Mississippi,
Jonnie Cleveland, Educational Consultant

This literature review seeks to focus on game elements and their impact on the elements of play and play interaction with pre-service teachers. Recognizing and utilizing modern pedagogical practices in today's classroom lends relevant assessment needed regarding measuring these game elements of pre-teachers in higher education. The problem is pre-service teachers' usage of gamification lacks quantitative or qualitative research studies. Traditionally, researchers have focused on cognitive dimension of learning outcomes in gamification (Bloom, 1956; Gagn, 1977). However, measuring gamification effectively, both data (element of play) and observation (play interaction) must be used. The best approach should include evidence-centered assessment and formative assessment. The method of selecting research approaches provided experiential evidence of the influence of gaming on student motivation, academic achievement, and cognitive function. The lack of substantial data regarding the efficacy of gamification in pre-service learning settings failed to inform; therefore, the researchers sought databases that contained studies regarding human and computer interaction, social and behavioral engagement, computers and education environments, and other scholarly journals. The findings regarding pre-service teacher gamification can be viewed as a part of student motivation and content knowledge. Research fully addresses students in elementary settings and their use of gamification, but fails to incorporate methodology on pre-service teachers' usage of games for play and interaction. The implications are that teachers facing performance-based teacher evaluations should not be spending time playing games with learners. Though Jean Piaget, known for his work in child development, recognized play as a child's work. Research methodologies provide experiential evidence of the influence of gamification on student motivation, academic achievement, and cognitive function. Gamification provides active learning experiences and improves evaluative epistemology in students of elementary age needing for pre-service teachers to engage in the elements of play and play interaction. Keywords: Pre-service teachers; gamification, cognitive function, teacher

4:30 PM   - 6:00 PM

MSERA BUSINESS MEETING   **Bon Secour I/II**

6:00 PM   - 7:30 PM

MSERA PRESIDENT'S RECEPTION   **Mobile Bay I/II/III**

Friday, November 4, 2016

7:30 AM   - 8:45 AM

PAST PRESIDENTS' BREAKFAST   **Mobile Bay I**

8:30 AM   - 10:30 AM

REGISTRATION   **2nd Floor Atrium**

9:00 AM   - 9:50 AM

TEACHER PERCEPTIONS   **Riverboat**
Session: 52   Session Chair: F. Jane Cobia, Samford University

Perceptions of Teachers' Organizational Commitment in High-Performing, Low-Socioeconomic Schools;
High-Performing, Average-Socioeconomic Schools; and High-Performing, High-Socioeconomic Schools
MaQuita Warren-Lewis, Leslie S. Ennis, Pat H. Hodge, Samford University

The purpose of this quantitative study was to determine if there was a difference between teachers' organizational commitment in high-performing, high-socioeconomic schools; high-performing, average-socioeconomic schools; and high-performing, low-socioeconomic schools. The sample used in this study consisted of elementary school teachers from one high performing-high socioeconomic-school, one high-performing, average-socioeconomic school, and one high-performing, low-socioeconomic school in one Southern state. Teachers' organizational commitment was measured using the Organizational Commitment Survey developed by Stephen Jaros (2007). Schools were considered high performing if their scores on state standardized tests were consistently ranked in the top 5% in the school district. Schools' socioeconomic levels were determined by the school's percentage of students who were eligible for free or reduced lunch. The hypotheses for this research study were tested using a One Way

ANOVA. The results revealed that no statistically significant difference exists between the organizational commitment of teachers from high-performing, high socioeconomic schools; high-performing, average socioeconomic schools; and high-performing low socioeconomic schools.

Using Transition Theory to Understand and Support Teacher Retention in Urban Schools
Shannon D. Williams, University of Central Arkansas

Teacher retention is a challenge for many urban schools. Master of Arts in Teaching (MAT) Programs evolved as an alternative way to prepare more effective teachers. Partnership for Transition to Teaching (P3T) grants were established to support MAT programs, build partnerships with high need schools, and achieve four objectives: (1) recruit, (2) prepare and train, (3) place, and (4) retain teachers. Despite the success of MAT Programs and P3T funding, teacher retention in urban schools remain a challenge. Participants begin their transition to teaching as they enter the MAT and take part in P3T. A transition is any event or non-event resulting in a change within relationships or roles (Evans, Forney, Guido, Patton, Renn, 2010). Transition theory explains how an individual moves through transitions that occur in their life (Kay & Schlossberg, 1995). According to transition theory, transitions occur in phases, much like the phases participants encounter while navigating MAT and P3T. The three phases of transition in transition theory are: (1) moving in, (2) moving through, and (3) moving out. Each phase is explored in relation to P3T objectives. The researcher collected participant responses through one-on-one interviews. Interview questions related to the phases of transition outlined in transition theory were utilized during each session. The participants represented a majority of the P3T recipients enrolled in the MAT and specifically teachers working in urban partnership school districts. Participant responses were coded for themes, analyzed for dominant responses, and compared for overall common responses. This study was conducted to provide deeper understanding of the transitions P3T teachers working in urban schools encounter as they transition into the classroom and provide implications for teacher retention. Findings suggest understanding teachers' transition through MAT and P3T reveal opportunities to better support retention in urban schools.

Dispositions of Effective Teachers: Is the Perception Changing?
Tarrah C. Davis and Nancy P. Autin, University of Louisiana at Lafayette

While intellectual dispositions include, "teachers' inclination to process knowledge of content, pedagogy, their awareness of what the educational context requires for desired learning outcomes to be reached, and their inclination to put their knowledge and awareness to use accordingly in the classroom (Schussler, Stooksberry, & Bercaw, 2010, 352)." Why is it important that teachers have "good" dispositions? Do teacher candidates have the dispositions required to be effective teachers? Do these dispositions change as candidates continue through a teacher preparation program? Responses to these questions facilitate planning and instruction within a teacher preparation program. As part of the National Council for Accreditation of Teacher Education (NCATE) accreditation process, university teacher preparation programs were required to systematically collect and assess data related to candidates' knowledge, skills, and professional dispositions. This presentation will analyze results of the Teacher Dispositions Surveys completed during three separate stages of the teacher preparation program at a nationally accredited university.   These dispositions will be viewed through the lens of the candidates' perceptions of what effective teachers should be doing as well as their perceptions of students' needs in the learning environment. Results from the Teacher Dispositions Surveys are tracked by semesters over a three-year period. Trends during this time period will be documented. Talbert-Johnson (2006) proposed, "teacher education programs are at a critical link for the preparation of teachers who possess an ethical stance regarding the knowledge, skills, and dispositions required to intervene effectively with all students (147)."   The results of this study will help teacher preparation

program designers understand which dispositions of effective teachers are considered essential by candidates and which ones are identified as less important.

OUTSTANDING PAPERS   Windjammer
Session: 53   Session Chair: Franz H. Reneau, Florida A&M University

SPECIAL EDUCATION   Clipper
Session: 54   Session Chair: Angelique M. Troelstrup, Middle Tennessee State University

What are the Perceptions of Teachers, Parents, and Students of Adolescent Giftedness in the Gifted Pull-Out Programs? A Case Study of Rural Northeast Louisiana Schools
Tia Neal, Krishna Bista, Kioh Kim, Amy Dagley, Dorothy Schween, University of Louisiana at Monroe

This study examines the perceptions of students, parents and teachers regarding the social and emotional wellbeing of academically gifted adolescents in gifted pull-out programs in rural Northeast Louisiana schools. A qualitative case study approach was used to collect and analyze data. Interviews were collected from 10 students, nine parents, 10 regular education teachers, and three teachers of academically gifted students (n = 32). All student participants were aged 15-18 and enrolled in grades 9-12 in high school. Students, parents, and teachers from two high schools from two different districts were selected and interviewed. Results indicated that students' perceptions of gifted pull-out programs varied depending on the school they attended. Students from District 1 responded positively to the interview questions whereas students from District 2 responded more negatively. Parents whose children attended District 1 were pleased with their children's educational experiences in the gifted pull-out programs. On the other hand, parents whose children attended District 2 were not as pleased with their children's educational experiences in the gifted pull-out programs. The general education teachers were relatively supportive of the gifted pull-out programs and the student participants, although most of them had no background or formal training, such as college courses, to prepare them to differentiate lessons for gifted students. The teachers of academically gifted students seemed excited about their programs and were willing to learn more in order to help their students succeed.

Using Technology with Students in Special Education in the United States and Saudi Arabia
Saeed A. Alqahtani, Michele Morton, Bobby Franklin, Mississippi College

This paper is a literature review of how technology can enhance the abilities for students in special education to learn by comparing the United States' practices to those in Saudi Arabia. For a long time, people with disabilities have struggled obtaining an education because they lack strategies to overcome their disabilities. Now there are new technologies to help them better obtain an education. America and Saudi Arabia are just a few of the countries using technology to improve special education services. This study reviewed the history of special education, statistics of students with learning disabilities and the use of technology in special education classrooms in the United States and Saudi Arabia. After reviewing the data, suggestions for how technology can be used in special education classrooms are provided.

Modifying Curriculum for Special Education Students: A Comparative Study on Special Needs Students in the United States and India
Rowan Alhakami, Minadene Waldrop, Bobby Franklin, Mississippi College

This paper compares special education in the Unites States and India. There has been an increased focus on the inclusion of children with disabilities into the general classroom. While the United States has often been used as a model for a special education curriculum, special needs education in India is very

different. Inclusion is not used; instead, the Indian government has built special schools for special needs and disabled students. The importance of a modified curriculum is discussed with a focus on the problems faced by both India and America in the matters of special education. While India lacks the basic structures for special education, America's challenge is how to adapt to the modifications. The literature review shows the progressive steps America has been making concerning inclusion and the difficulties India has experienced where children with disabilities would receive home-based instruction. Teacher qualifications are different in both countries. Indian teachers are not adequately trained due to a lack of competent people in the area and also the lack of adequate teaching materials.

10:00 AM   - 10:50 AM

MATHEMATICS   Riverboat

Session: 55   Session Chair: Nancy Gaillard, University of South Alabama

Middle School Mathematics Teachers' Beliefs About Inclusion of Students with Learning Disabilities
Roben W. Taylor and Jacquelyn Mesco, Dalton State College

When examining the performance of students with disabilities on standardized math assessments the situation is bleak. Considering that the No Child Left Behind (NCLB) Act of 2001 mandates that all students master the general education curriculum, it becomes even more imperative to study the effectiveness of inclusion programs from a variety of perspectives. A body of theoretical literature exits that posits a relationship between teachers' beliefs and knowledge, and teaching practice. The majority of the existing research studies focus on teachers in elementary schools. This study, in contrast, will examine the middle school context. The Survey on Teaching Mathematics to Students With Learning Disables in Middle School, (Desimone & Parmar, 2004) will be mailed to approximately 50 middle school mathematics inclusion teachers in the surrounding area. The survey was designed as a three-part questionnaire. Part 1 (12 items) provides descriptive data regarding the participants and their schools, as well as perceptions of the level of administrative support and available resources for inclusive teaching (extremely low to extremely high). Part II (14 items) uses a 5-point (strongly agree, agree, undecided, disagree, strongly disagree) Likert scale to measure participants' beliefs regarding inclusive mathematics classes, students with LD, and their prior preparation to teaching in inclusive classrooms. Part III of the questionnaire has two dimensions and used a 4-point (very comfortable) Likert scale to assess participants' level of comfort in their abilities to both (a) adapt their mathematics instruction for students with various LD learning characteristics (11 items and (b) adapt their instruction for students with LD in specific topics within the middle school mathematics curriculum (17 items). When the responses are received in October 2016, they will be summarized and organized according to major sections of the survey instrument. This is research in progress with the expectation to conclude in December 2016.

Does AMSTI Effect Changes in Students' and Teachers' Attitudes/Perceptions of Mathematics in Grades 6 - 8
Evelyn S. Bliss, Roy G. Bliss, Aaron R. Burks, F. Jane Cobia, Monique G. Witherspoon, Samford University

Apprehension over severe deficiencies in student achievement in Alabama mathematics has prompted reform efforts. The purpose of the study was to determine if Alabama Mathematics, Science, and Technology Initiative (AMSTI) effected change in students and teachers' attitudes/perception of mathematics in grades 6-8. The researchers collected quantitative data from surveys administered to 78

teachers and 512 students. The main focus was AMSTI's impact on teachers' and students' attitudes/perceptions. Cluster random sampling of 414 AMSTI schools identified teacher participants in grades 6-8. Teacher level data were collected and examined for attitudes/perceptions for grades taught and length in the AMSTI program. The independent variables for teachers were grade levels, (6th, 7th, and 8th grade) and the years taught (0-3 years, 4-6 years, and 7 or more years). Teacher survey questions included attitudes/perceptions about the following concepts: professional development, implementation of AMSTI, resources, and student achievement. The results of the teacher surveys indicated diverse opinions of AMSTI and the impact on the teachers and students. The independent variables for students were grade level, (6th, 7th, and 8th grade) and gender. Student survey questions included attitudes on instructional methods used by AMSTI teachers. Student data were analyzed for attitudes/perceptions by grade level and gender. The results of the student surveys also indicated a range of attitudes/perceptions for instructional methods.

Gender Differences in Mathematics Competitions
Martha Tapia, Berry College

It is indisputable that males have higher achievement in mathematics and higher levels of enrollment in mathematics courses, but whether the results are caused by socialization factors or innate differences has been a matter of dispute. Gender differences in mathematics have long been explained as deficits, particularly inferior spatial visualization among girls. Some presume this to be a sex-linked characteristic of females. Justification for this point of view is often based on deficits found in boys, such as higher levels of reading disabilities and attention deficit disorders, as well as the superiority of males on spatial tests. As a result, innate differences have long been used to explain the performance gap between the sexes. The achievement differences may be due to differential treatment of girls in the classroom, curricula that either ignores or stereotypes women, and gender bias that undermines girls' self-esteem. One way of increasing students' interest in mathematics is through their participation in mathematics competitions. These competitions also help develop talent through the excitement of solving challenging math problems in a timed situation. This study examined the independence of gender and correctness of the responses on a 20-item multiple choice test. The sample consisted of 89 6th-grade students, 47 males and 41 females participating in a 6th grade mathematics competition. The students were enrolled in 12 different schools in Northwest Georgia. Data were analyzed using a chi-square test of independence of gender and correctness of the responses for each one of the 20 multiple choice questions. Chi-square test of independence was performed and indicated the correctness of the responses were independent of gender for each one of the 20 items. These results indicated that for 6th grade students participating in mathematics competitions, there is no difference in the performance of students in mathematics competition due to gender.

INSTRUCTIONAL DESIGN   **Windjammer**
Session: 56   Session Chair: Sandra A. Rogers, Spring Hill College

Magis Instructional Design Model for Ignatian-based Distance Education
Sandra A. Rogers, Spring Hill College

Instructional design (ID) encompasses a wide array of activities to improve human performance, learning, products, processes, and overall return on investments. ID includes the use of research, theory, and common sense. Instructional designers work closely with organizations and subject matter experts to solve problems, determine needs, improve outcomes, and/or find opportunities through systematic analysis and model-based approaches (Gustafson & Branch, 2007). I am creating a new ID model that incorporates the Ignatian learning paradigm into distance education courses found in Jesuit and Catholic

education. Ignatian pedagogy focuses on teaching to the whole person through context, experience, reflection, action, and evaluation (Korth, 1993). These principles are based on the work of Ignatius Loyola's Spiritual Exercises, which serve as a guide to enhance one's vocational discernment (seeking a fuller understanding of one's particular purpose in life). There are 189 Jesuit colleges in the world with 28 of them in the United States. The purpose of the Magis ID model is to align instruction delivered through distance education (DE) with the mission and identity primarily of Jesuit colleges and Catholic universities. Following this model will allay the fears that hybrid or fully online courses will diminish the traditional teachings and nourishment of the spiritual (and perhaps social) growth of learners. DE can be designed to meet the needs of the whole person by developing appropriate interaction treatments to engender a robust online community of inquiry. I will share my model's framework, as well as cognitive instructional strategies for DE.

Instructional Design in Higher Education: Identifying the Connection Between Theory and Practice
Tasha M. Brown and Dr. Angela D. Benson, University of Alabama

There is a great need for quality online courses at institutions of higher education. To fulfill this need, institutions are desiring to employ qualified instructional designers who can help faculty members design pedagogically sound courses that follow best practices and standards of online learning. Achieving this requires instructional designers who are knowledgeable and skilled at examining content, applying theory, incorporating instructional design principles, and implementing technologies to achieve the desired learning outcomes.   This explanatory sequential mixed-methods research study sought to identify the knowledge and skills required of instructional designers employed at higher education institutions in the United States and examined their actual lived experiences. A survey was administered in phase I of the study to identify the relationship between preparation and the instructional designers' knowledge and skills. The findings from this phase indicated a significant relationship between education and the following three ibstpi® standards: applying theory, evaluating instructions and instructional materials, and revising instructions and instructional materials. In phase II, interviews were conducted to gain a better understanding of the participants' lived experiences. Phase II findings indicated that instructional designers apply theory and use ADDIE and other instructional design models to design instructions as they guide faculty through the development process or as they design and develop content. It was also determined that instructional designers spend a great deal of time managing projects, people, and time; participating in professional development; collaborating with others; using various software; and engaging in on-the-job training. When the findings from phases I and II were integrated, it was discovered that applying theory; engaging in professional development opportunities; and managing projects, people, and time were very significant and important to the careers of instructional designers.

Course Redesign of First-Year Library Instruction
Angela Rand, Jason Ezell, Beth Rugan Shepard, University of S. Alabama

At the University of South Alabama, first-year library instruction provides incoming freshmen with necessary information literacy skills. An evaluation of the first-year library instruction program revealed instructional gaps including inconsistencies in delivery, content, assessment, and outcomes. A major contributing factor to these inconsistencies was lack of stated instructional goals and learning outcomes. With no stated goals or outcomes, it was difficult to address pedagogical practices, and impossible to assess learning. Furthermore, instructional plans were often built on anecdotal understandings of first-year students' needs, and driven by the primary course instructor's writing assignment. The researchers proposed to conduct a systematic course redesign to address program inadequacies. Redesign activities were guided by Kemp's instructional design model. Re-design activities were conducted in phases over

three semesters by three librarians on the instruction team. The instruction team worked with English composition faculty to pilot the redesigned library instruction at each phase. First, we introduced learning objectives aligned with the Association of College and Research Libraries' (ACRL), newly revised Framework for Information Literacy for Higher Education. Next, we assessed freshmen information literacy skills to gain more specific understanding of their learning needs. In accordance with Kemp's systematic and iterative process, we identified needed instructional objectives, determined sequencing of content, developed instructional strategies, selected delivery methods, and designed an assessment instrument. Over the course of three semesters, we deployed increasingly sophisticated iterations of the instruction, assessed learning, and evaluated the strategies and instruments. The results are an effective instructional program that meets students' information literacy needs and can be systematically evaluated. The new program provides the instruction team with a formal process for delivering instruction that consistently meets learning needs. In addition, the revised program facilitates peer evaluations of instruction, and includes assessment instruments that measure learning outcomes.

INSTRUCTION IN HIGHER EDUCATION   **Clipper**

Session: 57   Session Chair: Shannon Chiasson, University of New Orleans

Active University Teaching and Engaged Student Learning: A Mixed Methods Approach
Celeste A. Wheat, Yan Sun, Jessica C. Wedgworth, Martha M. Hocutt, University of West Alabama

Teaching pedagogies in higher education, which continue to use the traditional instructor-centered lecture model within static and inflexible classroom settings, present a mismatch in preparing students for careers within a 21st-century, technology-based society. Although there is an abundance of scholarly literature related to the application of active learning pedagogies within K-12 educational settings, there is a dearth of empirical literature related to the integration of active learning pedagogies and classroom space design in higher education (Park & Choi, 2014). The purpose of this research was to examine how the integration of learning space design and implementation of an active learning pedagogy influence university faculty's teaching practices and student engagement. Faculty were recruited from the University of West Alabama to teach courses, typically taught in a traditional classroom setting, in a new Active Learning Center (ALC) classroom, funded by a Steelcase Education Active Learning Center Grant. Quantitative and qualitative data were collected. Quantitative pre-and post-survey data were collected from ALC students. The data were analyzed to answer the quantitative research question: Does the ALC learning experience improve student learning engagement? Open-ended survey data and qualitative classroom observation data were collected from faculty who taught in the ALC. The data were analyzed to answer two qualitative research questions: (1) How does ALC make learning more engaging? and (2) How does the ALC teaching experience change teaching practices? The quantitative analysis indicated that the ALC learning experience significantly improved students' class participation and cognitive attentiveness, but had no effect on improving their meaningful processing of new information. The qualitative analysis, while providing new insights into the quantitative findings, revealed the faculty's challenges and weaknesses in teaching practices and the mechanism by which the ALC supported active learning. The results of this study have implications for faculty and professional development providers in higher education.

Using Collaborative Concept Mapping Activities to Identify Ecological Misconceptions in Undergraduate Biology Majors: What Could go Wrong?
Angelique M. Troelstrup, Grant E. Gardner, and Jennifer C. Parrish, Middle Tennessee State University

The purpose of this study was to explore how student-centered collaborative group using concept mapping work influenced students' conceptual understanding of ecological concepts and

misconceptions. Concept maps are educational tools used to graphically organize and represent student knowledge (Novak, 1990). Concept mapping activities were chosen as a means to assess participants' conceptual knowledge of ecology since it is a student-centered approach that could easily be assigned both individually and then later as a group assignment. Furthermore, utilizing both individual and collaborative concept mapping can help reveal both misconceptions and how students' understanding progresses (Novak, 1990). A mixed methodology was used which included quantitative concept map scores of complexity and accuracy along with qualitative data from three case studies. A sample of n = 35 biology majors enrolled in an upper division ecology completed concept mapping activities as individual assignments then collaboratively completed the mapping again in their respective groups. A two-way repeated measures within subjects ANOVA was used to compare complexity and accuracy between individual and group concept mapping assignments. Additionally, individual and group concept maps were examined for misconceptions. There were no differences in accuracy scores but individual maps were found to be more complex than groups. Three cases examined provided insight into group interactions related to conceptual understanding of ecology. However, misconceptions were difficult to determine due to the structure and quality of the concept maps. Several observations were made that may help promote successful use of collaborative concept mapping to determine misconceptions in the future. Results of this study revealed that concept mapping activities may help students develop a deeper conceptual understanding of ecology. However, different methods and/or implementation strategies of using collaborative group work to understand ecological misconceptions specifically should be explored.

Using Body Language in the Classroom to Enhance Learning Process from Students' Perspectives
Haytham F. Aloufi, The University of Southern Mississippi

Body language is a nonverbal communication that can be seen through facial expression, eye contact, gestures, and hand movements. Body language is a social behavior used by individuals to engage in and effectively communicate and interact with each other. Thus, engaging diverse students with different cultural backgrounds may lead to a misunderstanding of the instructor's key points of discussion. Therefore, body language is an important constituent that instructors should utilize in the classroom and may remove some of the barriers that students face in the learning process. The primary purpose of this study is to explore students' perspectives in terms of faculty members who use body language in a classroom aimed at enhancing the learning process. This study intends to investigate students' actual experiences in classroom discussion with instructors that use body language across intercultural and interracial interactions in terms of enhancing the students' learning process. Study Methodology A qualitative study with semi-structured interviews was conducted. The analysis was based on data collected from interviews with 3 senior students at the University of Southern Mississippi during the spring 2016 semester. Participants were interviewed individually using open-questions that explored their perspective toward faculty members using body language in the classroom. Data was collected and analyzed based on the grounded theory principle. Results Participants articulated that cultural background can form body language. Therefore, understanding cultural background is an important aspect of understanding body language. The misuse of body language in the classroom can influence students' attitudes, emotions, and cause students to lose interest which may lead to failure in the classroom. As a result, students reflect that their experience may lead to a bad rating for their instructor. Conclusions Effective faculty members should pay attention to the proper use of body language and display a more positive or reinforced kind of body language in their teaching. A positive energy vibe can directly influence a better learning environment for students and maintain their success. Key words: body language, nonverbal communication, learning process

11:00 AM   - 11:50 AM

AT-RISK   **Riverboat**

Session: 58   Session Chair: Angela Rand, University of South Alabama

Rerouting the School to Prison Pipeline: A Phenomenological Study of the Educational Experiences of
African American Males Who Have Been Expelled from Public Schools
Jennifer Grace, St. Helena Parish School District

The present study consisted of a phenomenological investigation of African American males who have
been expelled from traditional educational settings in New Orleans, LA in order to provide educators
with information geared towards increasing academic achievement in African American males. It has
been noted that one of the reasons that graduation rates of Black males are so low is because in
addition to other factors that lead to non-completion, black males are more likely to be expelled from
school. In this study, I used a Critical Race theoretical framework to gain experiential knowledge of these
excluded young men, what they perceive as barriers to their success, and their sentiments on the
relationships they have had with educators and peers whom they have encountered. Based on the
participants' responses, seven categories emerged from the data including: (a) Race and Racism, (b) Self
Perceptions, (c) Family Expectations and Support, (d) Male Role Models and Mentors, (e) The School
Environment, (f) School Discipline, and (g) Alternative School. Study participants described the totality of
their education experiences by opening up about what they felt were key factors at play. The stories of
the participants provided a deeper context of the nuances of racism and how it impacts their day -to-day
educational experiences overall. The results of this study provide data that may enable educators to
begin steps to dismantle the school to prison pipeline by ensuring at-risk students are supported and
successful in school without having to be removed. This information serves as a catalyst for future
inquiry into additional nuances that effect the academic achievement of African American male students
in K-12 schools.

Effect of School-Based Mentoring on School Performance of At-risk Elementary Students
Jay Feng, Mercer University

Mentoring is the process of inculcating positive behavior in individuals, which is intended to improve
academic performance and pro-social behavior in children. Various mentoring programs, school-based,
home-based, or community-based, have been designed and implemented as an intervention strategy to
help at-risk youth around the country, but their effects on participants remain inconsistent or
inconclusive. This study evaluated the effect of a school-based mentoring program on the academic
achievement and behavioral performance of at-risk minority students in an urban elementary school.
Twenty out of 30 students recommended by teachers were selected to participate in a school-based
mentoring program for approximately one school year (9 months). Participants were paired with trained
adult mentors based on interests, needs, and skills for one-on-one mentoring, two 1/2 hour sessions a
week for nine months at a local school. Data were collected through surveys, observations, interviews,
and student school records for analysis to determine the effectiveness of the mentoring program.
Results of the study indicate that individual respondents expressed the need for mentoring and
mentoring was perceived by the students for the improvement in their academic performances and
positive behavior. The mean academic average increased from 61.95 to 73.35 ($p < 0.05$). The behavioral
changes were reflected through the number of reduced disciplinary referrals. The number of disciplinary
referrals was significantly reduced from 4.35 to 2.2 ($p < 0.05$). The regression analysis shows that
mentoring was significantly related to improved grades and improved attendance as perceived by the

students. It is concluded that school-based, one-on-one mentoring has positive effect on school performance of at-risk minority students in elementary school. Schools must utilize community resources to help at-risk students through carefully designed mentoring by trained mentors based on student interest, needs, and skills.

Perceptions of Education Professionals Regarding Barriers to Implementation of
Early Intervention Programs for Dropout Prevention
Elizabeth H. Parker, Jodi B. Newton, F. Jane Cobia, Samford University

The purpose of this study was to discover the barriers to implementation of research-based, focused, and vertical dropout intervention programs in elementary, middle, and high school levels in the State of Alabama. A grounded theory qualitative approach utilizing interviews was implemented to discover and understand the underlying causes of this phenomenon. The researchers conducted interviews with educators who had direct contact with at-risk students. Participants were from all levels of education including state department personnel, a state board member, a superintendent, K-12 administrators, a high school counselor, and elementary, middle, and high school teachers. Interviews were intended to discover participants' knowledge of school dropout implications, indicators, and interventions. The data suggested participants lacked basic knowledge regarding indicators and implications and possessed a minimal awareness of effective interventions. Understanding the barriers and creating awareness of dropout issues could allow educators to reexamine current practices, remove obstacles, and implement successful early warning intervention programs.

HIGHER EDUCATION   Windjammer

Session: 59   Session Chair: Tina Allen, Marshall University

Are Medical Students More or Less Motivated to Study After Their First Year of Medical School?
Jasna Vuk, University of Arkansas for Medical Sciences and
Bruce W. Newton, Campbell University School of Osteopathic Medicine

According to self-determination theory of Deci and Ryan (1985) there are two main types of motivation, intrinsic and extrinsic that affect our lives and educational outcomes are not exception. The purpose of the present study was to investigate: a) the patterns of motivation of entering freshmen medical students b) change of motivation over the first two years of medical school, and c) differences in motivation between women and men in the first two years of medical school. One hundred and forty seven of 174 incoming medical freshmen, 89 men and 58 women answered the Academic Motivation Scale (AMS-C 28) at the freshman orientation. The same instrument was administered during sophomore registration. One hundred and seventeen medical students answered the survey second time. Instrument, AMS-C 28 (Vallerand et al., 1992) that was used in the previous research with Brazilian medical students (Sobral, 2004) consists of 28 questions on a Likert-scale and subscales for three constructs: intrinsic motivation (to know, toward accomplishments, to experience stimulation) and extrinsic motivation (identified, introjected, external regulation) and amotivation. Internal-consistency of the instrument (Cronbach alpha) in the present study was at the acceptable level of .88. The non-normal distribution of the data resulted in the use of the non-parametric Mann-Whitney test and Wilcoxon-Signed Rank test. Freshmen medical students scored the highest on extrinsic identified regulation and intrinsic to know subscales. Women scored lower than men on amotivation subscale. Statistical significance was marginal. Wilcoxon-signed rank test revealed a statistically significant decrease on extrinsic-identified regulation subscale. Therefore, one year later students scored lower on extrinsic-identified regulation, which is a type of autonomous motivation. Medical students in our study scored the highest on extrinsic identified regulation and intrinsic to know subscale which was similar to

medical students in Sobral's study. Findings in both studies indicated that medical students internalized the importance of learning and experienced satisfaction while learning. Decrease at the beginning of the second year of medical school on identified regulation motivation subscale, which is also a type of autonomous motivation, might indicate that students experienced to a lesser degree autonomous environment than at the entrance to medical school. Most likely medical students did not perceive activities year that are based on basic sciences courses in first two years of medical school as something that they could identify with.

Analysis of the Effects of Aquatic Exercise on Physical and Quality of Life Indicators of
Breast Cancer Survivors
Ellen Broach and Phillip Norrell, University of South Alabama

Breast cancer (BC) is one of the most common cancers. The majority of breast cancer patients encounter a number of physical and psychological difficulties after finishing cancer treatment including distress, fatigue, pain, physical ability, and quality of life (ACS, 2013). Aquatic exercise can enhance an individual's physical, psychological, and psychosocial performance (Broach & Dattilo, 1996). Only three quazi-experimental studies were found to focus on aquatic exercise or therapy interventions for individuals with cancer. Therefore, the purpose of this examination is to evaluate the effect of AE on fitness and arm edema as well as perception of fatigue, quality of life, and distress. The participants included 19 women (12 in the exercise group; 7 in the control group) who had a doctor's permission to participate, a diagnosis of breast cancer, breast cancer treatment, not participated in AE prior to this study, no medical condition precluding their participation, and were at least 8 weeks post-surgery; The BC Aquatic Exercise program was a 50-minute program that included exercises from Broach et al. (2007), Aaronson & Essart (2007), and Ai Chi (Sova &Konno, 1999). The program was held in an 86 to 87 degree outdoor pool over 8 weeks (3-x wk; 24 sessions). The mean age was 63 (48 to 79 years old). There were no statistical differences in demographic parameters between the groups. There was a significant difference in scores in the exercise group for endurance, BMI, levels of distress (as measured by intrusive and avoidant thoughts of cancer), and fatigue. There were no significant differences in the control group. Social validity questionnaires indicated that the most important outcomes for participants included improved energy and social well-being.

Authentic Simulations for Collaboratively Preparing Nurses and Signed Language
Interpreters in Higher Education
Sherry L. Shaw, Laura Jackson, Linda Connelly, University of North Florida

Interdisciplinary learning and collaboration are necessary to continue to improve the quality of health professions and signed language interpreter education in the post-secondary setting. Well-designed clinical simulations are one innovative approach to facilitate students from varied disciplines working together and learning from one another. Incorporation of "inter-professional" education in pre-licensure curricula is advocated in nursing education by The National League for Nursing and the American Association of Colleges of Nursing and is equally valued in the interpreter education field. The purpose of this literature review is to establish the theoretical framework for (1) curriculum design around authentic simulations across disciplines and (2) the impact of these simulations on student learning. The literature review focuses on interdisciplinary collaborations, increasing cultural sensitivity and improving communication in healthcare settings, and simulations within a realistic and safe environment without the potential of harm to patients. Concurrent exposure to authentic simulations in nursing and interpreting education programs has not been previously researched, and we propose to implement a study that measures the impact of authentic simulation on students' understanding of contemporary issues affecting their respective professions. Research on the conceptual framework of joint training

ventures is minimal in interpreter education, but there is a growing body of evidence in medical literature that innovative collaboration is increasing due to positive research results. The collaborative aspects of this project implement the call from the Institute of Medicine to incorporate interdisciplinary education and practice into the post-secondary curricula. Therefore, the subsequent study will seek to (1) improve the quality of health professions education and (2) prepare interpreters to function as members of the healthcare team when Deaf, DeafBlind, or Hard of Hearing patients and family members are involved.

LITERACY   Clipper

Session: 60   Session Chair: Jwa Kim, Middle Tennessee State University

BearsRead Camp: Investigation, Improvement, Innovation in Literacy for K-12 Learners
Tammy R. Benson, Amy Thompson, Donna Wake, University of Central Arkansas

According to the National Center for Education Statistics (2015) in Arkansas, 65% of fourth graders are at or above basic on the National Assessment for Education Progress (NAEP). On that same assessment, 32% of fourth graders were at or above proficient, and 6% were at or above advanced. In eighth grade, 70% were at or above basic, 27% were at or above proficient, and 2% were at or above advanced. This is a dismal outlook for and we must address this problem. We can do this by better preparing our teachers in coursework and in valuable field experience. As teacher educators, we have to make the case for effective teaching. We need to demand and ensure that our students are more than adequately prepared to enter the classroom and teach our future. Moral courage is called for (Shields, 2013). Teacher preparation programs need to "ensure equitable, accessible, and excellent educational opportunities that will result in high literacy achievement for all. This is every child's right and everyone's responsibility" (International Literacy Association, 2016, p. 3, Shields, 2013). This study will address (1) if BearsRead is a good model to support K-12 students in their reading development, (2) if BearsRead is a good model to support MAT candidates in learning to be teachers of reading, and (3) which data source provides richer, better data reflecting K-12 students' actual experiences. A convergent mixed methods design will be used in order to see the problem(s) from multiple angles and perspectives. It will involve collecting qualitative and quantitative data simultaneously throughout the BearsRead camp and merge the results to interpret or explain convergence or divergence. In this study, DIBELS, QRI, and MAT student survey data will be used to test the Transactional Theory of Reading that predicts the BearsRead Camp will positively influence the literacy development for K-12 students at UCA's BearsRead summer camp. The parent survey, student survey, digital portfolios, and MAT student focus group will explore if this is a good model for reading development and for supporting MAT candidates in preparing to be literacy teachers for K-12 students and MAT students at UCA's BearsRead summer camp. The use of both qualitative and quantitative data will help develop a more complete understanding of the research problem(s). In summary, analysis of data will reveal the answers to three questions: 1. Can a 10-week literacy camp utilizing 2 hours of intensive tutoring per week cause an increase in literacy skills based on QRI and Dibels assessments? 2. What are perceptions of the summer literacy camp and its effect on reading development based on parent, child, and graduate student surveys? 3. Does UCA faculty perceptions and skill level change based on active participation in the 10-week summer literacy camp?

Effects of Attending Prekindergarten on Kindergarten Emergent Literacy Skills
Donald Snead and Kathleen Burris, Middle Tennessee State University and
Kimberly Osborne, Rutherford County School District

The concept of school readiness has taken on multiple meanings in recent years. Gagne (1985) states readiness as the availability of competences and necessary skills of a learner. In 2002 the National Education Goal Panel suggested that "All students will start school ready to learn." The years prior to entering kindergarten are regarded as crucial years for emergent literacy. This study examined the effectiveness of a school district's voluntary prekindergarten program on equipping students with the literacy skills needed upon kindergarten entry. The prekindergarten program specifically served students who were identified as "at-risk." Student groups included in the final analyzes were determined by the Tennessee's Annual Measurement Objectives. Assessment measuring emergent literacy was administered three times during the 2014-2015 academic year. A causal-comparative research design was used to compare data of 999 students (724 control, 275 treatment) groups to determine the effectiveness on the program. The findings indicated that students who did not attend voluntary prekindergarten significantly outperformed students who did attend the prekindergarten program. Further findings indicated a significant difference in literacy skills between students who attended Title 1 schools. In contrast to the significant difference found between students attending Title 1 schools, students who attended a Non-Title 1 school did not show any significant difference in literacy skills between those who participated in voluntary prekindergarten and non-participants. This researched examined other factors including economically disadvantaged students, race, ethnicity, cultural and ELL. Some literature demonstrates a positive relationship between attending prekindergarten and acquired literacy skills for kindergarten entry. Overall the current findings indicated that students who attended the voluntary prekindergarten program did not show any advantages in acquiring the literacy skills need for kindergarten entry, it did reveal some important factors that

Supporting the Teaching of Integrated Science and Literacy in Grades 1-2:
Outcomes of a Professional Development Series on Student Achievement Outcomes
Nancy Romance, Florida Atlantic University

Research suggests that linking early science learning with reading comprehension can have lasting benefits on the conceptual understanding and literacy development of children (Clements, 2016, NRC, 2001; 2012). Despite this recognition, implementation of integrated science and literacy models in grades 1-2 is lacking because of teacher unpreparedness in science and the associated lack on time for teaching science due to the time demands of the reading curriculum. To address these issues, this NSF project investigated two questions: (a) Were experimental teachers participating in the professional development (PD) able to implement the integrated science and literacy model with fidelity? and (b) Did student achievement outcomes support the effectiveness of the PD in grades 1-2 as measured by the ITBS Science and Reading Comprehension subtests and the FL-NGSS science test? From a cognitive science perspective, the PD and instructional model advanced the idea that meaningful learning in science builds conceptual understanding necessary for subsequent learning. This emphasis supports the development of student reading comprehension ability. For the PD, all pedagogical experiences (e.g., hands-on activities, reading) were linked to a core NGSS concept framework. Both experimental (N= 9 schools) teachers receiving PD for the integrated model and control teachers (N=12 schools) participating in business-as-usual PD implemented the same district curriculum. Year 2 results indicated significant effects on ITBS science (HLM Scale Score Effect = +.53 GE; Cohen d = .49) and ITBS Reading Comprehension (HLM Scale Score Effect = +.11 GE; Cohen d = .20) across grades 1 and 2. Both the positive achievement outcomes and PD evaluations suggest that the Project PD focusing on the

integrated instructional model substantially improved teacher effectiveness in elementary science. Because the results showed that science learning also increased reading achievement, the Project supports changing curriculum policy in grades 1-2 to increase time for science instruction.