MSERA 2018 Annual Meeting

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Preservice teachers' experiences to become teachers: Ethnographic perspectives

Pre-service teachers' experiences to become teachers: An ethnographic perspective. Mohamed A. Ali Grand Canyon University

Abstract The purpose of this digital ethnographic study was to understand why college students decide to be teachers while large numbers of trained teachers leave the profession every year in United States. A purposeful sampling technique enabled 30 prospective teachers in college of education to participate in this study. The two research questions that guided the study were: 1) How and why did pre-service teachers choose teaching as a career? 2) What were their perceived drawbacks and opportunities to support them as to be regular teachers? The theoretical framework used to understand the phenomena and drive the central research questions came from educational change and learning organization theories. The constructs that explain change theory were drawn from the work of Michael Fullan. And those that explain learning organization theory came from Peter Senge's learning organization models. Qualitative digital ethnographic design was employed. Digital ethnography uses anthropology and sociological research approaches to understand digital space as a normal "traditional locale". In this study, the approach comprised, mixed procedures that involved participant-observation of digital forums and focus group discussions with the participants on career choice and expectations. Content analysis of the discussions and observation notes followed after six months of data gathering process. The preliminary results indicate that people choose to teach from personal convictions that stem from experiences with children in different settings. But the themes were service for children, earn respect from the community and influence change in schools. The implications of the study include: the opportunity to discuss novice teachers in context of their experiences, and from their perspective, to understand issues of retention and growth in the profession.

Keywords: Pre-service teachers, career, profession, qualitative, sustainability, educational change theory, learning systems, learning organizations

Mohamed A. Ali
Grand Canyon University

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Education and Social Change: Philosophies of Malcolm X and Kwame Nkrumah

Our poster presentation explores the role of education in creating social change. In discussing education as an instrument for social change, our paper focuses on Kwame Nkrumah and Malcolm X and how education, both formal and informal, influenced their philosophies and ideologies. The educational exchanges between the two activists inspired liberation movements such as Civil Rights and Pan-Africanism in the U.S. and Ghana respectively. During his educational sojourn in the United States, Nkrumah was inspired by the ideologies of some Civil Rights activist in the U.S. to lead the movement for independence in Ghana and other African States. After Ghana gained independence, many African Americans, including Malcolm X, went to support the rebuilding of this newly liberated nation. While in Ghana, Malcolm X was influenced by the sociopolitical educational experiences, which renewed his zeal to end segregation in the United States. In this paper, we adopt a critical and thematic literature review to identify the trends and patterns in the literature regarding Civil Rights movements in the United States and Pan-African movements in Ghana and other parts of Africa. Specifically, we explore (a) the common and differing assumptions, philosophies, and ideologies of these two revolutionaries during the civil rights and Pan-African era; (b) contributions of Malcolm X and Kwame Nkrumah in the fight for Black liberation; and (c) implications and repercussions of the revolution in Africa and the United States. In exploring the above-mentioned themes, we conclude that educational, philosophical, and ideological exchanges between the two Black liberation activists (i.e., Malcolm X and Kwame Nkrumah) played a vital role in facilitating social change in the U.S. and Ghana.

Bright Da-Costa Aboagye
University of West Florida

Thelma Missedja
University of West Florida

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"We All Came Together on the Football Field" But: The Role of Sports in School Desegregation

One of the most powerful narratives in our country's storied racial past is that sports provided a bridge for blacks and whites to reach across racial divides to coalesce around common goals and interests. The redemptive role of sports to transcend racial and economic disparities has achieved a myth-like status. However, as Roland Barthes warns, the danger of myth is that it "establishes a blissful clarity" and "abolishes the complexities of human acts." In this presentation, we unpack the complicated story of race, sports, and desegregation by presenting research from an 8-year study of school desegregation in Mississippi based on archival research and over 100 oral history interviews. Our research demonstrates that initial attempts at desegregating schools in the 1960s was made smoother in many schools because of the intense male bonding of black and white athletes who came together on the football field for a common goal of beating their opponents and making their school proud. In many cases, sports provided a mechanism for an integrated group of spectators to sit together and share their love of the game. However, juxtaposed against this positive reading of sports as the great unifier is the story of loss, disappointment, the perpetuation of racism, and the failure of sports to be the panacea some had hoped. "Coming together on the football field" did not suddenly transform the historical relations between blacks and whites or eradicate institutional and structural racism. Racial disparities in sports persisted as black coaches were demoted or dismissed, and black boys rarely found themselves in the prized position of quarterback. Many white athletes fled the public schools for private academies to ensure they would have playing time, and the celebration by white fans of black male athletes on the field seldom translated to a warm welcome off the field.

James Adams
Mississippi State University

Natalie Adams
University of Alabama

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Strategies of cross-cultural communication in higher education

Societies and individuals are becoming more diverse because of relocation, business, and globalization. The diversity of societies makes it imperative for the furtherance of intercultural relations. Intercultural relations require the need for cross-cultural communication which is critical to education. The need for cross-cultural communication is no longer an option for universities because of the global versatility of societies and individuals. The United States is a multilingual and multicultural country. According to the Students and Exchange Visitor Information System (SEVIS. 2017) report, there was a rise in the number of international students by 2% in 2017. Thus, from 1.16 million in May 2016 to 1.18 million in May 2017. Assessing how much training occurs for cross-cultural communication becomes critical for universities generally. Students from diverse background are enrolled in higher education. As a result, universities have become a conduit for interaction among various cultures. Students, staff, and faculty must communicate with each other despite their cultural differences. This literature review was to explore strategies of cross-cultural communication competencies in higher education. The question is, what is the level of intercultural competence among the constituent stakeholders to ensure meaningful communication takes place? The paper critically analyzed cross-cultural communication theory and adopted a systematic method of literature review. Annotated bibliography was used to streamline the scope of the articles used for the literature review. Major sources of literature search were the UWF Library OneSearch, e-Journals, Google Scholar, and Ohio University libraries (Proquest). Search engines were employed to search for significant words such as higher education, concept of cross-cultural communication, effective strategies for cross-cultural communication, barriers to cross-cultural communication. Among the strategies discussed in the paper are: constructive sociocultural stereotyping, cultural adaptation, high command and understanding of professional language, framing of messages in productive sociocultural ways, overcoming differences in culture, and cross-cultural leadership qualities.

Yohanna Agyei
University of West Florida

Clement Yeboah
University of West Florida

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Investigating gender-related differential item functioning among the ELL and non-ELL students in an English Art Language assessment based on common core state standards

In literature, differential item functioning (DIF) has been applied as a statistical tool to investigate bias items against subgroups in a particular population. Gender and different linguistic backgrounds are the most studied variables in DIF literature. A version of an English language art test will be examined for evidences of DIF based on gender difference and different linguistic backgrounds (ELL vs. non-ELL) within each gender group. The purpose of this study is to investigate the impact of ELL status in students' performance, and to compare the consistency of DIF results between ELL and non-ELL subgroups within each gender group. The sample of this study consists of students from 5th (N = 26,129), 6th (N = 22,734), and 7th (N = 21,730) grades from 19 states who took the standardized English Language Arts (ELA) test based on common core state standards (CCSS). Students were tested four times (Forms A, B, C, and D) during the academic of 2015/2016. Data will be analyzed using item response theory (IRT) followed by DIF. Implications of these analyses will be discussed in accordance with the previous findings and with educational implications.

Zahya Ahmed
Middle Tennessee State University

Jwa Kim

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Getting started with SoTL (Scholarship of Teaching and Learning)

Scholarship of Teaching and Learning (SoTL) has been defined as a systematic reflection on teaching and learning made public through options such as developing course portfolios for others to review, presenting at campus forums or conferences, and writing for publication. The SoTL process encourages teachers to approach questions concerning their teaching with the same intellectual process that they use when conducting their disciplinary research. The scope of this training session is to guide participants through the process of creating a Scholarship of Teaching and Learning project. Each stage of the process will be illustrated by examples and reflective exercises will help participants generate and refine ideas for their own project. On completion of the training, participants will have an outline with specific tangible steps on how to move a SoTL project forward. By the end of the session, participants will be able to: 1) Articulate the benefits of the SoTL process, 2) Describe the SoTL process, 3) Develop an action plan for completing an SoTL project.

Tina Allen
Marshall University

Jill Underhill
Marshall University

Brittany Riley
Marshall University

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Prompting Techniques to Improve Student Writing

Over the last 20-30 years, schools and teachers have been progressively preoccupied with standardized testing of reading and mathematics which has left many content areas struggling to gain classroom instructional time. Teacher education preparation courses must cover a wide range of topics and instructional practices, with very little time and emphasis going toward writing instruction. Very little quantifiable research guides instruction, therefore the purpose of this investigation is to determine the effects of small changes used during writing instruction to improve sentence/word count and the complexity level of writing. No Child Left Behind has created a teaching environment that focuses on subjects assessed and schools are held accountable, usually reading and math (Hinde, 2015). This complicates the matter because teaching writing is a complex process requiring considerable periods of instructional time, coupled with extensive student practice, feedback, and revision as a progressive process (Bogard & McMackin, 2012). The investigation was a quantitative, with a 3 x 2 x 2 factorial design, with repeated measures outcomes. The major independent variable was teacher prompting and three prompting factors: none, general and specific by 137 4th/5th graders. The dependent variables measured effects on word/sentence frequency and sentence length production. The first phase showed the frequency of words, sentences and average sentence length produced. The second collection phase focused on the difficulty levels of the text written (Kincaid & Mears, 1988). The results showed no significant differences in sentence productions across the one type of intervention that we added - teacher writing prompts. The type of writing prompts did not significantly affect Flesh writing complexity scores; however, a trend occurred which showed that complexity scores increased respectively as students progressed from no prompting to specific content prompting. Conversely, Flesch Reading Ease levels were not affected by the types of teacher prompting.

Mindy Allenger
Marshall University

Kimberly McFall
Marshall University

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Effects of District Leadership on School Improvement

In this era of improvement and accountability in education, leaders across the state of Georgia diligently seek solutions to issues that plague public education. The vision and actions of system leaders and school board members frequently determine whether principals can be effective in leading school improvement. The purpose of this study is to evaluate the effects of district leadership on school improvement. A review of the literature has yielded significant research related to this study. With the current political climate and efforts to reform school districts, superintendent tenure has become a focus point of many school districts. Mixed methods research was used to collect data through surveys, interviews and school improvement data to include AYP Academic Performance, CCRPI Scores, state standardized assessment(Georgia Milestones Assessment) scores, district graduation rates.Data-driven decisions are often at the heart of any improvement efforts and the catalyst for sustained positive change.The study shows that district leadership effects school improvement and really matters.

Abraham Andero
Albany State University

Walter Knighton
ASU

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Transformative Learning Within Social Work Diversity Education: A Mixed Methods Study

Diversity education is a fundamental component of graduate social work. Recent societal shifts underscore the importance of education to prepare social workers for effective practice with diverse populations. Social work programs utilize a competency-based approach to measure student outcomes relative to established standards and values. The problem is that social work research has not demonstrated a clear relationship between diversity education and cultural competence for students. The constructivist framework of transformative learning theory offers a useful lens for exploring this issue. Qualitative research using the theory has illuminated the change process in education that results in a transformed perspective for the learner. This study employs transformative learning theory to investigate social work diversity education. A convergent mixed methods design allows the researcher to gain a multifaceted understanding of student cultural competence. Graduate social work students are the population of interest. The sampling frame is one cohort of students at a large state university. The purposive method of criterion sampling will be utilized to draw students from the frame to participate in the quantitative research. Criteria for inclusion in the sample is membership in the cohort. Subsets of the sample will be selected for the qualitative portion. Quantitative data sources are a survey and field assessments administered as repeated measures. Qualitative data sources are cases chosen for classroom observation and interviews using protocols developed by the researcher and field tested for face and construct validity using experts and pilot participants. Parallel data will be collected at key points. Data analysis will consist of t-tests for quantitative data and thematic analysis for qualitative data. Data will be merged during the interpretation phase to determine convergence in the findings. This study could prove significant by contributing to research on diversity education for cultural competence, improving social work education, and enlightening social work policy.

Lauren Anzaldo
University of West Florida

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Marx Library Live: Increasing Student Engagement with Library Resources Using Social Media

Students' use of social media has extended beyond chatting with friends or uploading funny pictures. They now use platforms such as Facebook, Instagram, and Snapchat to collaborate on projects and engage with classmates, faculty, and university organizations. Especially popular are live streaming platforms such as Facebook Live, which allows users to view a live broadcast and interact through comments, likes, and reactions. The University of South Alabama's Marx Library determined that live streaming could improve student familiarity with the library's services, and in August 2017, two Reference librarians started a weekly Facebook Live broadcast called Marx Library LIVE.

In addition to improving overall student engagement, Marx Library LIVE was designed to address a number of common issues faced by the library's Reference Department. First, the episodes answer commonly asked questions, such as How do I print? and How do I find peer-reviewed articles? Second, the librarians attempt to present themselves as relaxed, unscripted, and personable, hoping to dispel students' anxiety about visiting the library and asking librarians for help. Finally, students can ask questions and share ideas through Facebook comments, providing another point of contact between them and the library.

In this presentation, we will detail how we planned, marketed, deployed, and improved Marx Library LIVE, as well as discuss student and faculty responses and problems encountered. We will also discuss analytics showing user engagement and how these data are driving our future plans.

Stephanie Ard
University of South Alabama, Marx Library

Elizabeth Shepard
University of South Alabama, Marx Library

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An Analytical Literature Review on Social Mobility and Higher Education

Research has shown that social mobility is strongly related to the attainment of higher education and higher education is believed to be the mediating factor in the origin and class destination of an individual. However, does attainment to higher education automatically issue in upward social mobility in many societies? Employing a systemic literature review using library resources, this paper seeks to find out the relationship between higher education and upward social mobility, and how this relationship could be enhanced through policy. Furthermore, the paper discusses social mobility and social capital theories, and how these concepts could be weaved into achieving upward social mobility. The findings indicated that attainment to higher education increases earning capacity, breaks intergenerational poverty, and ensures social cohesion. Results of the literature review suggested that policy implementation at ensuring equal access to education, improving the quality of instruction, and creating an environment of equal employment opportunities could strengthen the relationship between higher education and upward social mobility. The study is relevant to policymakers as it informs of the dynamics with regard to the process of upward social mobility. In effect, as a result of the dynamics that pertain to specific countries, there is a need to pursue policies that are relevant and peculiar to the society to ensure upward social mobility.

Sandra Ayivor
University of West Florida

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Exploring the Experiences of African Doctoral Students in Selected US Universities

The United States of America, as the world's largest economy, offers a lot of opportunities for international students. In the 2016-17 academic year, the US admitted about 1,078,822 international students to study in the country's colleges and universities, of which those from Africa numbered 37,735. While the number of international students studying in the US is rising, retention and completion of particularly graduate international students remain pressing concerns to the educational sector. International students, especially those from sub-Saharan Africa, arriving at US colleges and universities bring a unique set of opportunities and challenges as they try to manage the rigor and realities of college life academically, financially and socially. Being young adults, most of the students have family responsibilities and have to break these ties in the pursuance of higher education. This phenomenological study seeks to explore the experiences of African students pursuing doctoral programs in the US. The study seeks to investigate the coping strategies of these international students from sub-Sahara Africa where incomes are low, armed-conflicts are rife, girl-child education is a problem, and diseases are endemic. The results of the research will assist higher education institutions to understand and meet the unique needs of the female and male students they admit, glean from their diverse experiences, and eventually improve the retention and completion rates to ensure that the US remain the most desired destination for international students.

Sandra Ayivor
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The Role of Micro-Communities in Higher Education

Social Constructivist perspectives strongly emphasize the role of collaborations within communities of learners. These communities can take on a variety of forms, but are generally thought of in terms of classes, professions, special interest groups, and other forms of Communities of Practice (Lave & Wenger, 1990). Another lesser known learning community model is the micro-community. Micro-communities can take many shapes, but typically consist of 3-7 people working together with a very narrowly focused topic or effort. For example, a micro-research community would consist of the other 3-5 authors who are publishing on the same research question. Together, these authors would meet frequently and establish the foundational conceptualization of their research niche, and could deliberate and challenge each other on the issues and challenges specific to that focus. Collectively, they would shape the entire direction of their research niche and have the potential to push the focal area forward in tremendous and invigorating ways (Surry, Baker III, & Rausch, 2013). Another example of a micro-community would be an Instructional Design Studio. The members of the micro-community studio group may decide to focus collaboratively on improving their design & development skills in response to a very specific context or prompt, such as responding to local community needs or improving educational quality and providing resources to a single school. The idea is that there is a small group of people who are sharpening their skills and improving performance by responding to or addressing a very specific focal topic or issue. These models enable use of both research and practical skill sets in response to meaningful and pragmatic contexts. This creates forward momentum on smaller, targeted issues which may be overlooked by larger systems, yet that have potential for meaningful and lasting change. Higher Education is fertile ground for establishing and housing these efforts.

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Fredrick Baker III
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Testing aid utility: A review of the literature

The purpose of this literature review is to provide an in-depth investigation of the empirical evidence from the last 40 years about the utility of student created testing aids also known as cheat sheets. Often, students in math, science, or engineering courses are allowed to use a testing aid while completing exams. Many believe that these testing aids can reduce student anxiety, a phenomenon that has been on the rise recently. Others feel that the use of testing aids can emphasize importance of content application instead of recitation of facts or basic computational skills especially in formula heavy courses. However, some warn of the false sense of security these testing aids could generate for students as they develop a dependency relationship with the testing aid. In this literature review, these observed inconsistencies are explained through the range of the methodologies and analyses used across the existing literature. Recommendations for future methodologies and measurements as they relate to testing aids will be offered.

Iva Ballard
Mississippi State University (MQABL)

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An Analysis of Student Chronic Absenteeism in Alabama High Schools

Chronic absenteeism has been on the rise in the last decade. Chronic absenteeism is defined as 15 or more absences by a single student for any reason in a given school year. Approximately one out of seven students missed at least 15 days of school during the 2016-2017 school year. Research has shown that when a student misses instructional time, it inhibits the student's ability to succeed academically, potentially leading to high school dropout, or other long-term consequences. The purpose of this qualitative case study was to gain an understanding of how school administrators in Alabama address chronic absenteeism. The researchers utilized purposeful sampling to select school administrators at seven high schools with a low percentage rate of chronic absenteeism based on data from the 2013-2014 National Civil Rights Data Collection. The researchers served as a key instrument in collecting and analyzing the data. The researchers asked the participants open-ended questions; recorded the answers on an interview protocol developed by the researchers and in mp3 format using tablet devices; and utilized a transcription service provider to create a transcript of the recorded interview. The researchers identified four categories that appeared most often when discussing student attendance: school demographics, programs offered at each school, administrator's philosophy regarding attendance, and iNow/attendance coding. Commons themes emerged from all participants: the belief that students must be present to learn, students should be rewarded for good attendance, and the need to reach out to families when students are absent. This study demonstrated the need to create a unified, systematic approach for addressing student absences. Furthermore, high schools intent on improving chronic absenteeism through practice could implement the supports and strategies identified in this research to improve student attendance, and ultimately, student outcomes.

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Investigating the Family Factor on Literacy Interventions with Struggling Readers

Currently, there are 62 million students in kindergarten through 12th grade in the United States with nearly 20% experience reading difficulties. That is, approximately 12.4 million students who have reading difficulties. Although the authors of the No Child Left Behind (NCLB) legislation recognized the tremendous difficulties that are encountered by children with reading difficulties, many of the 12.4 million students remain underserved. These children are likely to experience low self-esteem, become more likely to have involvement in the juvenile court system, may become substance abusers, get pregnant, or find their way into the welfare and criminal justice systems, which is a bleak future. Reading difficulties are not just an academic problem, but a social problem as well. Given the large number of students who experience reading failure, it is obvious that a vast human resource is being excluded from deriving benefit from our educational system due to reading problems and dyslexia. Empowering parents to work with their children and supporting them consistently have proved effective in helping these children. This qualitative study involves a thorough investigation of how two literacy instructors worked with eight parents and their children to address literacy weaknesses and implement appropriate interventions together. Parents' attitudes and literacy skills were assessed before and after the literacy interventions and professional development. Focus groups and one on one interviews captured valuable insights that can be shared to improve parental advocacy and abilities to effectively intervene and support their children as they struggle with literacy. Individual case studies are documented that show improved literacy test scores after the interventions by parents and instructors.

Tammy Benson
University of Central Arkansas

Crystal Voegele
University of Central Arkansas

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Advocacy Training for Louisiana Teachers

What training do current and future Louisiana teachers need to become effective advocates for their profession and for their students? With increasing pressure for accountability from community stakeholders, policymakers, and parents, teachers must be prepared to speak with confidence and conviction about their educational practices. Teacher advocacy is not new. In 1973, then National Education Association President Helen Wise wrote that it was the responsibility of teachers "to take stands, to make changes…to be activists." (Wise, 1973) The few universities that have included advocacy training within their teacher preparation curricula are finding that their graduates not only become empowered in their own abilities to champion for educational and social causes (Hochstetler et al, 2016), they pass these skills on to their students (Peters & Reid, 2009). This will be a qualitative analysis of surveys that will be given to Louisiana K-12 teachers on their beliefs about advocacy including the following questions: • What does advocacy in the workplace mean to you? • How do you perceive yourself as an advocate? • What are the strategies you use when advocating? • What barriers stand in the way of you being an effective advocate? • If advocacy training were offered, what skills would you like to be included? Data has not yet been collected for this study. The hypothesis is that teachers do not feel they are adequately trained to advocate for their students or for themselves and would welcome training if it was designed to their needs. Initial survey results will drive focus group discussions which will be analyzed to create professional development workshops for existing teachers and for pre-service teacher candidates to improve advocacy skills.

Margaret Bienvenu
University of Louisiana at Lafayette

Meghann Jordan
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"Can I come see you in your office?" Encouraging Revision in the Online Environment

As Universities have grown online education programs, students have flocked to them for the flexibility and convenience that the programs provide. Often, students feel that an online course may be easier than one offered in a traditional environment though most faculty and seasoned students would state otherwise. Students who enroll in courses in both online and traditional classrooms which require multiple writing assignments often struggle as they are sometimes unprepared for the amounts and kinds of reading, writing, and revision which will be required for them to be successful in completing degrees. Many students do not understand that they will be writing and revising in a number of contexts and modalities throughout their lives. This presentation will focus on ways in which to help students overcome obstacles that prevent them from engaging in revision which often proves challenging in an online environment. Despite the difficulties of working with revision online, this work can, in fact, be as or more effective than that which occurs in traditional classrooms. Outcomes of the research related to this project are as follows:1. students are more engaged with writing when prompts and projects are parts of a larger project/portfolio, are grounded in problem solving/real-world scenarios/case studies or are tied to a professional or publication opportunity when completed; 2. student revision improves when specific, individualized feedback--beyond traditional rubric and paper-based comments--is given; 3. practices and technology for encouraging revision in the online environment differ from those in traditional courses. The presentation will include assignment, case study, and rubric/assessment samples as well as data collected about revision and writing. Participants will be encouraged to share assignments and ideas about ways in which to promote the idea of students as life-long writers.

Gregory Bouck
Northwestern State University

Lisa Abney
Northwestern State University

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The Demise of Teacher Education Programs in a Southeastern State

The purpose of this paper is to discuss the unfortunate causes and effects of the demise of business and technology teacher education programs in a southeastern state in the United States of America. Both short-term and long-term effects will be discussed. This session will discuss a longitudinal case study design, combined with both qualitative and quantitative analysis of data gathered over a four-year time period. Descriptive statistics and qualitative data were collected from faculty members, administrators, and former students of the business and technology teacher education programs, who were impacted by recent program closures. Data from institutional effectiveness reports will also be included. Due to a variety of factors, all business and technology teacher education programs in the State under study were closed abruptly within a two-year time span. Data collected from stakeholders as well as factual evidence found in public documents produced by the State Department of Education were analyzed and will be presented. The unfortunate demise of business and technology teacher education programs in this southeastern state has been caused by several different political-related factors, and will impact the future of business and technology education for years to come. Implications and recommendations of potential preventive measures will also be presented. Results of this study possess the ability to assist all business and technology teacher education programs and certification training entities. Additionally, findings may provide a foundation to assist academic stakeholders in making several other critical decisions related to the future of traditional teacher education programs nationwide.

Pamela Bracey
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An Analysis of the Common Educational Experiences of Students in Selected Top Performing PISA Countries

Americans have expressed concern for the poor performance of U.S. students on international assessments relative to the performance of students from other countries. The purpose of this study was to explore the commonalities of student learning experiences from countries with strong, global economies and consistent, high student performance on the Program for International Student Assessment (PISA). The researchers used a qualitative collective case study design. Documents, case studies, and interviews were the predominant methods of data collection. The guiding research question was: What are the common student educational experiences in countries with strong, global economies and high levels of success on the PISA? Three countries were purposefully selected based on their global economies and their performance on the PISA relative to other countries on their continent. The three selected countries were Canada, Finland, and Singapore. Researchers made extensive field notes from documents and case studies, then color-coded to develop patterns and themes. To substantiate the suppositions from the written sources, the researchers conducted interviews with educational leaders from the three countries who had expertise in student educational experiences. Results revealed that these countries had a common belief in student's ability to learn, focus on student welfare, shared value of the preschool experience, student support structure, and curriculum that emphasized student bilingualism. A number of common factors among high performing countries were outside of the school-day experience, including the focus on student welfare and preschool experience. Educational leaders who hold an interest in strong student performance on international assessments could benefit from examination of the findings of this study.

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Lisa Lothspeich
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BEYOND SCREENING AND PROGRESS MONITORING: AN EXAMINATION OF MAZE COMPREHENSION ASSESSMENTS FOR FOURTH-GRADE STUDENTS

Reading comprehension assessments rarely assist teachers with instructional planning because they do not pinpoint why a student has difficulty. The varying formats, directions, and response requirements of comprehension assessments lead to differential measurement of underlying skills and contribute to noted discrepancies among tests. There is a pressing need for an assessment or system of assessments that can inform instruction for students with reading comprehension weaknesses. Maze is an assessment tool used to screen and monitor reading comprehension performance. This type of assessment consists of words deleted throughout the passage replaced with three options, the correct choice, and two distractors. Students are required to select the correct option during the process of reading. The present study examined the validity and reliability of different types of maze assessments (fixed-word deletion, word-feature deletion, and sentence deletion) as well as a multiple-choice comprehension assessment. All passages were created from informational news stories. All four assessment conditions demonstrated acceptable to excellent levels of internal consistency. Correlations between conditions analyzed in the study and validated measures of reading comprehension varied significantly. The sentence deletion version of maze demonstrated significant correlations with two of three of the comprehension tests and had a significant correlation with a composite score for reading comprehension. Correlations to reader skills varied across types of maze. The conditions created for this study seemed to tap into a dimension of reading comprehension not measured by validated, standardized comprehension measures. Passage length and genre were suggested as possible reasons for the differences between the assessment conditions analyzed in this study and the validated comprehension tests. Further, a maze task involving sentence deletion emerged as a potential alternative to the way maze assessments are typically created. Implications for policy and practice are discussed in terms of analyzing student performance across multiple measures when assessing reading comprehension.

Casey Brasher
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Teachers' Perceptions of Student-Generated Podcasting as a Learning Tool in Chemistry Education

Teachers' Perceptions of Student-Generated Podcasting as a Learning Tool in Chemistry Education

Podcasting is often used in education as a lecture substitute (Hew, 2009; Chung, & Kim, 2015). Podcasts for content knowledge enable students to either have first-delivery of content prior to class or to review lectured material outside of class. However, depth of content understanding often remains unchanged due to the transient information effect students can experience while listening to such podcasts (Singh, Marcus, & Ayres, 2012; García-Martínez, & Serrano-Torregrosa, 2015). Therefore, flipping the common usage from instructor-generated (e.g., lecture substitution, etc.) to student-generated, may increase podcasts' effectiveness as a learning tool, as students are then required to change from passive learners (e.g., listening to constructed podcasts) into active learners (e.g., podcast creators) (Wiediger, Hutchinson, & Bunce, 2002; Dale, & Povey, 2009; Forbes, & Khoo, 2015).

While a review of literature provides anecdotal examples of student-generated podcasting in chemistry education (Bartle, Longnecker, & Pegrum, 2010; García-Martínez, & Serrano-Torregrosa, 2015; Leite, 2016), course integration is not common practice. In an effort to inform this, research is being conducted to determine teachers' perceptions of student-generated podcasting as a learning tool in chemistry education. Using a mixed methods approach, teacher perception is being determined via analysis of depth interviews and questionnaire responses. Exploratory depth interviews (two per teacher) were conducted with a novice and an experienced teacher. The results of these interviews helped guide the development of a questionnaire distributed to 2200 chemistry teachers through a closed Facebook group, with data collection currently in progress.

Potential implications from this study include: (1) observing trends in teachers' perceptions regarding using student-generated podcasts as learning tools in chemistry education, (2) informing interest in student-generated podcasting as a learning tool in chemistry education, and (3) effective implementation of student-generated podcasts in chemistry education.

Barbara Bressette
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Can Recreational Therapy using Multisensory Therapy and Progressive Relaxation Training Effect Time on Task of Students with Behavior Disorders?

Two commonly used recreational therapy (RT) interventions in the rehabilitation process of patients with various disabilities and disorders include sensory stimulation (Porter, 2016) and progressive relaxation training ([PRT] Barantovich & Dattilo, 2016). Multisensory therapy (MST), sometimes known as Snoezelen™, is a sensory stimulation treatment method that includes prompts & equipment designed to engage participants in sensorial and emotional exploration, and is used to bring enjoyment, and relaxation to individuals with disabilities (Lindsay et al., 1997). PRT is used to reduce stress-related problems such as anxiety and muscle tension and includes a series of tensing and releasing each of the major muscle groups. Studies involving MST and PRT have been focused primarily on assisting older adults with neurodegenerative disorders (i.e., dementia) and children with learning or developmental disabilities. To date, however, no studies have been conducted that involve using either technique to treat individuals with behavior disorders. This manuscript includes an extensive review of the literature to examine the use of MST and PRT to as a method to improve the lives of individuals with disabilities. This discussion is followed by a discussion of a case study that was designed to compare effects of MST and PRT on time on task of participants with behavior disorders in an out-of-school recreational therapy (RT) program. Using sensory integration theory as the theoretical foundation for the study, a single-subject alternating-treatments design with a control treatment was used to compare the two treatment strategies before administering a timed-task (matching activity) assessment. The project involved 8 students (7-14 y/o) diagnosed with a behavior disorder who were recruited from an after school RT program. Participants engaged in 5, 20-minute sessions of each treatment and control and 15, 20-minute sessions of the time on task activities. Each week, 3x per week, the MST activity was implemented first, followed by the PRT, and then the control activity. Means for time on task were calculated and compared for the group without any intervention and then after five MST and PRT sessions. Results were mixed with high initial mean time and overall lower mean time on task scores, thus suggesting that MST and PRT may not assist in increasing time on task. Effectiveness of these techniques as demonstrated through the literature, though, suggests that with alterations, the potential for improved outcomes exist. This paper ends with a discussion of the limits of our investigation, the promise of MST and PRT, and suggestions for future research.

Ellen Broach
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The Impact of Research-Based Practices on Achievement of Students in Grades 6-8 from Low Socio-Economic Backgrounds

The purpose of the study was to identify research-based practices that impact the achievement of students from low socio-economic backgrounds in grades 6 – 8. This study was a mixed methods approach that used test scores with descriptive statistical analysis for quantitative research and interviews for qualitative research. Purposeful sampling was used to select six middle schools in one Southern state that were identified as effectively implementing Response to Intervention (RtI) process for three consecutive years. The research questions used to guide this study were: (1) Is RtI an effective process for students from low socio-economic backgrounds? (2) What research-based strategies improve student achievement for student from low socio-economic backgrounds? (3) Are some research-based strategies more effective than others for students from low socio-economic backgrounds? Using the 2015, 2016, and 2017 ACT Aspire scores from each school, the researchers identified trends and compared academic achievement between students from low and high socio-economic levels. Three teachers and one member of the student support team from each school were interviewed to identify research-based strategies implemented in the teachers' classrooms. The researchers began the analysis of qualitative data by analyzing the transcribed interview notes. Patterns and codes were identified and finalized into broad themes. Quantitative and qualitative data were cross referenced and merged. The results identified effective strategies utilized by teachers to bridge the gap for students from low socio-economic backgrounds. The recommendations from the study can offer potential ways to help students from low socio-economic backgrounds achieve at higher levels and provide educators with additional resources.

Delisa Brooks
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Monique Witherspoon
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Essential Coaching Skills for Affective Development

The goal of coaching for school improvement generally focuses on academic achievement. Coaching is often centered on raising test scores and ensuring that all students achieve academic standards. Effective coaching focused at the classroom level, with an emphasis on the implementation of research-based instructional strategies for all students, has great potential for generating student gains. Coaching is unlike many other instructional roles as it is set with the goal of creating meaningful change. The effectiveness of coaching can also be found in its usefulness for developing affective skills in both teachers as well as students. Essential coaching skills of listening, paraphrasing, presuming positive intent, asking powerful questions, and providing reflective feedback can be paired with a focus on relationships and relatedness between coach and teacher, teacher candidate or student to positively impact the climate and culture of a classroom. With that in mind, coaching for affective development addresses the development of rapport, respect, and responsiveness to student needs. In this discussion/paper, coaching is discussed from multiple perspectives. The process of coaching occurs between university faculty and teacher candidates, school administrators and teachers, teachers and their colleagues (teacher to teacher), teacher and student, teacher candidate and student, as well as with numerous other sets of relationships. Utilizing coaching skills to develop students in both affective and academic domains strengthens the power of the coaching relationship. This discussion is submitted for the review of literature section. Essential Coaching Skills for Affective Development highlights five major coaching skills identified throughout the literature surrounding growing a thinking partnership and fleshes out the meaning and effective use of each one. The implications of an effective partnership can ripple into teaching and professional development across the board.

Morgan Bullard
University of Central Arkansas

Candice Barnes
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Examining structures that support student success in selected Doctoral programs

Doctoral programs have expanded due to the increase in technology and demand by an ever-changing culture. Along with this growth is the need for support structures to empower student achievement. Therefore, this study will examine mentoring as a support structure for student success using selected doctoral programs. Moreover, the study will argue that institutions lack resources (i.e., faculty mentors) to implement and retain mentorships to empower student success. The researcher will send out surveys via email using a 5-point Likert scale and then provide quantitative descriptive outcomes based on the reviews. In this study, the researcher will examine the gathered data to determine whether an impact on achievement exist between mentored and non-mentored doctoral students. The study will also investigate whether mentoring influences the psychosocial disposition of selected doctoral students. Participants will be chosen from selected doctoral programs from a public university in the southeast. Success will be defined as students who have completed the dissertation portion of the program and received doctorates. Furthermore, the study will conclude its findings and offer data to either support or refute the stated hypotheses. Finally, the study will provide additional research suppositions to add to the current literature.

Carlton Burton
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An Investigation of Elementary Preservice Teachers' Levels of Mathematics Anxiety and Self-Efficacy for Teaching Mathematics

In order to prepare elementary school teachers for their future teaching, courses that develop both content and pedagogical content knowledge in mathematics, science, language arts, and social studies are embedded in teacher preparation programs. However, with limited total program credit hours, there are few opportunities to cultivate pre-service teachers' interest and specialty in one subject, particularly in mathematics. Furthermore, research has shown that elementary pre-service teachers report high levels of mathematics anxiety, an underlying indicator of which teachers were less likely to enjoy mathematics and teach mathematics effectively (Brown, Westenskow, & Moyer-Packenham, 2011; Gresham, 2008). Attending to pre-service teacher efficacy seems worthy of examination as research points to the fact that the efficacy of experienced teachers is nearly impossible to change (Hoy, 2000). Teacher preparation programs must examine their general education mathematics requirements along with their mathematics methods courses and field experiences to identify opportunities to positively impact mathematics teaching efficacy of pre-service teachers. The purpose of this study was to investigate elementary preservice teachers' levels of mathematics anxiety and self-efficacy beliefs related to teaching mathematics. Elementary pre-service teachers enrolled in pre-candidacy courses in the K-6 Teacher Education program, including dual certification in Elementary and Special Education, at a university in the southeast completed the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI), which measures their beliefs about and confidence in doing and teaching elementary mathematics (Enochs, Smith, & Huinker, 2000). Measuring pre-service teachers' beliefs about learning and teaching mathematics early in the teacher preparation program will allow additional opportunities to positively impact their mathematics teaching efficacy and mathematics self-efficacy.

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Theory into Practice: Educational Leadership Case Story Applications

Overview University principal preparation programs received scathing criticism during the 1990's and early 2000's, mainly for their failure to provide the leadership candidates with real world experiences that school principals encounter (Hackmann & Schmitt, 1995; Hess & Kelly, 2005; Levine, 2005). Thus leadership standards were established by the National Policy Board of Educational Administration as guidelines for universities to follow in redesigning preparation programs. Standards are useful guidelines, but there is an additional method of training that can reinforce course content and theory and go hand-in-hand with clinical experiences: case studies. The use of case studies or case stories has been used in various career preparation fields for students to apply the content or theory learned in the classroom to a hypothetical but realistic situation. Schön (1990) distinguished two career preparation terms: knowing-in-action and reflection-in-action. Basic knowledge related to one's career practice constitutes knowing-in-action, while situations not found in textbooks but occurring in practice constitute reflection-in-action. According to Kowalski (2008), "If human behavior was entirely predictable, knowing –in-action would suffice. But in districts and schools, people are not always rational and they occasionally do unexpected things. When such behavior occurs, the ability to engage in reflection-in-action separates highly effective and other administrators" (p. 6). Kowalski contends that the case study is a method for applying theoretical knowledge to practical situations. The following summaries are representative of the case stories written by the symposium presenters and based on actual experiences. Summaries "The Lone Survivor Buying Time" is about a young innovative leader who becomes principal of a school and who is immediately thrust into a hostile environment led by a 25-year veteran teacher who opposes all of his plans for change. Eventually, there is a confrontation. "Drop Out" is about one of the most explosive issues plaguing education in today's society. Student engagement is an important precursor for learning and is related to better achievement at school, while disengagement is related to school dropout. Studying case stories will show specific patterns of how engagement impacts students who are at risk. "Habitually Late Teacher" is about a young new teacher who struggles in her ability to drop her preschool son off early enough to get to work on time and how a compassionate and flexible school leader addressed the problem. "Changing the Culture in the Athletic Department" is about a new high school athletic director from a different school district who has been tasked with changing the culture in order to implement new reforms and the resistance he faced. "Diversity in the Workplace" has been a topic of interest for many years, whether focused on inclusionary methods or inequitable practice. This case story illustrates the meaningful value that diversity stimulates throughout an organization. Audience Participation After the presentations, there will be a short Kahoot competition among audience members using their cell phones to answer questions about the presentations.

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Argumentation in K-12 Mathematics Classrooms: A Systematic Review

Recent policy changes advocate for K-12 mathematics to emphasize the skill of creating mathematical arguments (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). To better advise practitioners, scholars, and policymakers who are impacted by these policy changes, we conducted a systematic literature review to synthesize prior research on mathematical argumentation. Our search and subsequent screening process yielded 87 articles for coding and analysis. We noted several themes in our preliminary results that will impact future research and practice. First, over half of the articles used geometry as the content for studying argumentation. While geometry has long been a platform for teaching proof, the recommendations set forth by policymakers clearly state that creating arguments should be a practice across all mathematical content areas. This finding suggests that more research should be focused on argumentation in other content strands. Another interesting finding is that over half of the articles were conducted outside the United States. This is surprising considering the recent policy changes and recommendations of national organizations (National Council of Teachers of Mathematics, 2000). Thirdly, about one-third of the articles use Harel and Sowder's (1998) proof schemes as an argumentation coding system indicating that the scheme is widely used in K-12 argumentation research and has been found reliable among other researchers. Lastly, research comes to little consensus on the conceptualization of argumentation among mathematics education scholars. The field appears to be divided between two philosophies: (a) the need for formal deduction—using axioms, theorems, and definitions to prove a statement; and (b) a dynamic view of justification—understanding argumentation as having different functions based on context. These preliminary findings reveal the complex nature of research on K-12 argumentation. The present review is significant to the field of mathematics education by showing gaps, over-emphasis, and limitations in the prior research on argumentation.

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Shande King
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Leadership Approaches and Sustainability of the Implementation of the Reading Recovery Program

The purpose of this study was to explore how leadership approaches can inform and direct the way leadership is practiced in elementary schools. In this study, the researcher examined the impact of leadership approaches on the sustainability of the implementation of the Reading Recovery program regarding reading achievement. Early primary school educators are facing the challenge of ensuring reading success for all students by the end of the third grade, regardless of their reading readiness. Therefore, it is imperative the leadership approaches, effective literacy leadership, and an early intervention program truly close the achievement gap and the reading achievement results sustain over time. This study may offer educational leaders insight on how the leadership approaches affect reading achievement and insight into whether Reading Recovery as an early intervention program is the best use of educational funding for at-risk struggling iv readers in elementary schools. The purpose of this study was to examine the maintenance of literacy gains and reading achievement, literacy learning progress, and Reading Recovery as an insurance policy against the risk of having children with literacy difficulties in subsequent years. A sequential mixed-methods design was used to collect the data. This multiple-case study analyzed part of a district and schools in an in-depth way to see what impact literacy leadership has on sustaining reading ability. Evidence from the 2017 Louisiana Educational Assessment Program and 2016–2017 District Reading Assessments scores were analyzed to indicate student success regarding sustainability of Reading Recovery students who were successfully discontinued and maintained third-grade-level reading. Principals and teachers were interviewed at the three schools that scored the highest student sustained reading achievement. Overall, the themes in reference to effective literacy principal, initiatives, literacy vision, leadership approaches, Reading Recovery Program, professional development, and instruction were the importance of making data-driven decisions, implementing collaboration time, valuing teachers, writing school improvement plans, providing professional development, and implementing the district reading protocol.

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Is Scientific Knowledge Amoral? Differentiating Scientific Knowledge from Human Applications of Scientific Knowledge

An accurate understanding of science as a way of knowing is a fundamental goal of science education. An important characteristic of scientific inquiry is the recognition of scientific knowledge as amoral–not concerned with ethical considerations or moral judgements. Applications of scientific knowledge, however, are subject to moral considerations. For example, powerful biotechnological tools allow humans to edit genes. Some of the potential applications of gene editing technology are highly controversial. Discussions regarding ethical concerns surrounding advanced technologies are necessary to protect individuals and society (Doudna & Charpentier, 2014; Doudna & Sternberg, 2017; Committee on Human Gene Editing: Scientific, Medical, and Ethical Consideration, 2017). We are interested to know if students can judge between moral and immoral behavior and separate moral judgement from amoral scientific knowledge. If they can, would a treatment consisting of a diversified instructional approach, explicating the difference between the amoral nature of scientific knowledge and the moral nature regulating scientists' behavior (National Academies of Sciences, Engineering, and Medicine, 2017; Pella, 1975) improve students' conception of the amoral nature of scientific knowledge? Students in a non-science majors' general studies biology course were asked to participate in this pre-experimental study to explore these questions, using gene editing biotechnology as an exemplar. Given the rate that scientific knowledge is advancing, as well as the applications of that knowledge, it has perhaps never been more important for citizens to appreciate distinctions between scientific knowledge and applications of scientific knowledge in society. This study provides baseline qualitative and quantitative data as well as a research framework to further explore students' conceptions of scientific knowledge.

Tina Carter
Middle Tennessee State University

Michael Rutledge
Middle Tennessee State University

Kim Sadler
Middle Tennessee State University

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Making Community Service About Community

A trend in high schools across the United States is for students to complete community service. Acceptance into university is often dependent on the type of community service student's complete. This research sought to build community through an interlinked service partnership activity. The theoretical foundation is based on John Dewey's notion of interactive learning and emphasis on field based experiences. Further Ken Zeichner's concept of Hybrid Spaces emphasizes the importance of building community and nurturing an interexchange of knowledge between local schools and university education faculty. This study consisted of teacher education faculty working with a high school to develop books based on high school students' perceptions of community field experiences. The participants were 11/12th grade students in a public high school in the southeastern United States who attended one and/or two trips to the National Civil Rights Museum, Tennessee and/or to the Japanese Internment Museum, Arkansas. These were joint endeavors sponsored by a public university. Thereafter 51 participants from both trips attended a workshop explaining how to translate their field experience into a first grade book. From those 51 students, 17 (33%) completed 11 books. After the initial workshop, these seventeen participants attended three additional workshops over 6 weeks. In these sessions, university faculty assisted participants to develop their books. A list of key words to level the books was provided as well as a systematic worksheet on how to create a children's book. The task was to use their trip experiences and perceptions of community to create a first grade book for children in their community. In addition, after the seventeen students completed their community books, they read those books to a group of 83 students kindergarten (44) and first grade (39). The main research question is how do secondary education students express their perceptions of community through authoring a children's book. The sub-research questions are: How do high school students feel about being authored; How do they perceive their reception from the elementary students; and what were the benefits they received from this community service? The data collection consisted of eleven community books created by seventeen participants that were analyzed to understand how the students perceived and portrayed community. In addition, 14 of the 17 high school students participated in two focus group discussions to discuss their experiences in this partnership activity. The findings indicate that the students enjoyed the experience and were highly motivated to complete their book on community for the younger children in their community. Further, the high school participants designed the books with the welfare of the readers in mind. For example, all eleven books are storybooks with a moral, rather than informational text. Further, the students suggested and insisted on working in groups to strengthen the books and defining the roles within their select selected groups (illustrator and writer). This research is significant in designing meaningful community service and developing university-school partnerships.

Carolyn Casale
Delta State University

Corlis Snow
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OpenConf Peer Review & Conference Management System

Proceedings »

Exploring Relationships of Motivation, Teachers' Autonomy Support, Classroom Engagement, Self-efficacy, and Academic Achievement for Chinese Undergraduate English Language Learners

Motivation is a complex phenomenon that is related to a variety of personal, social, and contextual factors. Prior studies have provided much information about students' motivation for learning, but less is known about Chinese undergraduate English language learners' motivation for learning English in China. This study is built upon self-determination theory, a different viewpoint on motivation by considering regulatory orientations, locus of causality, and regulatory processes (i.e., intrinsic regulation, identified regulation, introjected regulation, external regulation). We explored how Chinese English learners may hold multiple motivational regulations, and found that their English learning experiences (i.e., perceptions of teachers' autonomy support, classroom engagement, English self-efficacy) and English academic achievement differed depending on the combination and strength of their motivational regulations. A total of 433 undergraduate English majors, at two universities in China, were surveyed online. We explored students' motivational profiles by conducting a cluster analysis using SPSS. Cluster analysis results indicated a four-cluster solution which showed significant multivariate differences across cluster-groups. In cluster 1, students had the highest ratings for all motivational regulations. Students in cluster 2 rated lowest on all motivational regulations. Students in cluster 3 only rated high on identified and intrinsic motivational regulations but not on introjected and external motivational regulations. Students in cluster 4 rated moderate on all motivational regulations. Additionally, students in the cluster groups were significantly different on their ratings for perceptions of teachers' autonomy support, classroom engagement, English self-efficacy, and English academic achievement. To be specific, students in cluster 1 (high on all motivational regulations) had the greatest English academic achievement. Students in cluster 3 (high on identified and intrinsic motivational regulations) did not differ significantly from students in cluster 4 (moderate on all motivational regulations) in terms of their perceptions of teachers' autonomy support, classroom engagement, and English self-efficacy.

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Mengmeng Yin
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Jeannine Turner
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Wenna Zhang
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Proceedings »

The Mediation Effect of Students' Classroom Engagement on the Relationship between their Motivation for Learning English and English Academic Achievement

Students who have higher academic motivation are likely to learn more, show greater interest in learning, demonstrate better self-regulatory ability to learn, and achieve better academic results. However, the relationship between students' motivation and their academic achievement is not straightforward. Therefore, it is necessary to consider language learners' classroom engagement when teachers scaffold them to achieve language learning goals. This study is built upon self-determination theory, a different viewpoint on motivation by characterizing motivation in terms of the extent to which they represent autonomous versus controlled motivational regulations. We investigated how Chinese English language learners' classroom engagement (e.g., I listen carefully in English class) might mediate the relationship between their motivation for learning English as a foreign language and their English academic achievement. Also we looked at whether or not English as a college major might moderate students' classroom engagement as the mechanism through which motivation influences their English academic achievement. A total of 559 undergraduate students, at two universities in China, were surveyed online. Participants consisted of approximately 55% English majors and 45% non-English majors. R studio was used to conduct mediation and moderation analysis. Bootstrap analysis results showed that in accordance with literature students' motivation (i.e., autonomous motivation regulations, controlled motivational regulations) did not directly predict their English academic achievement. Students' classroom engagement fully mediated the effects of both autonomous and controlled motivational regulations on their English academic achievement. To be specific, students' motivation for learning along with their classroom engagement can be used to predict their academic achievement. Moderation analysis results indicated that English as a college major only moderated the relationship between students' autonomous motivational regulations and their classroom engagement. For students who were primarily motivated by autonomous motivational regulations for learning English, English majors were more likely to engage in English class than non-English majors.

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MSERA 2018 Annual Meeting

Mentoring practices of mentor teachers in a year-long teacher residency program

Problem statement This study investigated the mentoring practices of five mentor teachers (MTs) participating in the pilot of a year-long teacher residency program in a southern state. The purpose of this study was to understand how these MTs accommodated and integrated the expectations of the program in mentoring and supporting the learning of teaching residents (TRs).

Conceptual Underpinnings This study adopts Butler and Cuenca's (2012) framework that characterizes mentor teachers' roles as instructional coach, emotional support system, and socializing agent to analyze the participating MTs' mentoring practices in the program.

Methodology This qualitative study followed five MTs with diverse backgrounds in terms of teaching and mentoring experiences, subject, and grade level using maximum variation sampling (Merriam & Tisdell, 2016). Data sources included classroom observation of the MTs and TRs teaching and planning, and individual semi-structured interviews with the MTs and TRs. MTs were asked to reflect on their mentoring relationships and mentoring practices with the TRs. Open coding and axial coding were used to analyze the field notes and interview transcripts.

Results Results indicated that the five MTs adopted a variety of mentoring practices that were mostly aligned with instructional coach and emotional support. They reconciled their previous mentoring beliefs and experiences with the programmatic expectations of the residency and worked with their TRs to negotiate and co-construct mentoring activities that were responsive to the specific learning needs of their TRs. MTs were afforded opportunities to expand their professional roles and reflect their own teaching by participating in the program. MTs also shared the needs for more coordinated support and clarified expectations for a better residency experience.

Implications This study informs teacher education programs as they expand field-base experiences and provide support structures for mentor teachers.

References Butler, B. M., & Cuenca, A. (2012). Conceptualizing the roles of mentor teachers during student teaching. Action in Teacher Education, 34(4), 296-308.

Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Hoboken, NJ: Jossey-Bass.

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MSERA 2018 Annual Meeting

Finding Balance: Managing Administrative Roles for New Faculty Members

Abstract: This training session is focused on new faculty members that may be entering into administrative roles (program coordinators/directors, assessment representatives, etc.) early in their careers. Developing a proper flow of work can be difficult for any new faculty members, and it is vitally important to those taking on additional roles to have a plan in place. Many new faculty may feel compelled to take on additional responsibilities as a component of service for tenure purposes, so knowing the costs and benefits associated can aid in the decision-making process.

This session seeks to highlight the following objectives: 1. Establish historical contexts of the multiple roles of faculty; 2. Explore the various administrative roles new faculty may be asked to fill; 3. Identify the institutional politics of administrative roles; 4. Develop a framework for time management in relation to administrative, teaching, and research tasks;

Participants in this training session will participate in the following: 1. Engage in discussion with trainers regarding the strengths and weaknesses of holding both administrative and faculty positions; 2. Brainstorm ways to determine if moving into dual roles is best for your current and future career path; 3. Discuss tactics to balance researching and teaching with the added stress of administration; 4. Develop a timeline for potentially moving into administrative roles in the pre-tenure time period.

Landon Clark
Murray State University

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Teresa Clark
Murray State University

MSERA 2018 Annual Meeting

Preparing for Publication: A Workshop on Writing Your First Article

Training Session Proposal for MSERA Fall 2018 Annual Conference

Title: Preparing for Publication: A Workshop on Writing Your First Article Abstract: This training session is tailored to graduate students and new faculty, as well as faculty who may be teaching in research institutions for the first time. Oftentimes, the most daunting and misunderstood aspect of a faculty member's responsibilities is the requirement to publish. Many graduate students hear the age-old saying, "publish or perish" and fear they are not up to the challenge of scholarly writing and publication that a faculty role requires. This training session seeks to demystify the scholarship requirement through the following objectives: 1. Thoroughly outline the publication requirement often associated with tenure and promotion in academia; 2. Provide an overview of how to find the best journal that fits their article idea; 3. Guide participants through the process of fitting their manuscript to a journal's requirements; 4. Offer feedback on a working outline of their first article; 5. Suggest strategies for addressing the revise and resubmit stage; and 6. Coach on handling the potential rejection of their manuscript. Participants in this workshop will engage in the following activities: 1. Investigate journal options for their article idea; 2. Brainstorm topics for their first article; 3. Create a working outline for their first article; and 4. Leave the session prepared to take the next steps toward manuscript submission. Trainer Bios Dr. Teresa B. Clark serves as an assistant professor in the Doctor of Education in P-20 and Community Leadership at Murray State University and has 15 years of experience working in higher education. Clark earned her Ed.D. in Higher Education Leadership and Policy from Vanderbilt University. Dr. Landon C. Clark serves as an assistant professor and coordinator of the Master of Science in Human Development and Leadership at Murray State University. Previously, he spent several years working in student affairs administration. Clark completed a Doctor of Education in Higher Education Leadership and Policy from Vanderbilt University. Dr. Randal H. Wilson is the director of the Ed.D. in P-20 and Community Leadership at Murray State University. He has over 28 years of teaching and leadership experience in higher education at the community college and university levels and earned his Ph.D. from the University of Nebraska-Lincoln.

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MSERA 2018 Annual Meeting

An experimental test of an online growth mindset intervention: Challenging college students' beliefs about VAK learning styles

At post-secondary institutions, student attrition and graduation rates are of great concern. One contributing factor could be a student's belief in inaccurate information about the brain and human cognition (neuromyth). Previous studies have shown among teachers, college graduates, and pre-service teachers the prevalence of neuromyth beliefs – the most rampant being the visual, auditory, and kinesthetic (VAK) learning styles myth. Though studies have hinted at some possible negative effects of holding the VAK learning styles myth (e.g., disengagement, poor achievement, lowered motivation), none have systematically investigated the matter. Therefore, the purpose of this mixed methods experimental study was to expose college students' misconceptions about learning, investigate barriers to learning for those that believe the VAK myth, and to test the efficacy of a growth mindset intervention designed to correct the VAK misconception. The sample of college students (N = 231) were recruited from an introductory psychology course and randomly assigned to one of two conditions: treatment (n = 125) or control (n = 106). In both conditions, groups experienced a 20-minute online learning module; however, the treatment group specifically learned about research on neuroplasticity, why learning styles are a myth, and cognitive strategies to improve learning. All participants completed a 10-question pre- posttest containing true/false neuroscience statements to assess their beliefs about the brain and neuromyths. For the two statements regarding VAK learning styles, there were no significant differences between the groups at the onset of the study (p > .05); both groups were strong believers in the myth. However, there were statistically significant differences at the conclusion (p < 0.00) based on our Chi-Square analyses. Our intervention had a strong effect on changing college students' incorrect beliefs. Detailed findings regarding VAK prevalence, qualitative patterns highlighting learning barriers from having VAK beliefs, and implications for student learning will be presented.

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Western Kentucky University

Lisa Duffin
Western Kentucky University

MSERA 2018 Annual Meeting

Changing the Blah-Blah's to This Rocks: Promoting Strategies for Active Engagement

"You know, I really get nothing out of this. All he does is sit and lecture. When am I ever going to use this stuff?" Armed with this lament from two high school students, we began to investigate how secondary curriculum is delivered. Talking with teachers in the social science fields and perusing research, we discovered that traditional, lecture-style, teacher-centered approaches were the dominant styles of pedagogical methods. Overwhelming evidence shows that lack of student engagement does nothing to promote life-long learning. Students who are involved passively and on a surface level, simply do not retain material much beyond the assignments they submit.

Based on this discovery, we will share strategies for engaging students in curriculum by involving participants in cooperative group activities as well as writing and technology integration. The primary goal is for teachers, of all content areas, to embrace the idea that instruction an be delivered through multiple methods. During the presentation, we will provide artifacts that have been tested and reviewed by secondary level teachers. These artifacts address the following focal areas: vocabulary development, comprehension, Socratic discussion, review, and writing. Additionally, we will share Web 2.0 tools and other technology to support the application of these methods.

Melissa Comer
Tennessee Tech University

Kathy Brashears
Tennessee Tech University

MSERA 2018 Annual Meeting

The Use of a Simulated Conference Experience as a Pedagogical Technique in Research Methods Courses

Introduction: This paper describes a technique used in three different research methods courses. This technique, a simulated conference experience, was both a class activity and course project in that students prepared for the activity as a major project for the course and then participated in the activity within a class setting.

Problem Statement: Howard and Brady (2015) stated that research methods courses are some of the most difficult to teach in higher education. Given this fact, it is concerning that the pedagogical culture for research methods instruction is under-developed; consequently, more discussion of instructional practice is needed (Lewthwaite & Nind, 2016). This study is an examination of an instructional technique utilized in three research courses. What are perceptions of graduate students and instructors regarding the use of a simulated conference experience for learning research methodology concepts?

Methods: The data sources include a student survey, instructor reflections, and archival data of student feedback and student work. The survey contains both closed-ended and open-ended items measuring student perceptions about the technique with regard to course experiences and development as prospective leaders and emerging researchers. The instructor reflections document impacts on course development, logistical issues, and making connections with course outcomes.

Reporting of Findings: First, findings are used to describe the simulated conference experience in the three courses. Next, comparisons are made between student and instructor perceptions, masters and doctoral students, subject matter of the courses, individual and group projects, and various presentation formats. Initial findings indicate the experience made learning research methods concepts less intimidating and more manageable. Students learning increased by applying research concepts, presenting the information to others, learning from peers, and making connections between various presentation topics.

Implications: The information discovered about this technique can be useful to those who teach research methods, as well as any subject area.

Mindy Crain-Dorough
Southeastern Louisiana University

Adam Elder
Southeastern Louisiana University

MSERA 2018 Annual Meeting

OpenConf Peer Review & Conference Management System

The Classroom Management Experience of Educators in Diverse Classrooms: Informing Teacher Education

The presenters will share the results of a recent research study. The purpose of the qualitative study was to describe the phenomenological nature of seventy-two education professionals and to report findings to express the cognitive strategies employed regarding classroom management. The research questions sought to determine participant's perceptions of classroom management strategies to meet the needs of diverse learners in the classroom. The research study findings suggest that in any classroom with management strategies, students respond to caring teachers. Therefore, a culturally responsive classroom that provides differentiation of classroom strategies appears to be the best for students with diverse needs. These results can inform teacher educators as to the strategies identified by current teachers as most effective in providing classroom management for diverse classrooms.

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University of West Florida

Misty LaCour
Purdue University Global

MSERA 2018 Annual Meeting

Research Methods in Educational Leadership Journals: Educational Administration Quarterly, Journal of School Leadership, and Journal of Educational Administration (2015-2017)

Prevalence rate studies focused on methodological techniques illustrate trends in a field of study related to research designs and data analysis techniques. The current research examines the methodological and statistical techniques used in three prominent journals in the field of Educational Leadership: (a) Educational Administration Quarterly, (b) Journal of Educational Administration, and (c) Journal of School Leadership. Specifically, this research extends prior research that examined techniques used in 471 published articles from 2010-2014. For this research, 289 articles published during 2015-2017 will be examined.

Each article will be analyzed using a modified version of the data extraction form developed by McMillan and Foley (2011). For each article, the type of research (quantitative, qualitative, mixed-method, other), data collection technique(s), and data analysis technique(s) will be identified.

It is anticipated that the results will continue the trend identified in previous research that indicated a movement away from traditional quantitative only research to qualitative and mixed-method approaches. It is also anticipated that relationship-based data analysis techniques such as regression and structural equation modeling will continue to be more prevalent than analyses such as ANOVA that are traditionally associated with experimental designs. Qualitative data analysis techniques will also be examined to determine the prevalence of inductive and deductive coding as well as QDA software.

To evaluate the quality of published research, practitioners and researchers must be familiar with the methodological techniques used by authors. Results from prevalence rate studies based on current published research can identify areas of needed development among researchers and practitioners, lead to publications that provide introductions to current techniques, and influence content included in introductory and advanced methods courses.

Thomas DeVaney
Southeastern Louisiana University

MSERA 2018 Annual Meeting

Identifying Organizational Leadership Theory in Teacher Leadership: A Qualitative Content Analysis

Teacher leadership historically focused on administrative leadership in schools, but more recent studies showed that teachers as leaders influence their students, classrooms, coworkers, districts, and communities. However, there is little discussion connecting teacher leadership to existing organizational leadership theory. For the purposes of this proposed qualitative study, teacher leaders are defined as those who lead in their classroom and beyond in some role or capacity that contributes to the profession through collaborative relationships. They are experts within the domains of content knowledge, pedagogical content knowledge, and pedagogical knowledge. First, I will attempt to identify, through inductive content analysis, manifest and latent themes of organizational leadership as discussed by expert teacher leaders in the field through semi-structured interviews and focus groups. Participants in the study will be asked to complete an interview or attend a focus group, where open-ended questions and observational field notes will be the measures of the phenomenon of teacher leadership. Second, I will contextualize teacher leadership in terms of established paradigms and/or leadership styles using the resulting codes and themes of the teachers' responses. Understanding how teachers describe their roles may illuminate a more commonly accepted theoretical framework among those in the field of education. The findings could provide insight into how teachers define teacher leadership for those in a non-administrative role, which could have implications for student achievement and pre-service teacher education.

Daniella DiMasso
Wright State University

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Physical Literacy and Physical Activity: The Impact of Physical Education on High School Seniors

Problem: Outcome standards for physical education (PE) have shifted to physical literacy (PL). No studies have examined which characteristics develop PL. Background: Global leaders have recognized quality PE as beneficial (UNESCO, 2014). UNESCO (2014) placed emphasis on improvement of PE conditions, specifically facilities, equipment, and qualified teachers. The Aspen Institute defined PL, used to reframe NASPE standards, as "the ability, confidence and desire to be physically active for life" (The Aspen Institute, 2015, p. 9). Professionals continue to debate the best way to instruct and assess PL (Silverman & Mercier, 2015). Researchers argued variation in assessment methods diffuse directions of PL interventions (Giblin et al., 2014). While assessment of fundamental skills should be important, some experts are unsure of the validity of such assessments to measure PL (Lundvall, 2015). Methods: A multi-level mixed-method comparative case study was conducted within Eastern District (ED) and Western District (WD). The PPLI and PAQ-A were completed by 317 senior level students (ED = 135, WD = 182). Educators (ED = 13, WD = 9), and administrators answered surveys based on the SHPPS. Student and educator interviews explained survey data. Results: Multiple regression analysis revealed gender and PPL knowledge as significant predictors of MVPA. Comparative narrative profile analysis revealed three themes: a) knowledge and understanding of benefits of PA delivered through gender neutral curricular content may influence MVPA, b) alignment of high school PE curriculum with varsity sport offerings maybe detrimental to perceived value of PE, c) positive experiences in PE maybe positively influenced through increased time, positive relationship development, and fulfillment of individual needs. Conclusions: Quality factors affecting knowledge development were beneficial to positive student experiences. Alignment and incorporation of health-related fitness within PE curriculum may improve PPL and MVPA. Participant MVPA levels and descriptions varied by gender highlighting need for elective-based programming.

Scott Doig
Arkansas State University

MSERA 2018 Annual Meeting

Reflective Teaching Practices in the K-12 Setting

Critical reflection is an essential element in developing the practice of education. Reflective practices in teaching are supported by Kolb's (1984) experiential learning theory which is associated with transformative learning theories, social theories of learning, motivational models of learning, and reflective models of learning. Kolb's (1984) experiential learning theory supports learning by concrete experiences that are tied to reflection and the reshaping of beliefs which can then be tested in new situations. It is learning by doing and learning by application of reflective thought. Critical reflection allows one to examine personal and professional beliefs in conjunction with the implications of practices. This examination process is grounded in Mezirow's (2014) transformative learning theory which involves how adults shape ways of thinking in response to new experiences, critical reflection, dialogue and resulting action on new perspectives. Social theories of learning support the importance of social and community interactions in learning while motivational theory is grounded in the need for finding value and relatedness to others in learning experiences. In this study, the effect of reflective practices on teacher and student performance and engagement will be investigated to determine a framework for the selection of K12 teacher critical reflective practices. The study will be conducted in a grade 7-12 STEM school with teachers participating in reflective practices including, but not limited to, Project Tuning, classroom walkthroughs, and Lesson Study. Student performance and engagement measures will provide data to determine any relationship between teacher reflective practices and student measures. The goal for the study will be to identify K-12 teacher reflective practices that have positive effects on student performance and engagement. In researching the relevant literature, a framework for methodology of the study will be developed.

Lisa Duffey
Global Impact STEM Academy/Wright State University

MSERA 2018 Annual Meeting

OpenConf Peer Review & Conference Management System

An Exploration of the Potholes and Successes of Doctoral Students Conducting Literature Reviews

Introduction: This study examines how doctoral students engage with the literature review process by exploring the challenges that students face throughout their writing and any techniques they find effective in conducting a literature review.

Problem Statement: Doctoral students encounter many challenges when conducting a review of the literature (Chen, Wang, & Lee, 2016). Consequently, preparing doctoral students to conduct a quality literature review should be a part of the curriculum (Boote & Beile, 2005; Randolph, 2009). This study seeks to understand the challenges these students face throughout the development of a literature review, as well techniques that they perceive as successful facilitators of this process.

Methods: Two focus groups are conducted as a means of data collection in this study. The first is with new doctoral students in the early stages of the literature review process (those in second semester) and a second is with a cohort several years into the program and therefore further into the literature review process. The protocol for the focus group includes questions about challenges encountered during the literature review process and about solutions that facilitated the process at the individual, group, and program levels.

Reporting of Findings: The findings from each focus group are presented, followed by a comparison of the results between the two doctoral cohorts. The findings focus on the evolution of the challenges from novice to experienced doctoral students, students' techniques for overcoming these challenges, and pedagogical practices that aided students' writing. Initial findings show that having students start the practice of reviewing literature in their early semesters is beneficial and highlight the necessity of teaching effective literature review practices in the doctoral curriculum.

Implications: This information will highlight students' struggles throughout the literature review process and identify some pedagogical practices that will be useful for faculty in doctoral programs.

Adam Elder
Southeastern Louisiana University

Mindy Crain-Dorough
Southeastern Louisiana University

MSERA 2018 Annual Meeting

Proceedings »

Publishing your Research in "The Rural Educator"

One-fifth of students, one-third of schools and one-half of school districts in the U.S. are rural, yet there is limited research about rural education. Rural education issues are particularly pertinent in the mid-south region. In this interactive session, editors of "The Rural Educator" will provide helpful information to MSERA scholars who may wish to consider publishing their work in The Rural Educator, the official research journal of the National Rural Education Association (NREA) which represents over 5000 members as the voice of rural schools and communities across the U.S.

"The Rural Educator" is an open source, peer-reviewed journal read by scholars and practitioners in rural education published in both print and online formats. "The Rural Educator" publishes articles that focus on all aspects of rural education and seeks submissions that focus on the research agenda established by the NREA that calls for research related to rural education in ten areas: mental health, achievement gaps, data-informed decision making, rural school-community-family relationships, teacher/leader preparation, teacher/leader recruitment and retention, diverse and special populations, post-secondary readiness, poverty, and technology integration. Editors will discuss the four types of articles published in the journal: 1) empirical research on rural education; 2) effective and emerging practices with educators in rural settings; 3) literature reviews corresponding to NREA research priorities; and 4) policy issues relevant to rural education.

The objectives of this informational session are to provide a description of the journal, highlight the types of articles published, offer recommendations for getting published, and discuss how to review for the journal. Members of MSERA (many of whom work and live in rural areas) can benefit from the session as they learn about an outlet for research which focuses on rural settings and small schools and that emphasizes issues pertinent in understanding effective education for rural communities.

Anastasia Elder
Mississippi State University

Dana Franz
Mississippi State University

MSERA 2018 Annual Meeting

Proceedings »

Conducting Meta-Analytic Reviews: Basics for Early Career Researchers

Researchers, practitioners, and policy makers are often called to identify and implement evidence-based practices (EBP) related to designated topics. The use of systematic reviews or meta-analyses of literature are vital tools in this process. Meta-analysis is a method of quantitatively analyzing the results of a collection of independent studies, on a related topic, to determine an overall estimate of treatment effect. The advantage of this technique is it moves beyond using single studies, or a purely narrative review of a group of studies, to determine the utility of a practice. However, the process of conducting these reviews is often considered difficult, cumbersome and intimidating. This session for graduate students, early career researchers, grant writers, and higher education faculty, will demystify the process. Specifically, this session will provide hands-on experience as participants receive an overview of the method, discuss scenarios appropriate for its use, benefits and challenges, and reporting standards (i.e., MARS and PRISMA guidelines). Pragmatically, participants will move from developing a focused research question, suggestions for searching the relevant literature, specific coding methods, and analyzing and synthesizing evidence for the final review. The presentation will conclude with suggestions on outlets for educational meta-analyses. As participants learn step-by-step procedures for conducting the analysis, highlights will include identification and coding of reports, developing protocols and establishing procedures for managing data and assessing inter-coder agreement, calculating various types of effect sizes and addressing outliers and potential bias within sample. Finally, aggregating and analyzing cumulative data with specific attention to fixed vs random effects, moderator analysis and reporting standards (Cooper, 2010) will be discussed.

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Endia Lindo
Texas Christian University

R. Stacy Fields
Middle Tennessee State University

MSERA 2018 Annual Meeting

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A Study of Networked Improvement Communities

The purpose of this research was to develop a model for the successful establishment and implementation of a networked improvement community (NIC) that school districts can use to ensure the implementation of research-based best practices for significant and ongoing improvement. This was a mixed methods study that used survey design with descriptive statistical analysis for quantitative research and interviews for qualitative research. The researcher used convenience sampling to select participants from ten schools with approved participation and two additional schools with provisional approval. Survey participants were mathematics teachers in the participating schools. The study adopted a grounded theory design to analyze the qualitative findings and develop a theory to explain the phenomenon of the successful initiation and implementation of a NIC. The researcher purposefully selected the interviewees, who were leaders of successful NICs at four different levels: state, county, regional, and national levels. The interview responses provided insights into the effective initiation and implementation of a NIC. The study used a Pearson correlation coefficient r to determine if there was a statistically significant correlation between the level of engagement in the school improvement process and their readiness level to initiate and implement a NIC. The researcher found a significant correlation: A school's level of engagement in educational reform was a good predictor of its readiness to initiate and implement a NIC. The themes that emerged from the qualitative phase shed the light on the challenges that initiators of NICs are likely to face and proposed some strategies to address them. Fostering the culture, norms, and identity consistent with the aims of a NIC played a paramount role in the successful initiation and implementation of a NIC.

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Expanding the Research on High Impact Practices to Online Teaching and Learning

Improving student engagement and retention continue to be a national priority in higher education. Literature shows the potential of retaining students by providing opportunities to promote student engagement through the incorporation of high-impact practices. Kuh's (2008) high-impact practices measured by the National Survey of Student Engagement (2013) promote inclusion of learning communities, service learning, research with faculty, internships, study abroad, and culminating experiences. Sandeen (2012) noted that Kuh's work has focused on the classroom-based residential setting. Reed (2015) acknowledged the lack of research on the adaptation of high-impact practices for online programs.

This study examines differences in perceived importance and level of integration of high impact practices in traditional versus online courses/programs by faculty and administrators at institutions in the Appalachian College Association. Quantitative data obtained from responses to the researcher-developed, online survey, High-Impact Practices, were compared using descriptive statistics and nonparametric tests. Qualitative responses were analyzed to identify emergent themes. The study had a population of 3,234 educators from member institutions of the Appalachian College Association that yielded 438 online survey responses.

Findings show that traditional faculty view study abroad as statistically more important than online faculty. Traditional faculty also integrate service learning, research with faculty, internships, study abroad, and culminating experiences at a statistically higher rate than online faculty. Qualitative findings reveal challenges experienced by faculty attempting to incorporate high impact practices into traditional and online courses/programs as well as alternative strategies for engaging students. Time, lack of student interest, academic issues, lack of resources, geographical constraints, and communication were commonly noted challenges. Instructional strategies, effective technology integration, and faculty availability and demonstration of care were among the alternative strategies discussed.

Results have significance to faculty, course designers, policy makers, administrators, and researchers as they seek to design courses incorporating high-impact practices proven to engage and retain students.

Melissa Farrish
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Lisa Heaton
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Perceptions of Texas Superintendents Regarding Online Teacher Training

Abstract

This study examined Texas superintendent perceptions of online teacher education. Online teacher education has expanded with only moderate amounts of empirical support. This study attempted to continue this much needed discussion. Data for the study were collected through the use of a survey questionnaire. The instrument consisted of nine Likert items and one open-ended question. The researchers used Qualtrics software via the Lamar University Research and Sponsored Programs Administration. Sixteen percent of a random sample of Texas superintendents responded to the survey. The following conclusions were made: Texas school superintendents apparently had mixed perceptions regarding the use of online courses to train future teachers. A majority of superintendents perceived that online courses/programs would not fully prepare future teachers for conditions within public schools. Areas such as classroom management, student diversity, special needs, and the social aspects of teaching were not viewed as positive. Areas such as theory preparation and pedagogy preparation were viewed as positive by the superintendents. Superintendents appeared to be open and positive towards the electronic medium since a slight majority of the respondents noted that some online courses could be desirable. A majority of online courses should have more field experiences and much more time during the student teaching/internship component. Superintendents believed that teacher candidates needed hands-on training and observations if they were enrolled in an online program. This study addresses a topic that was once an ignored aspect of teacher education. Online programs have rapidly expanded without much empiricism to support the change. It is important to seek and reflect on feedback from experts within the field before and during an implementation of new methods and processes.

Neil Faulk
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Meta-analysis of classroom research on Media and Literacy Instruction

Problem Statement: The use of digital technologies in literacy instruction has always been an important part in the classroom. This is due to both the requirement of various education standards (ILA, ISTE, CAPE), a response to the rapidly advancement in technology development, and the teacher's desire to improve the effectiveness of teaching. In the most recent Literacy Leadership Brief issued by International Literacy Association on improving digital practices for literacy learning, the connection between classroom learning and the real world is emphasized: "Instead of placing trust in the latest gadget, faith must be placed in the expertise of teachers to sustain classrooms that reflect the contexts of learning that are encountered outside of schools and in the real world." (ILA, July 2018) Compared to this new standard, what are the patterns and trends in classroom research and practice in using digital tools in literacy instruction? What are literacy researchers and teachers interested in studying? Brief description of the research that provides the theoretical grounding for the problem: Galvert (2015) found that the technologies used in small group rotations often do not require students to use higher order thinking or problem solving skills. Price-Dennis, Holmes, & Smith (2015) identified classroom literacy practices in three areas, i.e., creating a learning community, using digital tools to make the curriculum accessible, and linking academic goals with real-world platforms. International Literacy Association's new position on digital literacy encourages teachers to match the learning environment with the real world literacy experience (ILA, 2018). On the methodology side, pattern identification heavily relies on thematic analysis which is a widely used qualitative methodology in social sciences (Braun & Clark, 2006). It is a method for examining, identifying and reporting recurring themes or patterns within and across data (Braun & Wilkinson, 2003). Summary of the methodology including a description of data collection, instrumentation, analysis, and sampling: This is a meta-analysis to identify the patterns and trends in applying digital tools to literacy instruction. Classroom research published in the journal The Reading Teacher in the last five years (2013-2018) will be reviewed and analyzed. The criteria for the selection of articles include the following: classroom research, literacy instruction, and the use of digital tools. All specific topics in the selected articles will be listed as raw data, then patterns will be generalized based on key words (or patterns will emerge) such as iPads, multi-modal texts, apps, social networks, digital divide, humanizing digital tools, etc. Patterns in each year and trends across years will be summarized. Results: Initial analysis reveals eleven patterns in the 5-year cycle in classroom research related to digital literacies: multi-modal texts, online reading and research, digital tools, iPads, social networks, digital divide, humanizing digital literacies… Some across-year trends include dramatic decrease in traditional technologies, consistent use of digital tools and multimodal texts, emerging interest in digital divide and the human aspect of digital literacy such as affect, collaboration, communication, etc. Conclusions/implications of the study: This meta-analysis shows that although there is a lack of explicit intent, teachers do incorporate digital tools and design literacy activities that reflect what students do in real life such as reading multi-modal texts, using digital tools, and apps. There is a clear gap in the use of social networks and iPad in K-8 classrooms though.

Shoudong Feng
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College Students' Perception of RTI in College Classes

•Problem Statement: College students, just as school children, also struggle in content areas. The common practice in helping these college students is primarily through peer-to-peer tutoring service on college campuses. Do they need interventions through other venues such as by instructors? Is it possible to apply the RTI model to college classes? How do college students perceive RTI? Are they receptive to RTI as a means of helping them improve content area learning? •Brief description of the research that provides the theoretical grounding for the problem: After the Individuals with Disabilities Education Improvement Act was reauthorized in 2004, schools across the nation began to implement the three tiered Response to Intervention (RTI) model that identifies and assists struggling learners based on their response to high-quality, evidence-based instruction (Fuchs & Fuchs, 2007). In this model, whole class general education (1st tier), small group intervention (second tier) and individualized special (3rd tier) are provided based on regular assessment. A literature review on interventions in higher education and student success shows that at the college level, faculty-student mentoring has a positive significant effect on both retention and graduation (Sneyers & DeWitte, 2018). Faculty-student mentoring make take different forms in different situations, e.g., culturally relevant intervention (Keith, Stastny, & Agnew, 2017), academic coaching (Rando, Huber, & Oswald, 2016), academic advising (D'Alessio & Banerjee, 2016), etc. However, college students are adults who are more sensitive to being perceived as incompetent when they receive interventions. Little research has been done on their attitude towards receiving remediations. •Summary of the methodology including a description of data collection, instrumentation, analysis, and sampling: In this study, a short questionnaire on college students' attitude towards RTI as an intervention strategy was administered to a group of junior-year education majors at the end of the spring semester of 2018. Seventy valid responses were collected. Survey questions were divided into several categories that measure their perception of RTI as an intervention strategy for their future students, their perception of RTI for themselves, and their perception of different groupings in RTI. Response to the open-end question will also be analyzed. • Results: Initial analysis shows that almost all respondents believe that RTI is a good practice for the students they will be teaching in the future. Most respondents are willing to participate in small group interventions if assessment indicates that they need intervention in a college class. Some respondents reported that they are not comfortable with the use of the word "intervention" or being put in a group with other students who also receive intervention. •Conclusions/implications of the study: Based on the findings of this survey study, education majors all have a positive attitude towards RTI. They are also generally in favor of receiving RTI in college if they have the academic need. However, faculty who work with college students do need to be more sensitive when implementing RTI in college classes. Specifically, respondents suggest that faculty be more careful with wording, ways to communicate with students, and grouping strategies.

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The Quality of Synchronous Virtual Classrooms: Student Perceptions

The increasing number of university courses offered via videoconferencing learning systems prompted research about students' perceptions. Students enrolled in virtual synchronous courses were asked to complete a survey about the quality of audio and video, ability to participate in discussions, quality of discussions, convenience of use, and level of satisfaction. In addition, a comparison of face-to-face, hybrid, and virtual synchronous delivery approaches was conducted. Then, an analysis of the differences among students who took one or more virtual synchronous classes was completed.

Linda Flynn
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Kate Reynolds
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Student Engagement and Achievement: A Comparison of STEM Schools, STEM Programs, and Non-STEM Settings

The proliferation of stand-alone STEM schools as well as STEM programs within traditional schools is meant to address the need to increase academic rigor, to enhance STEM content, and to develop students' 21st Century skills during high school experiences. School personnel and policy makers often assume that STEM school students are more academically engaged than those in typical schools. However, to date, such assumptions are not supported by research. If it is true that STEM schools and STEM programs utilize the STEM philosophy framework to facilitate engagement in ways that typical instruction in traditional classrooms does not, differences between student outcomes for the STEM groups and traditional groups would be expected. Additionally, it would be expected that the overall school environment featuring a STEM school or a STEM program would be characterized by greater student engagement. This study examined differences in engagement and achievement among 2,695 high students enrolled in (a) a STEM school, (b) a traditional school (no STEM program available), (c) a STEM program within a school, or (d) a traditional program within a school having the STEM program option. The High School Survey of Student Engagement conceptual framework was utilized to measure three dimensions of student engagement (cognitive, emotional, and social); grade point average (GPA) and standardized test scores were used to measure academic achievement. Students in the STEM schools and STEM programs academically outperformed students enrolled in the traditional schools. Discriminant function analysis yielded three statistically significant ($p < .05$) roots. Of these, Root 1 was of a moderate size ($\lambda = .808$) and worthy of interpretation. All achievement variables contributed appreciably to the root, whereas the contribution of engagement variables was negligible. Canonical correlation analysis was used to illustrate that the relationship between the engagement and achievement measures varied across the four instructional settings.

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Nimisha Patel
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Larry Daniel
The Citadel

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Hands-on workshop: Crash course in APA manuscript formatting style

Session's goal:

Scientific writing is a demanding genre, which requires mastery of many skills. These skills include style-specific document formatting, citing work of others, using genre-specific jargon, and more. This one-hour session will be a hands-on, crash course in avoiding typical APA format mistakes. Activities will focus on identifying common in-text attributions and references listing errors, as well as, avoiding common word clutter, inappropriate personification, excessive use of passive voice, and common scientific jargon errors.

Session's objectives:

- Improve the flow of novice scientific writing. (Sample activities: identify and generate synonyms for common weak phrases, such as "authors looked at" and "authors found;" identify common jargon errors: affect vs. effect, stimulus vs. stimuli, datum vs. data) - Create an error-free references section. (Activity: find errors in a mock references section; learn to recognize when to include issue number in a reference and when to omit it.) - Practice proper in-text attribution techniques (Activity: fix incorrect in-text attributions in a mock writing sample).

Kasia Gallo
Mississippi State University

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Sticky Prominent Features: What Elements of Good and Bad Writing Cross from Elementary School through College Work?

Prominent Feature Analysis (PFA) is a valid and reliable writing assessment tool, capable of elucidating student writing characteristics to an unusually detailed degree. It is powerful, because it is derived from the very writing it is used to assess, instead of exemplifying a compilation of goals reflecting an ideal criterion. When creating the scale, assessment experts review the writing, looking for characteristics that stand out, either positively or negatively in each sample, thus, the resulting scale is 100% sample-specific. To date, we have applied PFA to expository writing of students in 3-5th grades, 7th grade, 9-10th grade, and to college undergraduate scientific writing. PFA of seventh-grade expository writing sample revealed 32 prominent features, 22 positive and 10 negative. Positive features examples included: transition words, sentence variety, and metaphors. Negative features examples included: redundancy, usage problems, and weak structural core sentences. This paper reports on stability of prominent features across all five samples, including feature presence and their relative difficulty levels (established through Rasch analysis) and representing approximately 1600 students. Forty features rose to prominence in the 3-5th grade student writing, 35 in grades 9-10, 33 in grades 11-12, and 55 in undergraduate scientific writing (Gallo, unpublished), signifying that the scale changes with the prompt, genre, and/or participant sample. However, 21 features appeared across all samples. The relative Rasch difficulty levels were quite consistent, meaning features that occurred often (i.e., faulty punctuation) or seldom (i.e., transition words) remained "easy" and "hard," respectively, between the samples. This suggests that the scale consistently reflects the underlying construct, quality of writing. As well, the nature of the writing sample appears to affect the presence of specific features. For example, instances of hyperbole, while rare, do show up in expository writing; as you might expect, we did not observe them in scientific writing samples.

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David Morse
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National Writing Project

Richard Graves
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OpenConf Peer Review & Conference Management System

The Effects of Collaborative Video Production on Situational Interest of Elementary School Students

The purpose of this study was to determine how Collaborative Video Production (CVP) influences students' perceived learning, content interest, and school interest. The theoretical framework is based on the Four Phase Interest Model developed by K. Ann Renninger and Suzanne E. Hidi (2016). Educators need to understand how interest develops because interest is beneficial to learning (Renninger & Hidi, 2016). According to the authors, "once interest begins to develop, a person's motivation and engagement also are both positive and beneficial and will lead to developed understanding and achievement" (p. 88). Using CVP as an external trigger to help create situational interest could potentially have a positive effect on student motivation, engagement, and learning (Renninger & Hidi, 2016). The design used for this study was the convergent parallel mixed methods design, as described by Creswell and Plano Clark (2011). Student survey data were used to measure the influence of CVP on three dependent variables comprised of students' perceived learning, content interest, and school interest that derived from the Four Phase Interest Model. Teacher and student interview data were used to gather more detail regarding CVP in the learning environment. The sample consisted of 242 students and 13 teachers representing grades 2 through 5. Results of this study suggest CVP had a positive influence on perceived learning, content interest, and school interest for second grade through fifth-grade students. Results also indicated the presence of Phase 1: triggered situational interest, and Phase 2: maintained situational interest as described by Renninger and Hidi (2016). The implications of this study suggest that by implementing a CVP activity, teachers can create an environment that will help their students more effectively attend to the content, even if the students are not predisposed to finding the content interesting (Spires, Hervey, Morris, & Stelpflug, 2012).

Joseph Gaston
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Byron Havard
University of West Florida

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Experiential Learning and the Doctoral Student: How We Engaged and Why You Should Too

This phenomenological research explored the shared meanings and experiences of the authors, joined within an executive doctoral program, through an active learning assignment on strategic planning in organizations. As participant-observers, all five students contributed in the process of actively engaging the steps of strategic planning. Grounded in Kolb's Experiential Learning Cycle and the Principles of Andragogy by Knowles and coupled with reflection, the assignment created a supportive and professional climate to try new ideas and gain valuable insight into the practice of strategic planning as well as progress in doctoral studies. Using content analysis to dissect and code written reflections, three themes emerged: student engagement, the student learning process, and the impact of reflection. Analysis revealed that through the applied class project, the students were more engaged learners, experienced challenges to personal bias, achieved a higher level of thinking, and produced a more professional product. The authors' purpose for sharing this experience is twofold: first, to add to the current body of knowledge regarding active and experiential learning by contributing the students' experiences; and second, to encourage instructors and leadership, both in higher education and practitioner-led training environments, to engage students and adult learners more frequently in their own education as well as their program's processes in curriculum and organizational development. The potential for future research focuses on the adult learner and the stages of group dynamics, as well as the combination of scholars and practitioners in the learning environment.

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Picture Book Portrayals of Chinese Culture: An Investigation of Authenticity

Administrators, librarians, parents, teachers, and teacher educators need to be familiar with credible multicultural children's literature as a means of helping children develop an understanding of others as well as affirming their own diverse backgrounds. The purpose of this study was to identify quality picture books reflecting cultural authenticity of ethnic Chinese or their culture. Six reviewers (three Chinese and 3 American) independently evaluated 31 books using a revised 10-item version of the Multicultural Children's Literature Evaluation Tool (Higgins, 2002) with the highest possible score being 30. All books were fiction, published between 1938-2014, and were classified into five broad categories as follows: traditional literature (14), stories about Chinese Americans (6), stories about contemporary China (2), stories about China during the past (4), and stories that focus on science, nature or the environment utilizing Chinese icons and settings (6). Results indicated good interrater reliability with the mean score of the Chinese and American reviewers differing by less than 5 points for 24 books (80%). Overall mean scores ranged from 29.80 to 18.33. Three books received a mean score of 30 by at least one group of reviewers, and three books received a mean score of below 19 by at least one group of reviewers. Qualitative data consisted of 230 reviewer comments; comments per book ranged from 4-20. American and Chinese reviewers made approximately the same number of comments, 116 and 104 respectively. The areas eliciting the most comments were story quality (42), illustrations (36), and the background of the author(s) and/or illustrator(s) (34). Standards of success (5) and role portrayals (6) received the fewest number of comments. With results of studies such as this one at their disposal, adults are better prepared to select quality, culturally authentic literature to share with young children.

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Science Faculty Perspectives on the Discipline-specific Academic Needs of Summer Bridge Students

Problem Statement: Between 40% and 60% of students enter college needing remediation in core subjects and 40% will not complete their bachelor's degree within 6 years. Research indicates that prior academic preparation is an important predictor of retention and success in college and summer bridge programs on post-secondary campuses have become common. However, there is little research on the discipline-specific instructional strategies utilized to address the needs these students. This study contributed to this gap by examining the academic preparation provided in a summer bridge program targeted at first-generation, low-income students (FGLIS). Specifically, I explored the instruction science faculty planned in response to the perceived needs of summer bridge students.

Conceptual Framework: Literature supports the direct influence of teacher beliefs on teaching practices that indirectly effect student outcomes. This study utilizes a framework that connects faculty beliefs of the nature of science to their enacted instruction strategies designed for FGLIS. Methodology: This study used phenomenology methodology to find meaning from human experiences. The meaning comes from participants' descriptions of lived experiences of a phenomenon. Semi-structured interviews were conducted with five Biology faculty participants. Each participant designed and implemented their own bridge program in biology. Inductive analysis strategies were then used to interpret these descriptions and reduce data into representative themes.

Results/Analysis: These emergent themes of instructional strategies included Orientation, Content lecture, Student-Centered Activities and Simulated Assessments. Two contrasting case studies were dissected and compared for their perspectives on Nature of Science, Role of Science Educator, and FGLIS learning needs. These perspectives were aligned with their enacted instructional strategies.

Implications: Understanding the What and the How of the content taught within the summer bridge courses leads to the questions of effectiveness. Results from this study could futuristically answer, what instructional strategies led to student success within college level courses for FGLIS?

Angela Google
Mathematics and Science Education, Middle TN State University

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An Analysis of the Evolution of Pre-Service Teachers' Understanding of Conceptualization in Science Education

An essential question woven throughout recent research in teacher education is the extent to which teacher education programs influence the behaviors of teachers in their classrooms. This study seeks to examine the evolution of conceptualization of high school science content by pre-service teachers. By understanding how pre-service teachers evolve in their understanding of conceptualization, teacher educators can gain insight as to how these future teachers may conceptualize content knowledge in their classrooms. Our study looks at the development of conceptualization of ten science pre-service teachers enrolled in Knowing and Learning in Mathematics and Science, a UTeach replicated course at a Southeastern University. Through qualitative data analysis, we examine student classroom artifacts, including discussion board questions, course projects, and examinations. Student responses are coded according to the Structure of the Observed Learning Outcome (SOLO) model, which distinguishes between demonstrations of surface level and deep conceptual understanding. The SOLO model adapted Piagetian descriptions of cognitive development to identify different levels of conceptualization. (e.g. Prestructural , Unistructural, Multistructual, Relational, and Extended).

A full analysis of emerging themes is presented as they relate to the developmental patterns of student responses. In addition, themes of the development of students' understanding provides insight into how teacher educators can promote metacognitive awareness of conceptualization in the classroom.

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Laura Clark
Middle TN State University

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Examining African American parenting influences on African American Student Achievement

The general problem is that despite government-funded programs designed to close the achievement gap, many African American students continue to perform lower academically than non-minority students. The specific problem is that researchers report the practice of parenting styles within low-income minority families have negative effects on the student achievement of African American children. The rationale for the quantitative study was to determine the degree of influence African American parenting styles have on African American student achievement as measured by the Arkansas Comprehensive Augmented Assessment.

Diana Baumrind established the groundwork for investigating parenting styles. Current research builds on Baumrind's work to analyze parenting styles of multiple cultures, and the influence parenting styles have on social and cognitive development. The theoretical framework proposed that parenting styles influence academic achievement of students through the affect parent styles has on vocabulary development, self-esteem, and cognitive development.

The study focused on two intermediate schools in central Arkansas serving 5-6th grade students. Convenience sampling provided a sample frame for the study using parent volunteers attending a back to school night held at both middle schools. Buri's Parental Authority Questionnaire assisted in making interpretations regarding parenting styles and the Arkansas Comprehensive Augmented Assessment reported student achievement. The explanatory correlational design assists in analyzing the variables of parenting styles and student achievement. The Pearson Product-Moment Correlation Coefficient (r) and the Proc t-test of statistical significance were the selected tools used in analyzing the collected data.

While the statistical data rejected the hypothesis that African American parents are more likely to implement authoritarian parenting techniques, the survey data revealed that African American parents do not emphasis authoritative parenting strategies.

Charlotte Green
University of Central Arkansas

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Examining the Accessibility of Dolly Parton's Imagination Library for Arkansas Children

Dolly Parton's Imagination Library (DPIL) is a worldwide program that mails free, quality, age appropriate books to a child's home each month from birth until 5 years old. DPIL prides itself on providing books to all children, regardless of income or race. The program does not have income restrictions and is available to all children ages 0-5 in participating communities. Leaders in communities champion the program to raise awareness and funds for children to receive books.

This particular study investigates the Imagination Library Program in Arkansas. The purpose of this study is to determine whether there is an association between the poverty rate in Arkansas and the number of families enrolled in the Arkansas Imagination Library program. Sixty-three counties in Arkansas are currently operating as an affiliate of the Imagination Library. These counties are located in both urban and rural settings across the state.

A Pearson's product-moment correlation was completed to examine the association between poverty rate and the number of families enrolled. Preliminary analyses indicated a linear relationship between the variables and both variables were normally distributed, as assessed by Shapiro Wilks ($p<.05$). There was a moderate negative correlation between poverty rate and the number of families enrolled $r(61) = -.395$, $p = .001$, with poverty rate explaining 15.6% of the variation in the number of families enrolled. These results indicate a need for Arkansas Imagination Library to provide additional support to low-income families by providing families with more opportunities to enroll in the Arkansas Imagination Library as well as other family literacy programs.

Charlotte Green
University of Central Arkansas

Rachelle Miller
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The Impact of a Growth Mindset Intervention on Vocabulary Development

A review of the literature on the effects of growth mindset interventions on students' academic achievement in reading has shown limited and mixed results. Current literature reviewed on vocabulary interventions and development for young readers produced common themes of explicit and direct instruction as being most effective. The results of existing studies warrant further research in both areas of growth mindset interventions and vocabulary instruction. This provided a context for a pilot study on the impact of vocabulary context instruction on vocabulary development, as well as the impact of a growth mindset intervention on vocabulary learning for readers. The study examined whether students who received a growth mindset intervention in addition to regular vocabulary instruction would make greater gains in vocabulary development, comprehension, and strategy use. The research study took place in Spring 2018, and included two weeks of testing and two weeks of intervention. Convenience sampling was used to recruit 64 first graders at an independent school in Tennessee, who were randomly assigned to three different treatment groups: a group receiving vocabulary instruction, a group receiving vocabulary instruction and growth mindset instruction, and a control group. The Peabody Picture Vocabulary Test (PPVT-IV) and the Test of Word Reading Efficiency (TOWRE-2) were used as pretest measures, along with a researcher-created, customized vocabulary assessment. Three hours of vocabulary intervention were given to participants in two of the treatment groups, and approximately two hours of growth mindset intervention were given to participants in one treatment group. The customized vocabulary assessment was administered again as a posttest, along with a comprehension measure, a growth mindset task, and a growth mindset scale. All of these measures were researcher-created. Data from this study will be analyzed using ANCOVA. Data analysis, results, and conclusions from this study are forthcoming.

Natalie Griffin
Middle Tennessee State University

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Partnership and Policy in the Context of Leadership

Expectations for educational partnerships are written into policy while the implementation and sustainability often fall on inexperienced school leaders to manage. Most plan only for a one time donation and limited contact with the partners. The elements that seemed to facilitate the strength and success of a school-industry partnership focused on providing opportunities to better prepare students for college and career through their high school experiences were investigated. This qualitative case study reports on the six facilitators of success perceived by the participants. A variety of data were collected including documents, program evaluation results, student written reflections, and individual and focus group interview transcripts with students, teachers, administrators, and business partners. Data were collected systematically for two years. The school system leaders provided documents and data related to this study that originated in the evaluation of the partnership. Appreciative Inquiry (AI) was the interview tool used. Analysis of the data included open coding to label the concepts and categories found. Then, axial coding was used. Saturation of data was reached when only re-occurring themes appeared (Creswell, 2007). The validity criteria the used to analyze the data included member checking of transcripts, methodological triangulation, and data triangulation. The sample was the participants in the partnership - purposive sampling.

Six elements that contributed to the creation and implementation of the school-industry partnership were identified through this research. The six elements are (a) open and regular communication, (b) commitment, (c) shared values and common goals, (d) trust, (e) purposeful planning, and (f) leadership, within all organizations. Since the implementation and success of partnerships are responsibilities of leadership, implications for leadership are explained in the discussion. The implications for policy and practice are also detailed. The findings provide insight and guidance for leaders who strive to develop partnerships to transform their educational environment.

Dana Griggs
Southeastern Louisiana University

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Gender/Race Intersectionality Creates Privileged and De-Privileging Spaces for Men Elementary Teachers

Gender/Race Intersectionality Creates Privileged and De-Privileging Spaces for Men Elementary Teachers

Problem This qualitative study used Collective Memory Work to explore the privileging and de-privileging experiences of two men of color (one Asian-American, one Black) who worked as public elementary school teachers in the southeastern U.S.

Theory The intersection of race and education has long been an accepted notion in education theory (Ladson-Billings and Tate, 1995), and Allan (1993) argued for studying men who do work in women-populated spaces because "gender is highly problematized and [men teachers] negotiate the meaning of masculinity every day" (p. 114).

Methodology This study engaged ten men teachers in Collective Memory Work (CMW) methods of discussion, identity-story writing, and collective story analysis (Haug, 1983/1987, Johnson & Dunlap, 2009; 2011). Although initially focused on gender, the investigation of men teacher's gendered-identity lent itself to more examinations of the intersections of gender and other identity characteristics -- in particular the intersection of race, gender, and profession.

Results During his reflective interview participant AJ explained that he had applied for a fellowship that would be rewarded to one woman and one man, and realized that he was the only man among many women at the informational meeting. In participant Harold's identity-story You Mean Mr. Wu, the protagonist seems both powerful as the authority of his classroom and student teacher, while at the same time powerless to fulfill a stranger's expectation that he be a she.

Conclusions/Implications This study's participants' experiences present some of the privileging and de-privileging experiences men face in constructing their professional identities as elementary school teachers. Studying these experiences leads to a better understanding of the intersectionality of gender and race for educators and can be used to promote a more equitable work and learning environment as part of feminism's "movement to end sexism, sexist exploitation, and oppression" (hooks, 2000, p. 1).

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Christopher Hansen
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Teacher Perspectives on Feedback: A Comparison between Implicit Theories

Many studies have shown feedback to be one of the most influential factors on student achievement; however, there are conflicting results and inconsistent patterns (Black & Wiliam, 1998; Hattie & Timperley, 2007; Kluger & DeNisi, 1996; Shute, 2008). This may be attributed to the variations of how feedback is given as well as the reasoning for why a teacher may provide feedback in a particular way (Shute, 2008). Personal experiences, cultural contexts, attitudes, or implicit beliefs held by teachers about learning mathematics may also contribute to a teacher's judgment when providing feedback (Brown, Lake, & Matters, 2011). Although inconsistent feedback practices have been attributed to teachers' beliefs (Shute, 2008), the implicit theory teachers hold has yet to be explored. Given the potential for a teacher's implicit theory to have an impact on the type of feedback offered to students (Boaler, 2015, 2016; Rattan, Good, & Dweck, 2012; Shute, 2008), the purpose of the proposed study is to examine whether teachers' implicit theories act as a mediator of the types of feedback given during mathematics instruction. Two participants who ascribed to opposing implicit theories (incremental theory and entity theory) were chosen after completing a modified version of Dweck, Chiu, and Hong's (1995) mindset survey (Willingham, Barlow, Stephens, Lischka, & Hartland, 2016). Sources of data included audio and video recordings of daily observations for a period of one instructional unit, participant and researcher journals, and daily interviews. Data will first be coded according to Hattie and Timperley's (2007) descriptive framework of the levels of feedback (i.e., task, process, self-regulation, or self), as well as how the feedback was provided (i.e., verbal, written, or through gestures). Interview data will then be openly coded for participants' reasons for providing observed feedback and matched with the levels of feedback previously coded to look for overall patterns.

Kristin Hartland
Middle Tennessee State University

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Exploring the Relationship between Ethnic Identity Development Status, Student Achievement, and the Decision to Engage a College Education among Upward Bound Students

This study explored the relationship between ethnic identity development status, academic achievement, and the decision to pursue a college education among students participating in an Upward Bound program in the south east region of Louisiana. A mixed methods paradigm utilizing an equal status, sequential design was deployed. Identity development was based in Erikson's theory of psycho-social development and Phinney's ethnic identity theory. The study used academic achievement data, a survey, interviews, and focus groups to examine the relationship between the variables. The results of this study suggest that there is a possible relationship between the ethnic identity development status and academic achievement among participants. This research also reports on the perceptions of the student participants about their identity development, academic achievement, and their decision to pursue a college education.

John W Hatcher III
Southeastern Louisiana University

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The Peer Assessment Collaboration Evaluation (PACE) Tool

The Peer Assessment Collaboration Evaluation (PACE) Tool, an online peer assessment tool, was designed to address the problem and prevalence of social loafing in team projects. Social loafing behavior is defined as students who "contribute less than their fair share to group effort but reap the benefit of other members' efforts because of a common grade for the entire group" (Aggarwal & O'Brien, 2008, p. 256). Both students and teachers are negatively impacted by social loafing, as it influences students' perceptions and desire to participate in group work (Aggarwal & O'Brien, 2008; Ferrante, Green, & Forster, 2006; Hall & Buzwell, 2013). The theory of planned behavior (Ajzen, 1991, 2005) served as the theoretical framework and posits that behavioral intention is formed by one's attitude, subjective norms, and perceived behavioral control (Taylor & Todd, 1995). A partially mixed concurrent quantitative dominant status research design was implemented to study the influence of the PACE Tool on individual team member behavioral intentions (Leech & Onwuegbuzie, 2009). Eight undergraduate courses representing a variety of majors served as the study sample. A total of 104 students completed all components of data collection including registration and use of the PACE Tool to evaluate team members' contributions toward project completion and a pretest/posttest survey. Paired samples t-test results revealed significant differences in attitude, subjective norms, and perceived behavioral control. Qualitative data analysis results support the quantitative results and provide insight for further PACE Tool refinement. Team projects are a widely-used instructional tool in post-secondary settings because collaborative learning activities mimic real-world scenarios in the professional environment (Bacon, 2005; Fearon, McLaughlin, & Tan, 2012; Repice et al., 2016). Online peer assessment tools such as the PACE Tool may support team project use by instructors and participation in team projects by students.

Byron Havard
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Megan Podsiad
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Courtney Hyland
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MSERA 2018 Annual Meeting

Unitary Status: It's Impact in Louisiana

To what degree has unitary status impacted the educational outcomes of African American students in Louisiana school districts? This research examines the educational outcomes of African American students in Louisiana school districts that have been granted unitary status since 2004. We are almost 65 years from the initial Supreme Court ruling banning segregation and decades into a period in which the U.S. Supreme Court has authorized termination of desegregation orders. These plans are being dissolved by court orders even in communities that want to maintain them. Some federal courts are forbidding even voluntary desegregation plans. Given this context, it is crucial to continue to mark the progress of these policies and examine how their presence or absence affects the schooling experience for all students especially minority students in terms of academic outcomes and educational attainment. Several Louisiana school districts have been granted unitary status in accordance with the decisions set forth in two cases Dowell (1972) and Green (1968). The Green factors used to evaluate whether school systems have achieved unitary status are the composition of the student body, faculty, and staff; transportation; extracurricular activities; and facilities. These principles have been applied in a many school desegregation cases and are now being used to grant school districts in Louisiana unitary status. Does this mean that students in Louisiana are all receiving an equitable education based on the Green factors? If so, are both white and black students achieving at similar levels of proficiency in these school districts? The research design for this study will be a quantitative analysis using data from the Louisiana Department of Education (LDOE). Districts that have gained unitary status will be reviewed. Conclusions will be drawn based on the examination of district and school performance scores. Further data analysis will be conducted to determine if the Green factors are continuously adhered to.

Keicia Hawkins
Northwestern State University

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APA and Microsoft Word: A Hands-On, How-To Workshop on Formatting

This training session provides participants with step-by-step instruction on how to format APA manuscripts using Microsoft Word. Basic formatting tasks will be modeled, and participants with devices will be guided through the steps of accomplishing each task. Additional support resources will be shared for participants to access later.

Dustin Hebert
Northwestern State University of Louisana

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Evaluating the Influence of Participation in Youth Development Programs on College-Going Decisions

This study focuses on determining the influence of youth development programs on an individual's college-going decisions. According to Walker and Dunham (2018), youth development serves as an avenue for the development of positive attributes during the maturation process. Pittman (1991) called for youth development programs to be intentional in nature to foster growth and promote connections between adults and adolescents. Establishing some sort of connection is paramount, as nearly 20% of later adolescents and young adults can be labeled as "disconnected" (Belfield, Levin, & Rosen, 2012). Youth development programs work towards providing connections and building a positive network of influencers that oppose some of the negative peer and community aspects of young people living in abject areas (Dworkin & Larson, 2006).

As increased educational attainment has been shown to benefit both individuals and the community at large, this study looked at participation in youth development programs as an impetus for disconnected or at-risk youth choosing to pursue postsecondary education opportunities. A grounded theory approach was utilized to ascertain possible nutritive factors of participation in a youth development program on the choice to attend and persist in postsecondary education. A survey was developed containing demographic, educational attainment, and influencer information. Open response questions were also included to gather specific information or reflection as to participants' experiences. The survey was distributed through social media (Twitter and Facebook) and resulted in a volunteer sample of 111 participants.

Preliminary analysis of the data has shown that the prevailing influencer on college-going decisions centered on the positive personal relationships developed between the respondents and adult volunteers involved in the youth development program. The relational and mentoring aspects appear to serve as building blocks for increasing social and cultural capital opportunities for the youth involved. While the data analysis is still in process, the preliminary results provide some additional insight into the factors that make youth development programs influential in communities with higher populations of disconnected or at-risk youth.

Nikki Heiserman
Murray State University

Landon Clark
Murray State University

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Promoting Pre-Service Teachers' Intercultural Understanding through Children's Literature

Alred, Byram and Fleming (2002) argue that being intercultural involves "the awareness of experiencing otherness and the ability to analyze the experience and act upon the insights into self and other which the analysis brings" (p. 4). Scholars have highlighted the importance of fostering teacher candidates' intercultural competence (Burton, 2011; Reidel, 2013; Siwatu, 2011) and have noted that literary texts can help students see both the commonality and the diversity of global cultures (Bland & Lütge, 2013; Matos, 2011; Short, 2009). However, few research studies have combined these perspectives by investigating the role children's literature plays in supporting pre-service teachers' knowledge and appreciation of sociocultural diversity. This presentation, therefore, is an attempt to fill this scholarly gap in the current literature by describing a research study which documented the development of teacher candidates' intercultural understanding as they read and responded to children's books as part of an undergraduate course on exploring sociocultural perspectives in education. During the study, 25 pre-service teachers at a small liberal arts college in the Southeastern United States read a variety of children's books exemplifying themes covered in the course (i.e. ethnicity, SES, gender and sexual orientation, exceptionality, religion). Students also completed two pre- and post-study questionnaires that included measures of their personal and professional beliefs about diversity. Using descriptive statistics and content analysis, students' responses to the Likert-scale items on each questionnaire were tabulated, and their comments were grouped according to relevant themes. Results of the study demonstrate that the children's books contributed to students' intercultural understanding by deepening their understanding and appreciation of other cultures and strengthened their desire to value and honor their future students' cultural and ethnic backgrounds. The results also suggest that children's literature can strengthen and support the development of pre-service teachers' intercultural understanding.

Brian Hibbs
Dalton State College

MSERA 2018 Annual Meeting

Strategies in Supporting Families in Raising Rural Gifted and Talented Children

The session shares research-based strategies for supporting families of rural gifted children. Students benefit personally and academically from supportive individuals, especially those with families well-versed in understanding the needs of one's child and capable of advocating on his or her behalf. However, despite the desire to assist and support one's child in his or her academic journey, parents may feel baffled and overwhelmed with choices and circumstances. Indeed, although rewarding, all parenting can be difficult, but parenting a gifted child has its own unique set of challenges, and parenting a child with multiple exceptionalities may be especially challenging.

Mary Hidalgo
McNeese State University

Amanda Mayeaux
University of Louisiana at Lafayette

MSERA 2018 Annual Meeting

The Perceptions of Principals of the Year Regarding Pathways to Effective Leadership

The quest to find the key elements of effective school principal leadership has been the subject of research for years, but rarely has it been conducted from the perspective of the successful principal. The central purpose of this study was to identify domain areas that effective leaders perceive as having the greatest impact on their leadership. Researchers determined a set of leadership domains from prior studies related to principal effectiveness. Domains revealed from prior studies included job-embedded professional development, mentoring, shared leadership, university preparatory programs, and the principal evaluation process. The researchers conducted a qualitative grounded theory study of effective school principals, who had each been selected as a state Principal of the Year in a southeastern state. Researchers employed a two-part interview design of the eight effective principals using a scripted interview protocol with audio tapes and transcriptions. The findings were developed into a model, presented in graphic depiction. The study revealed six emergent domains that principals perceive make them an effective leader. The six themes were relationships, professional learning, shared leadership, collaborative culture, mentorships, and university preparation, with relationships having the highest response rate. Relationships and collaborative culture were not in the domains identified in the literature, but had a high response rate among the effective principals. Principal evaluation, while present in prior studies, was not identified by any of the eight participants. The results of this study have implications for principals to identify a prioritization of time and resources spent in particular efforts to become more effective in their roles as school leaders. The results of this study have implications for school districts, state education agencies, educational organizations, and university preparation programs to help them address these topics with principals and aspiring administrators.

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Samford University

Alicia Hunsberger
Samford University

Allen Johnson
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Les Ennis
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Samford University

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Sport Locus of Control and Perceived Stress among College Athletes

This study analyzed athletes' motivation for sport participation. Study instruments have been used in previous research to measure perceived stress in college students and athletes (Dorin, 2014; Keating & Hogg, 1995). Current research is in line with self-determination theory and the hierarchical model of intrinsic and extrinsic motivation (Deci, 1985, 1991; Vallerand, 1997). Research was conducted at two Division I universities in the southeastern United States. Participants were given a demographic survey and completed the Sport Locus of Control (Stauss, 1975 adapted Rushall, 1984) and Perceived Stress among College Athletes (Cohen & Williamson, 1988) surveys. There were 126 participants in this study (98 females and 28 males). Eight sports were represented and 88% of the athletes were on athletic scholarship. A Pearson Correlation (r) was performed to determine if there was a significant relationship between perceived stress and locus of control. A significant negative relationship between the two variables $r = -.393$ and $p = 0.001$ was found. As perceived stress scores increased locus of control scores decreased. Significant relationships related to perceived stress were, gender $r = .323$, $p = .000$, and GPA $r = -.213$, $p = .01$. The only other independent variable significantly related to locus of control was being on an academic scholarship $r = -.203$, $p = .025$. Results indicated collegiate athletes' locus of control was significantly negatively related to perceived stress. If athletes believe they are powerless to change their circumstance, one would assume that they would perceive more stress than those who feel they are in control of their own destiny. Also, if athletes on scholarship felt they may be in danger of losing their scholarship it could add to their level of perceived stress. Coaches should consider screening athletes for their locus of control and implement necessary interventions.

Shelley Holden
University of South Alabama

Brooke Forester
University of South Alabama

Henry Williford
Auburn University Montgomery

Erin Reilly
Auburn University Montgomery

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STEM Recruitment: Scholarships, Internships, and Clinical Experiences

The benefits of experiential education or learning by doing are well known; however, the specific impacts of increased experiential education on science, technology, engineering, and mathematics (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 researchers will share lessons learned from their three years of implementation of a five 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.

Gail Hughes
University of Arkansas Little Rock

Tony Hall
University of Central Arkansas

Alicia Cotabish
University of Central Arkansas

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Implications of CAEP 3.2 on the Composition of the Teaching Profession

Council for the Accreditation of Educator Preparation (CAEP) accreditation is required of many U.S. institutions of higher education. In 2013, CAEP established 5 Standards for Educator Preparation Programs (EPPs). In Standard 3, Candidate Quality, Recruitment, and Selectivity, CAEP outlined the requirements for the recruitment of diverse candidates who meet employment needs and the academic standards. The standards did not dictate a minimum grade point average (GPA) or ACT score for individual candidates but do require EPPs to meet annual cohort scores. Each EPP cohort must have an average GPA of at least 3.0 and a group average performance on a nationally normed ability/achievement assessment such as ACT in the top 33% of the distribution by 2020. More recently, CAEP amended the requirements for academic achievement to the top 50% of the distribution. What are the implications of the 3.0 GPA and top 33%/top 50% requirements? Because there are documented differences in the performances of different demographic groups on nationally normed tests, what are the implications of the prior and current standards on admission to teacher licensure programs? The researchers requested de-identified, archival data from a state Department of Higher Education for the most recent 5-year period. ACT composite scores will be used to determine whether students obtained the minimum ACT score for admission or not at both the 50th and 67th percentile. Logistic regression will be used to determine the relationship between the independent variables (i.e., students' gender, socio-economic status (SES), high-school GPA, and ethnicity) and admission eligibility status (i.e., dichotomous variable). As teacher preparation programs across the nation revise their admission requirements to meet CAEP standards, these decisions have lasting implications for students applying for program entry, for the size and composition of teacher education programs, and, ultimately, for the composition of the teaching profession.

Gail Hughes
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Anthony Onwuegbuzie
Sam Houston State University

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OpenConf Peer Review & Conference Management System

The Effectiveness of Growth Mindset on Comprehension and Achievement Outcomes: A Review of Literature

A growth mindset enables students to view their achievement from a different angle - an angle that has proven to display major effects in achievement for various groups of students. Growth mindset is grounded in specific themes of self-efficacy, grit, and self-regulatory strategies that help to define its foundation. Student positions in these areas heavily impact certain outcomes of success. This review analyzes how growth mindset interventions have impacted specific areas in the field of education: such areas include students in adolescent stages as well as students considered "at-risk" or with low academic achievement. Emphasis from past studies shows growth mindset as an advantage for struggling students in various circumstances. This review capitalizes on how biological, sociological and motivational factors may contribute to the lack of student advancement. Both positive and stagnate outcomes are revealed after examining the effects of the mindset intervention on overall achievement and reading comprehension. To assess motivation and achievement, measures included pre and post mindset questionnaires, the ERAS (Elementary Reading Attitude Survey), student GPA (Grade Point Average), MAP (Measures of Academic Progress), and various reading comprehension measures. Extensions of this intervention sharing identical roots of growth mindset were also tested; results were both promising and intriguing for at risk/struggling adolescents. In addition to student motivation, critical observation on intervention implementation was considered that suggest inconsistency in measures of achievement. Factors of teacher training, education, background, and willingness to implement strategies are integrative components representative of ambiguous outcomes. Other intervention limitations include limited research for elementary grade levels, as well as limited focus on significant reading strategies. Studies in this review present qualitative and quantitative data that project solid conclusions and pivotal reflections from researchers and educators.

Jasmine Jackson
Middle Tennessee State University

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Expanding Teacher Pathways: Growing Our Own Teachers Through a University-School Partnership Teacher Cadets Program

The purpose of this research was to investigate if students' plans to enter the profession were impacted by their experiences in a concurrent enrollment introductory education course offered at the high school level (Teacher Cadets program). The researchers sought to determine if a concurrent enrollment high school course offered through the Teacher Cadets program had an influence on K-12 students' possible plans to pursue a degree in education, their motivation to become (or not become) a teacher, their level of interest in becoming a teacher, and reasons why they enrolled in the program.

Participants in the study were either involved in the Teacher Cadets program or enrolled in a freshmen level introduction to education course offered on the university campus. A sample population of first year college students in their introductory education class was held as a control group allowing the researchers to contrast the relative effect of the Teacher Cadets program when compared to traditional coursework offered at the undergraduate level. In year one, 76 Teacher Cadets responded to the survey across 14 school sites. In year two, 116 participants were included across 18 school sites. In contrast, the university courses had responses of 57 participants in year one and 256 participants in year two.

This study used a descriptive research design. The primary focus of the survey was the participants' indicators of motivation to enter the education profession, and selection was made from indicators prevalent in the research. All participants were asked why they enrolled in the Teacher Cadets program or the Introduction to Education course, interest in becoming a teacher prior to signing up, interest at the conclusion of the experience, and plans for the future.

Results indicated that students enrolled in the Teacher Cadets program were exploring the option of education as a profession but may be less committed than their university-level counterparts. A matched pairs t-test found significance for Teacher Cadets' reported level of interest in becoming a teacher, pre to post ($p = .025837$ year one; $p = .0021$ year two). Responses from university participants also indicated increased interest pre to post-experience to a statistically significant level in year one ($p = .001979$) and in year two ($p > .05$). Both groups reported increased means relative to the pre-test as a starting point with the Teacher Cadet responses gaining by 8.63 (year one) and 15.85 (year two) mean points compared to their university counterparts who gained 8.57 (year one) and 5.7 (year two) mean points. This stronger gains in points coupled with statistically significant effect may indicate that the Teacher Cadet Program curriculum had a stronger impact than the traditional university curriculum.

There is limited research on the success of the "grow your own" programs; however descriptive evidence suggests favorable outcomes for teacher recruitment in many states. To impact the teacher shortage problem, it is crucial that aspiring candidates are recruited early. Partnerships between universities and high schools are one method to recruit prospective teachers toward expanding teacher pathways and potentially soliciting more interest for students who may be undecided or wavering toward a career in education.

Nykela Jackson
University of Central Arkansas

Donna Wake
University of Central Arkansas

MSERA 2018 Annual Meeting

Culturally Responsive Qualitative Research

Conducting culturally responsive research can enhance the trustworthiness of qualitative studies when people of color are participants. Most research on students of color, and particularly on students of color from low-income families, is usually done by researchers who are White. However, researchers can engage in culturally responsive research by being aware of how the decisions that they make at every point in the research process are influenced by their own experiences and beliefs (Ford, Moore, Whiting, & Grantham, 2008). This can be done by using self-appraisals and reflections throughout the research process. In this training session, participants will learn how adopt a culturally responsive research orientation. Self-appraisal techniques and reflection tools will be explored.

Lindsey Jakiel Diulus
Communities In Schools of Greater New Orleans

MSERA 2018 Annual Meeting

School Choice Competition and How District Leaders Respond to Resulting Fiscal Impacts

Public school district leaders must address the loss of operating revenue caused by school choice competition. Student enrollment dictates state funding, and schools of choice (charter and private) compete for student enrollment from public school districts. This research will explore how district leaders develop strategic plans to address the fiscal impact of competition through the lens of Complexity Leadership Theory (CLT).

The literature reveals several responses. The most common response to school choice competition by districts is to market the positive aspects of the district. Also, school districts may divert funds from non-instructional to instructional needs to compensate for revenue losses. Competitive markets may create strategic funding changes within the instructional budget causing efficiency without realizing a loss. In a time when school funding provided by states is constant, a lean budget may not have margins to compensate for a reduction in revenue.

This research will be a case study design. A pilot study will be completed this summer to determine the district for the case study and will consist of conducting a short, individual interview with area district superintendents to determine the nature and scope of intentional district responses to revenue loss. Results of the Pilot Study will be shared as part of this presentation. The instruments for the doctoral case study will be: (a) in-depth interviews; (b) documents from school board meetings; (c) observations of school board meetings; and (d) follow up focused interviews. Documents and field notes will be analyzed using a descriptive coding method. The themes isolated in the analysis will be the focus of discussion as well as evidence of CLT applied in the organizational setting. Triangulation of the data will reveal and support themes associated with responding to school choice revenue loss in school districts with data displayed in tables with accompanying narrative.

Terrie Johnson
Louisiana Tech University

George Noflin
Louisiana Tech University

MSERA 2018 Annual Meeting

A Comparison of Behavior Management Preparedness for Educators in Alabama

Managing classroom behavior is considered one of the most important jobs of a teacher to ensure student learning. Thus, it is imperative that educators utilize evidence-based practices to effectively manage student behavior. The researchers investigated differences in behavior management preparedness for elementary school educators in one Southern state. The participants included special education teachers, general education teachers, administrators, and central office staff. Behavior management preparedness was assessed by a self-report, online survey for knowledge of evidence-based and nonevidence-based practices. Participants used a 5-point Likert scale to rate the extent to which they agreed the 15 strategies were considered evidence-based practices in behavior and classroom management. The survey addressed participants' satisfaction with behavior management training in preparation programs, as well as on-the-job professional development sessions/activities. Lastly, the survey inquired about participants' perceptions of self-efficacy in managing their classrooms. Eleven elementary schools in six school districts identified as suburban, urban, or rural participated in the study. Results from an ANOVA indicated that there were no statistically significant differences between rural, suburban, and urban elementary school educators and self-reported knowledge of evidence-based practices, $F(2, 117) = 0.22$, $p = .81$. Educators reported that they were not prepared to manage their classrooms after completion of their degree programs ($M = 2.66$). Participants neither agreed nor disagreed that professional development activities impacted their ability to manage their classrooms ($M = 3.18$). Lastly, educators reported that they were confident in their ability to manage their classrooms and choose evidence-based interventions ($M = 4.12$). The findings of this study have practical implications for administrators for planning teacher-led, content specific, professional development opportunities and for improving traditional and alternative degree programs.

Heather Jones
Samford University

F. Jane Cobia
Samford University

Peggy H Connell
Samford University

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A Review of the Literature: Investigating Play understanding, effectiveness, needs, benefits, importance, and play-based curriculum for young children and pre-service teachers in higher education settings.

This review of literature identifies the problem of determining effective needs, benefits, importance, and understanding of play for young children, as well as, how pre-service teachers in higher education can prepare and understand how to use play, as an instructional tool. By combining disparate studies together commonality of all studies can be revealed and strategies to assess effectiveness of the use of play experiences in curriculum in collegiate environments. Methods of selecting relevant studies were examination of online databases using key words: play, social interaction, benefits, cognitive development, emotions, play-based learning, curriculum, benefits, creativity, beliefs, needs for play understanding for pre-service teachers, teaching tools, college, university, teaching strategies. Majority of studies examined were from 1998-2016. Some information others gave present 2018 concepts play curriculum. A historical dissertation from (1929) Parten gave six types of play descriptions used in 1934-present. Researches included: Bruner, Pellegrini, Burris, Frost, Elkin, Clements, Rice, Smith, Fox, Piaget, Vygotsky, and Wortham. Literature gleaned importance of play, cognitive development, emotional and physical wellness, benefits, social interaction, and play deficits occurrences. Australia, Japan, and America revealed limited play pre-service teacher studies. Basic findings were that a combination knowledge of play-based learning, importance, benefits, beliefs, needs, play strategies, and use of play as an instructional tool are necessary to maximize the way play concepts operate in educational settings. The review revealed the effectiveness of general and specific methods utilizing academic play, free play, and combined all into a unified document. Implications were that, while some research exists about the use of play in post-secondary settings, specific studies need to be conducted to assess how play and its importance affects learning outcomes in post-secondary settings.

Rose Jones
University of Southern Mississippi

MSERA 2018 Annual Meeting

Why use hands-on learning for student achievement

This is a proposal for a study that examines the potential relationship between the use of hands-on activities in the classroom and student achievement. Is it the case that the more teachers use hands-on activities, the greater the student achievement? The use of hands-on learning in the classroom by providing movement is a central component of several classroom management strategies, and classroom management is important for student achievement. How a teacher manages a classroom determines whether there will be an orderly learning environment. The research clearly indicates that student learning and achievement requires a safe and orderly environment by The Center for Comprehensive School Reform and Improvement (2010). It is believed movement helps reduce behavioral problems related to boredom and attention disorders. One behavioral framework is the Positive Behavior Intervention Support (PBIS), relies on hands-on activities for improving the behavior of student. Accordingly, in examining the hands-on-activities-student-achievement relationship, this study also speaks to the effectiveness of PBIS as a classroom management strategy. The 2010 report by The Center for Comprehensive School Reform and Improvement (CCSRI) looked at strategies for improving student behavior. The report, titled Using Positive Student Engagement to Increase Student Achievement, suggests that creating a class culture of achievement engages students in the process of gaining knowledge and understanding. Particular attention will be paid to how hands on learning in the classroom can influence student achievement. Studies have shown that higher levels of participation in classroom activities amongst students produce higher academic achievement in reading, mathematics, science and social studies (Finn, 1993; Park, 2005). Wong and Wong (2005) claim, "Effective teachers manage their classroom and students learn and ineffective teachers discipline their classrooms" (p. 83). They also indicated that "the most effective schools are those with a well-ordered environment and high academic expectations" (p. 86). Thus, rules were important for a variety of reasons, such as appropriate student behavior and student success.

Thus, in knowing whether hands-on learning is effective, can provide teachers, particularly new teachers some confidence in their choice of classroom management models. The ability to manage a classroom influences student achievement and is therefore essential to teacher effectiveness (Doyle, 2006). Effective management has a direct correlation to student achievement (Darling-Hammond, 2000;Haycock, 1998). So this proposal study will determine if there is a relationship between the use of hands-on activities in instruction and student achievement involving classroom management that will helps students succeed in the classroom.

Sherry Julian-Robinson
University of Louisiana at Lafayette

Trasima Richard
South Louisiana Community College

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Using a Game to Elicit Students' Conceptual Understanding of Biochemical Pathways

One difficulty students encounter when learning the biochemical pathways is the tremendous amount of the information one is required to master. Each pathway, while unique, can be easily confused with another. Students can get overwhelmed by the vast amount of information which, ranges from learning new vocabularies, to learning the locations of the organelles, or the tissue in which each pathway occurs. Helping students learn how to identify the key features of the pathways and to organize their learning is the key to students' success in a biochemistry course. The goal of this research is to gain an understanding of how students construct their knowledge of the biochemical pathways while playing the game, "What Pathway Am I?" Researchers have demonstrated that the use of games as an active learning approach can lead to improvement in students' motivation, promote students' engagement in the classroom, and cultivate collaboration among students (Blunt, 2007; Borodzicz & van Haperen, 2002; Bredemeier, & Greenblatt, 1981; O'Halloran, 2017; Kurashiki & Mikhaylenko, 2016; Ooi & Sanger, 2009; Stringfield & Kramer, 2014). The game, "What Pathway Am I?" was implemented in the laboratory portion of a biochemistry class and was shown to improve students test scores after playing the game (Sange & Ooi, 2009). However, we still do not know whether this improvement was due to surface learning or deep learning. Using a mixed methods research approach, and grounded theory inquiry framework (Nurrenbern & Robinson, 1994; Phelps, 1994), we will examine students' discourse during the biochemistry pathway activity. Data will be collected in the form of audio recordings which will be transcribed, coded and analyzed using constant comparison analysis (Corbin & Strauss, 2008). We will also gather students' data in the form of a pre-test, a post-test and a delayed post-test. The outcome of both qualitative and quantitative data will give us insight into the students' cognitive processes during the activity, as well as its effectiveness for enhancing students' long-term retention of pathways.

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MSERA 2018 Annual Meeting

What makes high quality online courses? – Student perspective

Online education has been proliferating in higher education for the past two decades. Ensuring the quality of online learning has been a growing concern during the past several years. Many researchers have been putting great effort on developing a framework of quality of online education. To develop a comprehensive framework, it is important to understand student perspectives as students are its end users of the online courses and programs. While ideas about the quality of online education evolve, the studies focusing on students' perspective has been gradually increasing. Song, Singleton, Hill, and Koh's (2004) reported that lack of community, technical problems, difficulty understanding instructional goals were challenges in their online learning experiences. Petride's (2002) study emphasized the importance of collaborative groups in an online course. In his study, flexibility with time and choice of the learning experience were also reported as positive. Many researchers reported that delay communication is a big challenge of online learning (Howland & Moore, 2002; Petride, 2002; Hara & Kling, 1999; Vonderwell, 2003). Therefore, the purpose of this study is to investigate components and factors students perceive as important for their learning in online courses that can lead to the development of a comprehensive framework related to high-quality online education. Using a qualitative study approach, two rounds of in-depth interview with 17 undergraduate and graduate students regarding the quality of online education based on their online learning experiences were conducted. Through the thematic analysis, six categories to consider improving the quality of their courses were come up with and each category includes a description, instructions for application. The six are Organization, Instructional Strategy, Interaction, Materials, Facilitation, and Assessment. Furthermore, new factors distinctive from the existing research were discussed.

Minkyoung Kim
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Individualized Instructional Overlay in a Learner-Centered Learning Process

Collaborative PBL is a learner-centered approach that entails students performing a project together for the purpose of learning through helping each other on the same tasks (Bruffee, 1995). While collaborative PBL is promising, scholars have also been concerned with several of its shortcomings. One such shortcoming is that it is usual for collaborative PBL projects to assess the whole team based on the quality of a final product, making it difficult to ensure that every student in a group has learned what was intended to be learned. An instructional overlay is instructional support overlaid on top of the main learning process and is learner-centered to develop a skill, understanding, or other kinds of learning (Reigeluth, 2012; Reigeluth & Myers, 2013; Reigeluth & Schwartz, 1989). For optimal learning, the instructional overlay stresses providing just-in-time support for those in the project space (Reigeluth, 2012). Instructional overlay is particularly important for addressing personal mastery and assessment concerns in the process of PBL. It affords an opportunity to freeze time in the project for filling the knowledge gaps of group members, during which the students take online tutorials, seek help from experts, or practice to a criterion before proceeding with their project. Although many research studies regarding scaffolding and instructional support involved timing (when) and media (how) to support students to some extent, research focusing on timing and media to systematically investigate its patterns and ways of use is relatively scant, especially in a PBL environment. The purpose of this study is to explore ways to provide personalized instructional overlay for each type of learning with the appropriate media at the appropriate time. Also, it explores the appropriate classroom culture for enhancing the effectiveness of an instructional overlay. Using a formative research method, this research developed a series of guidelines.

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Poverty and Learning: The Effects of Poverty in the Classroom

Abstract "Education is the most powerful weapon which you can use to change the world" Nelson Mandela (Strauss, 2013)

Nelson Mandela's statement provides the basis for this article. Education provides a means of escaping the consequences of poverty. Children who live at or below the poverty level must overcome the detrimental effects of poverty before education can begin. The causes of poverty in America is as varied as the number of students affected. The one theme that evolved from the research is the number of children affected by poverty continues to grow (Flores, 2014; Ehrenfreund, 2016; Staff, 2017). With more than 19% of public school children affected by poverty in the United States, researchers are delving into the repercussions related to the long-term effects of children living below the poverty level. This article reviews the prevalence of poverty and growth of "extreme" poverty. Through research, the author presents the expanse of poverty in the United States. The author also examines the educational effects of living at or below the poverty level for young children. The author examines several long-term and short-term studies relating to the physical evidence of developmental effects of poverty on childhood learning and the long-term effects. Finally, this article offers several interventions that can help meet the needs of the neediest students.

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Developing Students' Ability to Create Arguments through Collective Argumentation

Abstract: Argumentation has become a critical component of K-12 mathematics due to the recent creation of national standards. One of the eight Common Core Mathematical Practice standards states that students should create viable arguments and critique the reasoning of others (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Despite the emphasis policy makers have placed on argumentation, K-12 students struggle to create valid arguments (Stylianou, Blanton, & Knuth, 2010), and current methods of teaching proof are largely inaccessible to students (e.g. Karunakaran, Freeburn, Konuk, & Arbaugh, 2014). Collective argumentation has received attention recently as an accessible method to facilitate argumentation in the classroom. This study empirically tests the hypothesis that engaging students in collective argumentation can improve their ability to create and critique viable arguments. We, as researchers, have IRB approval to facilitate four 8th grade Pre-Algebra classes for three consecutive days (50-minute classes), where students will be split into groups of no more than five to collectively create arguments for tasks given to them. Using the key word format (Brown, 2007) as a framework to guide our instructional design, we will engage students in collective argumentation in six stages: represent, compare, explain, justify, agree, and validate. Students first spent time representing an argument individually. Then, they will collaboratively work with their group to compare, explain, and justify their arguments to others. The group collaboratively agrees on an argument to be presented to the class. Each group presents their argument to the class while critiquing and validating peers' work. We will study the value of the development of this mathematical community and its impact on the students' ability to create mathematical arguments.

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Examining the Validity and Reliability of a University's Teacher Performance Assessment (TPA)

The Council for the Accreditation of Educator Preparation Programs (CAEP), during an accreditation review, required evidence of reliability and validity of measures used in a university's Educator Preparation Program (EPP). This paper describes processes that provided this evidence for the Teacher Performance Assessment (TPA). Literature examined included Messick (1989), Linn (1980),

The TPA, a state-wide requirement, was introduced early in the university's EPP. Components were taught and assessed throughout coursework and clinical practice. Rubrics were aligned with Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers (CCSSO, 2017). The performances also aligned with clinical practice requirements and Kentucky Teacher Intern Performance (KTIP), required in-field evaluation of first-year teachers in Kentucky.

Candidates were introduced to the TPA and rubrics in the Teacher Education Handbook. Course assignments were aligned with the TPA. Assessed knowledge and skills were taught for mastery. Accommodations were offered in each syllabus for candidates with documented learning differences. Candidates were given the opportunity throughout their work on the TPA to receive feedback and to revise sections.

Three cycles of data were: Fall 2016: N=56; Spring 2017: N=94; and Fall 2017: N=56. TPAs for Cycles 1 and 2 were identical. The TPA for Cycle 3 had been revised. The EPP consistently interpreted data from the four-point evaluation scale as interval-level.

Construct and content validity and reliability evidence: Factor analysis results: Cycle I: seven subscales explained 76.76% of the variance. Cycle 2 seven subscales explained 73.9% of the variance. Cronbach's alpha reliabilities for Cycle I and II subscales ranged from a high of Contextual Factors: $\alpha=.907$; $\alpha=.921$ to a low of Analysis of Student Learning $\alpha=.882$; $\alpha=.897$. Reliabilities for Cycle II were High: Reflection and Self-Evaluation $\alpha= .881$.and low Contextual Factors $\alpha=.673$. Inter-rater reliabilities, consistently high, were included and discussed in the study.

word count 300

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Teacher Candidates with Learning Disabilities: A Review of the Literature

Learning disabilities are typically diagnosed in early elementary school with the need for services diminishing in secondary school due to learned coping strategies. The same strategies used in K-¬12 to understand text meanings are oftentimes not successful in college due to increasingly difficult academic expectations (Nordell, 2009) and fast¬-paced lectures of a college classroom. When students with learning disabilities are admitted into teacher¬ education programs, they are eligible to receive services as long as modifications do not invalidate the rigor of the program of study (Ferri, Gallagher, & Connor, 2011). Research is limited, but timely and foundational for classroom teachers and instructors in the academy.

Included in this review of the research is a detailed exploration of articles on the intersection of teacher candidates with learning disabilities, published from 1993-2015. This timeframe coincides with the one given by the National Center for Educational Statistics (2016) for noticeable increases in formal identification of students with learning disabilities and in special needs services at all academic levels. This literature review focuses on fluid examinations of relevant and applicable research that explores struggling college¬-age students, especially undergraduate education majors with academic struggles due to learning disabilities and/or high incidence disabilities, and the ways they have worked through their struggles to realize academic successes.

Universities can help mitigate students' academic difficulties through instruction and modeling self-advocacy of accommodation of learning needs. Students must know how they best learn and what is required for successful completion of courses in order to be their own best advocates. Even when teacher candidates are not yet confident in opening up about their disabilities due to feelings of inadequacy or a lack of confidence in overcoming educational obstacles, if they are given support and a nurturing environment, they are likely to find professional and personal successes.

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MSERA 2018 Annual Meeting

You are the what??? Offensive Mascots and School Accountability

Schools are community spaces that are considered safe havens, which nurture personal development, while fostering student learning. However, mainstream media is rife with stories of offensive school nicknames, sport team names, and mascots. The Native American community, which receives the majority of attention, is just one of the many stakeholder groups to which institutions are accountable for their visual identity elements.

An educational organization's visual identity is its strategically planned and purposeful presentation of itself designed to gain a positive image and reputation among stakeholders. The organization's visual identity is manifest in its name, logo, tagline, color palette and other elements (Alessandri, 2009; Lee & Alessandri, 2018).

School symbols are commonly used to build community and achieve solidarity for a wide assortment of stakeholders (Eitzen, 2016). While such symbols and actions can be positive, there are negative consequences associated with divisive visual identity elements (Eitzen, 2016; Eitzen & Zinn, 2001). According to Eitzen and Zinn (2001), controversial and insensitive symbols of any kind can "dismiss, differentiate, demean, and trivialize marginalized groups" (p. 48).

Noted sport sociologist D. Stanley Eitzen (2016) identified that such negative connotations reflect the "dark side" of select sport symbols. He points out that problematic symbols, such as those racist or sexist in nature, convey negative messages and reflect problematic image categorizations for schools. In particular, we present a taxonomy of divisive school imagery, classifying several primary groupings of offensive school symbols.

School administrators must be mindful of the messages that institutional symbols send to students and other stakeholders, as negative representations can project powerful messages to key populations. These considerations are extended to the diverse populations that are being served by the school. Consequently, this session will address pertinent considerations associated with school nicknames and/or mascots that can be problematic or divisive to institutional stakeholders.

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OpenConf Peer Review & Conference Management System

Academic Storytelling: Telling a Compelling Brand Story through Academic Branding and Visual Identity

The creation and preservation of distinct and engaging academic visual identity (AVI) is considered a foundational step in educational brand building. AVI refers to branding elements including names, symbols (logos), color schemes, mascots, taglines, etc. that provide a symbolic organizational use for differentiation strategies for competitors and referent others (Allessandri, 2009; Lee & Alessandri, 2014). Such measures help establish institutional reputation and image (Alessandri, Yang, & Kinsey, 2006). Enhancing brand image and bolstering institutional identity is key for service-oriented entities such as schools and universities. Incorporating identifiable academic connection points provides opportunities for integrated messages and symbols of school identity to provide added communication features for targeting audiences. The development and promotion of appropriate institutional visual identity for all academic organizations, including schools and universities can assist in gaining greater institutional brand awareness and recognition, while positively influence stakeholders (Balmer & Liao, 2007; Kantanen, 2012). Such influence can result in institutional benefits including student recruitment, hiring faculty, staff, and administrators, and enhancing development opportunities with alumni and other key stakeholders (Bosch, Venter, Han, & Boshoff, 2006; Kantanen, 2012). Building upon literature related to branding in education, corporate, and sport-based settings, this presentation cultivates a framework for examining institutional brand elements and touchpoints in the schools and universities. The presented AVI deliver an integrated approach for the application of visual attraction, consistency, and distinctiveness through the identification of core brand identity elements pertaining to academic settings initiatives, the advancement of an integrated visual identity program (including grouping secondary and tertiary elements and touchpoints in thematic categories). This examination will be presented by emphasizing storytelling and implications will be provided on how school representatives can identify, develop, promote, and protect the academic "brand stories" associated with their respective institutions.

Jason Lee
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A Mixed-Method Study of Leadership Development and Succession Planning Model

This study used a mixed-method research design to investigate the transition of leadership as it relates to the development, processes, and implementation of succession planning. Three research questions guided the study: (1) what are the characteristics of departing leaders during the 2012 – 2017 school year, (2) what characteristics constitute an effective succession planning model, and (3) how should an effective succession planning model be designed and implemented? The study explored best practices of succession planning from six school districts identified by The Wallace Foundation for effective implementation and ongoing development of succession planning models. For the qualitative phase, superintendents from five school districts were interviewed using pre-determined questions concerning succession planning among teachers and administrators. The interviews were recorded and transcribed verbatim. The researchers coded the transcripts and found common themes. For the quantitative phase, data were collected from one school district in Alabama that identified succession planning strategies based on employees' length and separation of employment. The data were analyzed using descriptive statistics. Several findings emerged from this study. First, although school districts identified the need to implement a formal succession planning model, the districts often did not identify and develop leaders. Second, the number of applicants interested in leadership positions were dwindling, increasing the need to develop leadership skills among teachers. Additionally, there was significant research that supported the demand to develop leaders not only in education, but in business and healthcare industry as well. Educators can use this information to implement changes in succession planning in their school districts and influence policy makers regarding the allocation of funds for the implementation of succession planning to ensure effective leadership, decrease turn-over, and ultimately impact student achievement.

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IMPACTS OF SOCIOECONOMIC AND ELL STATUS ON MATTHEW EFFECT IN ENGLISH LANGUAGE ARTS

The purpose of this study is to investigate the impacts of English language learners (ELL) status and socioeconomic status on students' English language arts (ELA) test scores. This study applied the concept of Matthew effect in the language proficiency tests in order to examine the existence of "rich get richer, poor get poor" phenomenon in the longitudinal data. This examination allowed researchers to analyze ELA scores' growth patterns from students with different ELL and sociocultural backgrounds by revealing the relationship between the starting point (intercept) and rate of changes (slope). In this study, four assessments were taken from 3rd and 4th grades and three assessments for 10th and 11th grades students from academic years 2014 to 2016. The test items were constructed based on Common Core State Standards (CCSS), which provided uniform guidelines for standardized multiple-choice items. Based on the test structures, participants characteristics, current research design and previous studies, we speculated this study could provide a good structural model for ELA scores from a large sample data. We believe that the LGM result could reveal that ELL and sociocultural status have different impacts on the Mathew effect for different grades based on the previous research findings. Implications for ELL teaching instructions and English language assessment were discussed.

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A Multilevel Growth Modeling Analysis of Chinese Undergraduate English Language Learners' Language Learning Anxiety

Learners often express a feeling of stress, nervousness or anxiety while learning to use English Language. Language learning anxiety negatively influences language learning outcomes. Therefore, it is necessary to consider learners' language anxiety when teachers scaffold them to achieve language learning goals. Although significant research has explored the relationship between language learning anxiety and self-efficacy, more information is needed on the relationship of language anxiety and other factors, among different learner groups, and from various research methods. This study addressed the need for such information. We explored factors related to Chinese undergraduate English-learners' language-learning anxiety across time. A total of 299 participants, at a Chinese university, were surveyed online. We analyzed the data using Hierarchical Linear Modeling approach with the software HLM. In the two-level modeling, Level 1 variables included students' English learning anxiety and time point. Level 2 variables included students' self-efficacy, language learning strategies, time management, personality traits, grade level, and career goals. Results showed that both students' time management and self-efficacy were significantly associated with their anxiety initial status. Additionally, students' average anxiety levels changed over time and their deep-learning strategy-use displayed significant negative correlation with the change. In conclusion, Chinese English language-learners' initial levels of English-learning anxiety differed significantly across students, and their levels changed across the semester. In the beginning of the semester, students' foreign-language self-efficacy was negatively associated with their levels of anxiety, while their initial level of language anxiety was positively associated with their time management. Over time, their use of deep language-learning strategies was associated with a decrease in their levels of anxiety. We did not find other factors to be associated with differences between students' growth-pattern of learning anxiety.

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Preparing for Promise: A Case Study on Proactive Change

Governor Bill Haslam invoked unprecedented change to postsecondary education in the state of Tennessee through the last-dollar scholarship-mentor program legislation, commonly called Tennessee Promise. Four-year postsecondary education institutions in Tennessee have sought systemic balance as a result of Tennessee Promise. The topic of organizational change is well-researched (Buller, 2014; Bolman & Deal, 2013; Fullan, 2001; Kezar, 2013; Kotter, 2012; Kruger, 1996; Pascale & Gioja, 2000; Rodd, 2015; Schein, 2010). However, change within a decentralized organization, like higher education, is interpreted differently from change in a centralized, hierarchical organization, for which Kotter (2012) and Kruger (1996) used to develop popular change management models. This study focused on the delivery of orientation services at four-year private, not-for-profit and public-assisted postsecondary educational institutions, through a multi-site case study, to explore the need for structural change, as defined by Buller (2014) and Kezar (2013). Administrators responsible for the delivery of orientation services participated in three rounds of interviews: pre-implementation (before the first Promise students enrolled), mid-implementation (after the first Promise students enrolled), and post-implementation (after the first Promise students completed two years of college). Resulting themes include pre-Promise orientation format, concerns about change, and anticipated Promise impact. For the post-implementation interviews, investigators focused on the theme of realized Promise impact, based on the participants' reported anticipated changes from the two earlier rounds of interviews. Effective change leaders sought to control the situation in a timely manner, create a culture of innovation, and discover coherence when the status quo was disrupted.

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Mindful-Awareness Practices: History, Definition, and Current Practice

Studies thus far show the application of mindful-awareness practices (MAPs) in schools to be easily accepted by administrators, teachers, parents, and students (Black & Fernando, 2014; Britton, Lepp, Niles, Rocha, Fisher, & Gold, 2014).There is some research demonstrating the effectiveness of MAPs with children in areas such as classroom behavior (Black & Fernando, 2014), self-regulation (Bradly Bradley, Galvin, Atkinson, & Tomasino, 2012; Flook, Goldberg, Laura, & Davidson, 2015), and executive functioning (Flook et al., 2010). Some of this research indicates that MAPs may offer a way of both mitigating and preventing psychological, emotional and behavioral challenges of children (Zoogman, Goldberg, Hoyt, & Miller, 2015).

Ellen Langer, a social psychology researcher, discusses the opposing psychological qualities of mindlessness and mindfulness. She proposes that mindlessness can lead to many negative outcomes such as failure to reach one's potential, cruelty toward others, lack of control, and damage to self-image (Langer, 1989). Educational institutions are more frequently turning to programs that include MAPs as a way of attending to student behavioral and social/emotional issues. Mindful-awareness programs can be low in cost and relatively simple to implement. They typically require minimal training and can consist of something as simple as focused breathing.

This workshop will provide participants with a historical background of mindfulness and mindful-awareness practices, a definition of mindfulness as it pertains to educational research, and a brief overview of some research on mindfulness in the field of education. It will include demonstrations of several evidence-based mindfulness exercises that participants will be able to immediately apply within their own disciplines.

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Attributes of a Successful Field Experience: A Best-Worst Scaling Study

Research suggests that the symbiotic nature of the relationships between mentor and pre-service teacher is important to the preparation of pre-service teachers and increases the likelihood of them being first-year ready (Beck & Kosnick, 2002; Cornett & Knight, 2009). Therefore, it becomes increasingly important to examine the perspectives of the classroom mentor and pre-service teacher regarding a successful field experience as they navigate within the shared space of the classroom. The purpose of this study was to examine the perceptions of mentors and pre-service teachers to understand what they perceive to be the most valued attributes of successful field experiences. Best Worst Scaling (BWS), a maximum difference scaling, was used in this study of 40 mentors and 52 pre-service teachers. Data were collected via online survey in Spring 2018 from a mid-size university's current pre-service teachers and their mentors. Based on Coe, Aloisi, Higgins, and Major's (2014) and Knight's (2011) recommendations of effective teaching and mentoring, a 12-item choice-set scale was created using the BWS method. Each set asked respondents to select the most and least important of 4 defined attributes. The survey required respondents to discriminate among 12 attributes of successful field experiences using a balanced incomplete block design (Cohen, 2009; Louviere & Woodworth, 1990). This study revealed attribute rank (BW Score) and ratio scores of relative importance (RI) for mentors and pre-service teachers. Classroom management was named as the most important attribute for both groups according to the BW score. In addition, of the four most important attributes for mentors (classroom management, quality of instruction, content knowledge, respect) and the four most important attributes for pre-service teachers (classroom management, respect, quality of instruction, climate), there were three shared attributes: classroom management, respect, and quality of instruction. There were three attributes that ranked least important to a successful field experience for both groups: reflection, reciprocity, and choice. Ratio scores to determine probability of an attribute to be chosen as 'best' were calculated giving the relative importance (RI) of each attribute in percentage form. For pre-service teachers, respect was highest in relative importance; for mentors, classroom management. Least important for both groups was choice. A difference among the groups was found in the attribute of professionalism with pre-service teachers twice as likely to select this as opposed to mentors. Using the BWS requires respondents to consider importance of attributes in a unique way, through comparison and ranking. This allows for deeper discrimination leading to clearer results for the researchers. The similarities and differences in rank and relative importance of these attributes found in this study impact current understandings of field experience and add to the existing body of knowledge regarding expectations of both mentors and pre-service teachers. The study demonstrates that further exploration of the impact this may have in field experience is warranted.

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MSERA 2018 Annual Meeting

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Taking Your Research Public: Presentation and Display for Non-academicians

MSERA provides a broad range of resources and support for novice researchers, graduate students, new faculty, and other research oriented folks through the annual meeting sessions that focus on publishing, job seeking, as well as an assortment of research methods; it also provides personal support through the experience of the MSERA mentors and regular publications. Yet, increasingly there is a need for these same audiences to have skills necessary to present their data and research findings to a broad array of audiences, both within and outside university settings. However well intentioned or well prepared the presenter and technically sound the data, judgments are made on the ability to communicate effectively and efficiently. This workshop session is designed to offer guidance on how to make presentations and display data in meaningful and understandable ways. Using humor and fun, participants will be involved in identifying ineffective presentation methods. Examples of clear, understandable data display presentation are contrasted with those that lead the audience to sleep, weep or walk out. Participants will be given a wide array of information to take with them. These will include contrasting visual comparisons along with guidelines for preparing, practicing, and presenting data; references, weblinks, and resources to use long after the MSERA meeting is over will be provided. A Top Ten checklist for designing effective presentations will also be included.

Jane Nell Luster
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MSERA 2018 Annual Meeting

Preparation Techniques and Student Motivation towards Course: Impact on Final Exam Grade

A student's performance on an exam is a significant component of the theoretical learning experiences needed to build a professional paradigm and succeed as a competent professional (Cole & Tufano, 2008).

The purpose of this study is to determine the relative impact of (1) motivation towards the course and (2) type of preparation technique on final exam performance. Carrell and Menzel (2009) suggested that "we must further ask questions about the ways we assess, the ways we motivate, and the nature of students' perceptions, preparation, processes, and performances" (p. 272).

The same 36 students enrolled in two 16-week OT courses completed a questionnaire. Preparation techniques were classified into three categories: readings, audio/visual tools, and synchronous/asynchronous interactions. Motivation was represented by a 4-point Likert scale.

The first analysis was a Spearman's Correlation. The results of the Correlation Matrix would determine further analysis with a Stepwise Multiple Regression. None of the bivariate correlations with final exam scores were significant. Therefore, it was not appropriate to run the Multiple Regression.

While not in the study hypotheses, it is important to report that some of the study techniques correlated with each other. For example, in the Neuroscience course, there was a positive correlation between the time students spent on reading strategies and the time they spent on technology strategies, which was statistically significant ($rs = .558$, $p = 0.01$). In the Evidence in OT course, there was a positive correlation between the time students spent reading and the time they spent on technology strategies ($rs = .467$, $p = 0.01$).

The results of this study offer suggestions to students and their instructors on how to best prepare for exams especially in blended programs. Student differences in knowledge, exam preparation techniques, and motivation may be used in validating contemporary models of self-regulated learning.

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MSERA 2018 Annual Meeting

The Intentionality of Christian Educators: How Faculty at Three Christian Universities Integrate Faith into Their Profession

A distinctive of a Christian university education should be the integration of faith and learning; however, a challenge for Christian scholars is how to best integrate biblical truth within their disciplines (Beers & Beers, 2008). This qualitative study investigated the techniques Christian university faculty use to integrate their faith into their profession. The sample was comprised of faculty members (n=168) from three Christian universities in the South. Demographic data and responses to a researcher-created questionnaire were collected. Data were analyzed, coded, and categorized with computer software (i.e., Nvivo) to identify common/emerging themes and develop a conceptual framework. The conceptual framework comprised four primary constructs: (a) Curriculum: "What is Taught", (b) Pedagogy: "How it is Taught", (c) Relationships: "Who is Taught", and (d) Beliefs: "Those Teaching". The first construct revealed what Christian university faculty identified as the context and content of the learning. Faculty viewed the context for learning as holistic, rather than compartmentalized. In the second construct, faculty identified instructional techniques used to integrate faith within their teaching. Techniques included making authentic connections by prompting, challenging, inspiring, affirming, and guiding students. The third construct addressed the intentionality of relationships to integrate faith, including behavioral expectations for themselves and students, and interactions with students (e.g., encouragement, counseling, and showing compassion). Lastly, faculty shared core aspects of their own belief systems, including a transparent Christian worldview, acknowledging God's sovereignty, and having faith as the guiding principle. Findings suggested faith integration not only as part of their formalized teaching, but going beyond the confines of the classroom. Participants were intentional about utilizing authentic methods and techniques to integrate the Christian faith within the learning process. In addition to planned activities and assignments, they incorporated informal, unplanned opportunities for faith integration. Faculty also viewed their conduct, inside and outside the classroom, as a means of teaching by example.

Stephen Marvin
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MSERA 2018 Annual Meeting

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Review of Research on Sleep and Mental Health in Adolescents

Review of Research on Sleep and Mental Health in Adolescents Background. Sleep is an essential aspect of adolescent development. Adequate sleep is defined by practices that ensure sufficient sleep and improve daily functioning; however, most adolescents do not get adequate sleep (Malone, 2011; Vallido, 2008). The purpose of this poster is to present the current literature on adolescent sleep problems as they relate to mental health. Method. A literature search was conducted using PsycINFO databases to identify relevant articles. The inclusionary criteria include articles: (1) where "adolescent" or "adolescence," "sleep hygiene" or "sleep practices" and "mental health" appeared in the title, abstract, or keywords; (2) that were published in peer-reviewed journals; (3) written in English; and (4) published after 2000. The exclusionary criteria include the use of clinical samples. 25 articles were eligible for review. Results. Four major themes emerged based on the review. First, majority of the studies were correlations in nature (N=15), followed by systematic reviews (N=4), longitudinal (N=3) and intervention studies (N=3). Second, concerning the relation between mental health and sleep, a majority of these studies focused on sleep and psychopathology (e.g., Matamura et. al., 2014). Evidence of the correlations between shorter sleep duration and depression were strong (e.g., Armstrong et. al., 2014). Third, several predictors of unhealthy sleep practices were identified, including excessive media use before bed, negative family environment, intrapersonal traits such as self-efficacy, and depression and anxiety (e.g., Tochigi et. al., 2012). Fourth, implementing sleep hygiene instruction focused on mindfulness techniques was shown to ameliorate sleeping practices (e.g., Marhefka, 2012). Conclusion. Overall, the studies supported a relation between unhealthy sleep and problematic mental health. Some of the major research gaps include a lack of longitudinal studies and an unclear understanding of how specific family/parenting factors affect adolescent sleeping behaviors. Implications of the major findings in education will be discussed.

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Predictors of Unhealthy Weight Control Behaviors of Adolescents: A Systematic Review

Background Unhealthy weight control behaviors (UWCB) are "behaviors not typically recommended for weight management, such as: skipping meals, smoking more cigarettes, taking diet pills, forcing self to vomit "Research has found that UWCB in adolescents has associate with mental illness or distress. These findings will contribute to prevention of the development of eating disorders and promotion of an overall healthier lifestyle in adolescents. This review aims to summarize the predictors of UWCB in adolescents in recent literature to understand the risk and protective factors of such behaviors.

Method A literature search was conducted using the PsycInfo database to identify relevant articles. The search term "unhealthy weight control behavior" was used if appeared in the abstract or title along with "adolescents" or "adolescence." A total of 17 articles were identified. Then, four other criteria determined inclusion eligibility when articles were (1) published in peer-reviewed journals; (2) written in English; (3) published after 2010; and (4) Mean age of participants was between 13 to 17 years of age. This screening process yielded 17 articles as eligible for review.

Major Findings Three key findings are summarized based on all the articles. First, two demographic variables, gender and socio-economic status, were found to be associated with UWCB in adolescents. Specifically, such behaviors occurred more in adolescent females and in adolescents from low-income families. Second, stressors and maladaptive coping behaviors appeared to be the positive predictors of UWCB, especially in adolescents who were bullied for being overweight. Third, social-cultural pressures of being thin from a variety of sources, such as media, doctors, teachers, and school peers, appeared to predict UWCB in adolescents. These findings contribute to prevention of the development of eating disorders and promotion of an overall healthier lifestyle in adolescents. Research Gaps and implications of the major findings in education will be discussed.

Kelse Matthews
University of Memphis Psychology Department

Xu Jiang
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MSERA 2018 Annual Meeting

Growing Your Leadership Intelligence

The scope of this working session will be to provide educational leadership faculty with an additional tool for those working with emerging leaders in a mentor/mentee capacity. The session will be extremely interactive and engaging. Additionally, the presenter will share early research findings utilizing the Leadership Intelligence assessment and growth tools. At the end of the session the participant should:

1) be aware of their own SELF leadership intelligence assessment; 2) understand the value of a CIRCLE leadership intelligence assessment in the context of the Johari's window; 3) feel confident guiding student participants through both SELF and CIRCLE assessments and various leadership situational judgment tests (or scenarios); and, 4) understand or be confident with application of a mentor/mentee to the process for maximum student benefit.

This training session will be based on the theory of leadership intelligence (LSI) and the associated self and 360-type (CIRCLE) assessments. In this session, participants will have the opportunity to take the 3-minute Leadership Intelligence (short) SELF assessment; then a CIRCLE assessment will be simulated. From these pieces of information, an imitated GRAPH report will be shared with participants and a growth plan devised.

The second component of the session will include the discussion of a K12 administrative situational judgment test (SJT) or scenario among participants in a team-based learning type format. The final component of the session will include discussion of how influential mentors will help to imprint the neophyte or aspiring leader.

Wanda Maulding Green
University of South Alabama

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Motivational Factors of Teachers towards Post-Secondary Opportunities of Rural Students

The study is designed to explore teacher beliefs about their ability and responsibility to impact students' scores on ACT. The state, in which the research as completed, has added ACT scores as 25% of the high school's accountability scores, however, is not tied specifically to teacher performance scores. The research is a preliminary step to the creation of an intervention model to increase ACT scores of students, specifically rural, disadvantaged students. Improving the odds of these students successfully earning post-secondary credentials and/or degrees allows them to move into jobs earning high-income wages.

Amanda Mayeaux
University of Louisiana at Lafayette

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Consequences to Providing Opportunities for Rural Teachers(PORT) and Students (PORS)

Rural districts in Louisiana struggle to attract and retain certified teachers. With few applicants, districts fill vacancies with teachers who do not meet licensure requirements or certified teachers who stay for a short time because they do not have local community ties. The Southeast Center for Teaching Quality identified "developing local talent" as a key component of the hard-to-staff school solution. American Public Media reported rural schools have difficulty retaining teachers and its impact on student success. Brown (2017) noted that over 60% of teachers work within 20 miles of where they attended high school. Northwestern State University of Louisiana partnered with rural school districts to offer initiatives to develop local talent: 1) paraprofessionals and other persons of promise were identified to pursue alternative certification (PORT) and 2) interested high school students were offered dual enrollment courses in Education (PORS). Through this collaboration, school districts provided supportive environments to practice and develop while NSU offered grant funding for coursework and targeted interventions for support. For PORT, applicants were already involved in the school environment. Candidates not meeting all admission requirements received a plan of study transitioning the teacher to full admission in the Master of Arts in Teaching program. Supports were designed to address common entry barriers. Unexpected obstacles regarding teacher apathy, job security, supply and demand will be shared regarding implementation. For PORS, NSU hosted an Educators Rising conference in fall 2017. Over 80 students and teachers attended the conference of inspirational sessions from Minnesota and Louisiana teachers of the year as well as break-out sessions on the profession. Interest from this conference has significantly increased participation in education dual enrollment offerings. Additionally, Educators Rising clubs and other "grow your own" initiatives are gaining momentum in Louisiana school districts. Data and next steps will be shared regarding this project.

Kimberly McAlister
Northwestern State University

Ramona Wynder
Northwestern State University

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A study of homeschooling trends in Americ

This study explored factors that impact parents' decisions to homeschool their children and examined the relationship between selected demographic factors and families that homeschool using an online survey snowball sample. Past research has focused on four main constructs: religious reasons, school safety, academic instruction, and a child's special needs. This study elaborated on these four constructs and also includes other reasons parents might homeschool such as a need for family time, family travel, distance to school, financial reasons, or wanting to take a nontraditional approach to student learning. Findings suggest that academic instruction, family time and the desire to take a nontraditional approach to education are the reasons that parents homeschool. Demographically this population has not changed since the 1999 Rudner study. However, the reasons that parents homeschool have shifted to reflect the current state of education in the United States. The problem is that there is limited recent research exploring the reason(s) why parents homeschool their children. Therefore, this study identified the reasons that parents decide to homeschool their children and determined if there were differences in these reasons based on selected variables. Secondarily, the study compared these findings to the previous studies. The purpose of this study was to identify the reasons why parents choose to homeschool their children in 2015 and the demographics of families who chose this option. It is important to understand the needs of the homeschool population as non-traditional education shifts from being a trend to becoming mainstream. Implications of the increase in the number of homeschooled students have yet to be determined. School administrators, legislators, and the public can use information from this study to become more informed about the unique nature of homeschooling families by understanding the motivations parents' have for homeschooling their children.

Kimberly McFall
Marshall University

David Holman
Arkansas State University

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Participation of Students with Intellectual Disabilities in Research on Alternatives to School Suspension

School discipline is a challenge for many schools. This is especially true when students with disabilities are involved. There are alternative to suspensions in practice, but unfortunately are not the first course of action. In order to determine the percent of empirical articles which specifically include students with Intellectual Disabilities (ID), the investigators are conducting a systematic review of scholarly works across a variety of educational disciplines and journal outlets that assess the efficacy of suspension and expulsion alternatives for school age children; utilizing search terms such as suspension, expulsion, programs, alternatives, program effectiveness, discipline, behavior problems, nontraditional education, and intervention to identify appropriate articles. Inclusion criteria for study required articles that 1) directly evaluate a program, practice, or policy as suspension alternatives; 2) have school age research participants; 3) published in a journal or other scholarly outlet from 1997-2017; and 4) the research occurred in a US educational setting. Theoretical articles were omitted from the study but dissertations and theses available electronically were included. Scholarly works were coded according to publication date, source type, research design, programmatic level (e.g., elementary, middle, high school), and type of suspension alternative. Research participants were coded by age, gender, and disability status (when available), as well as overall sample size. Data from the individual studies on suspension alternatives were similarly extracted to calculate the overall effect size from the multiple studies. Although the research is ongoing, the paucity of studies including -or identifying- participants with cognitive delays or ID is problematic given the disproportionately high suspension risk students with ID and comorbid behavioral difficulties face in the schools. Unless students with ID are included and/or identified in the research for suspension alternatives, the strategies which facilitate school inclusion and success for this population of youth may not be communicated to educators.

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Marshall University

Conrae Lucas-Adkins
Marshall University

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Finding Required Matching Dollars for Grant Proposals

Many grants, particularly federal ones, require the proposer to match the money requested in full or in part when submitting a funding proposal. This requirement deters many potential applicants from submitting a proposal. The proposed training session will show attendees how to find matching dollars for grant proposals. Most of the money used for matching is already spent by the proposer and it is just a matter of accounting for the funds as part of the proposed project. In many cases, proposers miss potential matching funds because they do not realize that they can be claimed as part of the project. Following an introduction to the session, attendees will participate in a brain-storming session on matches and in-kind services they have used for grant proposals in the past. The outcomes will be listed on a board and grouped by type. A presentation showing many possible matching possibilities will follow. It will be grouped by personnel (e.g., salaries, fringe benefits, volunteers, consultants, etc.), contributions from grant partners, operating expenses, communication costs, and others including indirect costs. The presentation will also include many hidden contributions such as a portion of supervisors' time and costing out the time of volunteers who work on projects. The presentation will illustrate many of these options with examples of how matching requirements were met for a number of projects directed by the presenter over the years. Matching requirements should never be a reason for failing to submit a proposal. Matches are already there. It is, simply, a matter of identifying them.

James McLean
University of Alabama

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Validation of a multiform instrument of teachers' knowledge of basic English language components

Although students with characteristics of dyslexia benefit from direct, explicit, and systematic instruction in reading, not all teachers receive training in explicit code instruction. Various types of training and professional development emerged to address this need. However, the effectiveness of the training has not been measured. One way to assess the effectiveness of intensive reading intervention teacher training is measuring teacher knowledge and skill before, during, and after training. Currently, measures to conducted this type of analysis does not exist except with a test retest format. This study aims to validate a multiform instrument of teacher knowledge using Item Response Theory. To create two parallel forms, 100 questions covering phonological awareness, phonemic awareness, decoding, encoding, and morphology were drafted and assigned to one of two forms. Questions were evenly distributed across knowledge and skill as well as across domain. The survey was piloted and modified. Paper and pencil surveys were administered to 452 teachers and school personal at various levels of intensive teacher training: no training, one year of training, two years of training, two years of training plus certification. A preliminary cross-sectional analysis of certified teachers demonstrated the survey was able to distinguish teachers at various levels of training and certification. This suggests the survey has the potential to detect growth in response to training. Cronbach alpha for Form A was 0.855 and Form B was .873. Many items have a high discrimination index. Currently, item response theory is being conducted to select the most discriminate test items to reduce the number of questions to 30. Once IRT is complete, a discriminate analysis will be run to look at the difference in knowledge and skill across domains and across levels of training.

Melissa McMahan
Middle Tennessee State University

Timothy Odegard
Middle Tennessee State University

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The Gray Divide: A Stage Theory Analysis of Technology Adoption by Older Adults

The purpose of this quantitative study was to identify and analyze older adults' respective stages of change related to technology adoption. As governments and the private sector continue movement toward online communications and processes (e.g., e-government, e-health, etc.), a gray digital divide has emerged. Examination of reasons for non-adoption is important due to the potential marginalization of an older adult population. There were 272 study participants, age 60 and above from west and central Alabama. The Transtheoretical Model (TTM) constructs (i.e., stages of change, decisional balance pros and cons, and perceived computer self-efficacy) were assessed to determine if perceived self-efficacy was the reason for not adopting technology or if non-adoption was related to perceived benefits (pros and cons). Both perceived decisional balance (pros and cons) and computer self-efficacy were good predictors of stage of technology adoption with decisional balance pros more robust predictors of technology adoption. Perceptions of computer self-efficacy were more robust predictors than general self-efficacy. A breakdown of the older adult population showed a bi-modal distribution within the stage of change. An overwhelming proportion of the sample lay in one of two stages, precontemplation or maintenance. Precontemplators have not and may not be considering technology adoption at all while maintainers have adopted technology and have engaged in substantive technology use for some time and continue to do so. It is possible that technologically unengaged older adults may respond to interventions with as few as two basic elements: enhancing the perceived pros of adoption and bolstering perceived computer specific self-efficacy. The intervention could be brief and focus on enhancing perceptions of benefits parenthetically, but perhaps not spend resources attenuating perceived barriers. Similarly, the intervention could focus on enhancing individuals' perceptions of specific computer related tasks without spending time or resources attempting to enhance individuals' personal, general perceptions of efficacy.

Juanita McMath
The University of Alabama

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Attending to Precision: The Use of Mathematically Precise Language & Symbolism of Students in an After-School Program

The Standards for Mathematical Practice underscore the need for students of mathematics to "think like mathematicians" in their problem solving endeavors (CCSSM, 2010). Mathematicians use very precise and purposeful discipline-specific language. In order for students of mathematics to fully engage in "thinking like mathematicians", they must be able to communicate like mathematicians. Thus, the purpose of this qualitative study was to determine the extent to which contextual problem solving tasks facilitated and promoted the use of mathematically precise language. Specifically, the researchers sought to answer the question, to what extent does the language of 3rd and 4th graders vary when engaged in contextual problem solving tasks focused on (a) Number and Operations, (b) Algebra, (c) Measurement, and (d) Geometry? Participants were three 3rd graders and three 4th graders who completed six problem solving tasks over ten weeks. Qualitative data were gathered through task-specific interview protocols and analyzed by coding statements made or written by the students. The data were coded using four categories of vocabulary previously employed by Monroe and Panchyshyn (1995): Technical, Sub-technical, General, and Symbolic. Coded statements provided evidence of the extent to which these students used mathematically precise language. The type of vocabulary used most was Symbolic. Other types of mathematical vocabulary used were Technical and Sub-technical. Preliminary analyses of aggregated data indicated that for Number and Operations 35% of the student responses reflected the use of Technical and Sub-technical vocabulary; for Algebra 21% of the student responses reflected the use of Technical and Sub-technical vocabulary; for Measurement 39% of the student responses reflected the use of Technical and Sub-technical vocabulary; and for Geometry 72% of the student responses reflected the use of Technical and Sub-technical vocabulary. Results concerning the use of Symbolic and General Vocabulary, as well as the implications of these findings, will be shared.

Harley Middleton
Mississippi State University

Rebecca Robichaux-Davis
Mississippi State University

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Faculty Perceptions: Preparing Teacher Candidates in Culturally Responsive Teaching

This study examined COE faculty perceptions of preparing teacher candidates to use culturally responsive teaching (CRT) practices. Culturally responsive teaching is a theoretical conceptualization first offered by Geneva Gay (2000) who defined culturally responsive teaching as a means of "integrating the experiences, perspectives, and histories of students from different cultural and ethnic backgrounds into teaching practices" (Dickson, 2017). Unfortunately, many teachers do not know how to effectively teach relevant content to diverse groups of students (Au, 2009, 2014). This can result in a cultural gap between teachers and students (Gay 2010). Although the literature suggests best practices and points toward the effectiveness of culturally responsive teaching, there is minimal empirical evidence that supports that this approach influences student outcomes (Savage et al., 2011).

The following research question guided this project: To what degree do COE faculty prepare teacher candidates to use culturally responsive teaching strategies? To address the research question, 21 faculty members at a mid-south university completed the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) Survey. Descriptive statistics were completed to examine faculty's self-efficacy in culturally responsive teaching. The results of this study indicated that faculty had the highest self-efficacy in preparing teacher candidates to obtain information about students' interests, make learning meaningful, and create cooperative learning environments. Faculty demonstrated the lowest self-efficacy in their ability to prepare teacher candidates to communicate with students who are English Language Learners (ELLs), communicate with parents of ELLs, and implement teaching strategies that connect students' home culture to school culture. These perception data document a need for teacher education programs to require additional resources and tools that will help teacher candidates to support and better meet the needs of English Language Learners.

Rachelle Miller
University of Central Arkansas

Nykela Jackson
University of Central Arkansas

Sunny Styles-Foster
University of Central Arkansas

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The Highest-Scoring Students in the World

This presentation summarizes the findings of a new book that includes chapters on the educational systems of the nations that surpass the United States on the Program for International Student Assessment (PISA). Some of the educational systems this research covers include those of Finland, Singapore, Japan, South Korea, China, Canada, and Estonia. This research documents the policies and practices these nations implement that contribute to their high scores on the PISA. The findings include recommendations on which, if any, methods used abroad would improve the public education system in the United States. To make these recommendations, the educational practices of the United States were compared with those of the highest-ranking countries on the 2015 PISA. The method of research used consists of policy analysis. Data from official reports from organizations such as the U.S. Department of Education and the Organization for Economic Cooperation and Development (OECD) were analyzed. Some of the topics covered include teacher preparation programs, teacher recruitment practices, and cultural attitudes toward education. The findings indicate that although many high-scoring countries in international testing implement superior methods that would enhance the American system, some of these nations also implement practices that could worsen it. The findings also mention the policies and practices high-scoring countries implement that would benefit the public school system in the United States.

Hani Morgan
University of Southern Mississippi

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A Systematic Literature Review of Dynamic Assessment with English Language Learners

The No Child Left Behind Act of 2001 focused on the notion of accountability for all learners and producing academic gains for all students, in order to close the gaps between ethically and linguistically diverse students and their grade level peers. However, according to the Nation's Report Card, these gaps remain and have been persistent overtime. This indicates that there is a clear need for a type of testing that teachers can utilize to better understand individual learners and their needs. In turn, they could then utilize this information to design programming that will better address student deficits. One such option is dynamic assessment. Dynamic assessment is an interactive testing format that attempts to capture learning potential via understanding students' rates of growth. This approach provides a potential window for how much support a student needs during instruction in order to obtain a given skill. Furthermore, this format attempts to mitigate the influence of background knowledge. Dynamic Assessment can provide an alternative format that can help reduce the effects of cultural and linguistic bias that is often present in standardized assessment formats. (Hasson et al., 2012) A literature review was conducted to see if dynamic assessment is a viable supplemental option to use with English language learners in core aspects of reading. The literature revealed that dynamic assessment does show potential in further illustrating specific skill deficits with lower achieving populations such as students with special needs, English language learners, and those from impoverished socioeconomic backgrounds. The next stage in my research is to develop a dynamic assessment covering receptive vocabulary in elementary school English language learners. The test will then need to be piloted with the purpose of determining the construct and predictive validity.

Katie Myers
Middle Tennessee State University

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Adopting a Meta-Generative Way of Thinking in the Field of Education via the Use of Bayesian Methods

An effective way to promote the dissemination and utilization of research results is by ensuring that research findings—whether they be quantitative, qualitative, or mixed methods research findings—are connected. And the most effective way of connecting findings is by promoting generativity, which represents the capacity to build on previous research—and which leads to a cumulative approach to conducting research. Therefore, in this article, we introduce the concept of thinking meta-generatively, which we define as the direct integration of findings from the extant literature during the data collection, analysis, and interpretation phases of a primary (i.e., quantitative, qualitative, or mixed methods) research study. In the context of qualitative research in general and qualitative findings in particular, a part of meta-generative thinking includes meta-syntheses; with respect to quantitative research, a part of meta-generative thinking includes meta-analyses; finally, in the context of mixed methods research, a part of meta-generative thinking includes meta-summaries. However, these three classes of syntheses neither maximize nor optimize meta-generative thinking because although they all involve meta-generative thinking across studies, they do not involve meta-generative thinking within studies. Thus, in this article, we will describe how meta-generative thinking can be both maximized and optimized with respect to quantitative research data/findings. This enhanced promotion of meta-generative thinking can occur via the use of Bayesian methodology that has been shown to be superior to null hypothesis significance testing, which is inherently flawed. In particular, by incorporating the information attained from previous studies into the specification of a new study's prior, the resulting posterior is the consolidated information of many studies and not the findings from a single sample. In this manner, a single study itself becomes meta-generative via the integration of prior and present information.

Prathiba Natesan
University of North Texas

Peter Boedeker
Boise State University

Anthony Onwuegbuzie
Sam Houston State University

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English Song Lyrics as a Mediator in Acquisition of English Language Forms

Learning a language means learning its culture. As an integral part of culture, music cannot be separated when one masters a language. This study aimed at investigating how to teach English language forms via music in an English as a Second Language (ESL) classroom at a southeastern state. The theoretical framework that undergirds this study is Krashen's (1982) affective filter hypothesis, which gave explanation to the fact that many language learners "stop[ed] short" of the target language although they obtained a large amount of comprehensible input (Krashen, 1982, p. 32). According to this theory, all factors contributed to the success of language learners were categorized into three groups: motivation, self-confidence, and anxiety. Introducing songs in class assisted language teachers to reach this goal since music makes learning enjoyable (Nadera, 2015; Rodesiler, 2009; Shen, 2009). Eight adult English learners from four different countries studying ESL at a southeastern center were purposefully recruited for the study. Collated data included field notes, classroom artifacts, reflective journals, and interviews with experts in the field. All qualitative data were entered into a word processing program. The participants' responses were arranged in different categories according to English proficiency, chronology, and changes. By letting the data "speak for itself" (Dana & Yendol-Hoppey, 2014, p. 168), the inquirers noticed, coded, and recorded identified connections, generating similar patterns and salient themes. The findings confirms that English songs can be employed as a mediator for English language learning. On account of some shared characteristics between language and music such as indispensable cultural elements, communication goal, and unique patterns, the adoption of music leads to numerous benefits for teachers as well as language learners. Most importantly, as music is a part of a culture, integrating music into an ESL classroom means bringing real-life materials into the classroom.

Ha Nguyen
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Stephanie Lemley
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Reflective Practices and Beneficial Implications: Alleviating Acute Shortages in Teacher Preparation

A study conducted to evaluate the quality of 130 ESOL programs in the United States demonstrated that the majority of the assessed teacher education programs (58%) were ranked as unbalanced or conflicting (Prichard & Moore, 2016). Another serious issue that has warranted educators' inquiry was teacher attrition, especially amongst alternatively certified teachers, who accounted almost 25% of the teacher population in the U.S. in the academic year 2011-2012 (Redding & Smith, 2016). In addition, teachers who instructed "in-demand subjects" (e.g., English as Second Language (ESL), mathematics, etc.) were more likely to turn over (Redding & Smith, 2016, p. 1088). The present article reviews and underscores effective practices for pre- and in-service teachers in response to the intriguing number of unqualified English for Speakers of Other Languages (ESOL) teacher preparation programs and the increasing teacher attrition rate reported by Redding and Smith (2016). Integrating reflective activities such as Reflecting on Foreign Language Acquisition (Olivero, 2015), Reflecting on Teaching Beliefs (Baecher, Farnsworth, & Ediger, 2014; Coady, Harper, & de Jong, 2016, Graus & Coppen, 2016), Reflecting on Collaborative Teaching (Johnson, 2015), and Reflecting on Professional Development (Kaur, 2015) in teacher education and professional development were highly recommended by researchers and teacher educators in the field. Furthermore, beneficial implications for ESOL programs beyond the delivery of academic content were suggested.

Ha Nguyen
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Equity for ELLs: How to Level Literacy Instructions for All Students in a Disciplinary Classroom

On examining eight elementary-grade social studies methods textbooks focusing on reading vocabulary strategies, comprehension strategies, and literacy activities, Bennett (2012) found a low number of literacy strategies as well as activities, and generic instructions for English native-speaking students and English language learners (ELLs). In addition, very few research studies have examined the effects of reading interventions designed to enhance ELLs' fluency (Ross & Begeny, 2011). Also, a long-held belief amongst many teachers was their erroneous automatic assumption that ELLs developed required reading skills from past academic years or in elementary grades (Lei, Berger, Allen, Plummer, & Rosenberg, 2010). In an attempt to resolve ELL literacy issues, the present paper aims to highlight the importance of developing vocabulary knowledge for ELLs, leveraging ELLs' native languages, and promoting literacy strategies such as dramatization and movement, Comprehension Monitoring, Elaborative and Coherence Inferencing, Prediction, Planning, Concept Mapping, and Summarizing. Moreover, the paper provides exemplars of successful literacy programs for ELLs (e.g., the Partner Reading and Content, Too (Ogle & Correa-Kovtun, 2010), Helping Early Literacy with Practice Strategies (Begeny, Ross, Greene, Mitchell, & Whitehouse (2012), Teaching Artist Project (Greenfader & Brouillette, 2013). Further discussion and future research direction related to the understanding of the elements of reading comprehension, cognitive processes, and planning literacy instructions are suggested.

Ha Nguyen
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Perspectives of Teachers and Students about the Teaching of English in Vietnam

Lee Kwan Yew, former Prime Minister of Singapore, indicated in a visit to Vietnam in 2007 that success depends on the ability to comprehend the language used in the latest textbooks, and that language is English. Vietnam is confronted with seeking international integration in an English dominant environment with a workforce that does not speak English or speaks English with a lisp. In the words of the former U.S. Ambassador to Vietnam, Michael Marine (2007), Vietnam has to cope with raising English proficiency level of the workforce. The purpose of the study was to understand the perspectives of university teachers and students about the teaching of English language at Nha Trang University. Critical theory as defined by Gutek (2004) was adopted as the framework for the study, defined as; a complex set of working assumptions about society, education, and schooling that question and analyze educational aims, institutions, curriculum, instruction, and relationships in order to raise consciousness and bring about transformative change in society and education. (p. 309) The methodology adopted was a qualitative case study using document analyses, observations, and interviews of 22 participants as sources of data, since the study sought to understand the perspectives of English teachers and students. Findings of the study revealed among others the following: ambiguity in foreign language policies; unresolved dilemmas in curricula, quality and textbook usage, teaching and learning resources, instructional approaches, as well as problems relating to teachers' qualifications. The findings provided insights into the challenges Nha Trang University was facing in teaching English and have implications for foreign language policy makers, curriculum designers, English teachers, and students. The study added to the paucity of empirical research in the area and brought to the fore the marginalized voices of English teachers and students in foreign language policy formulation and English curriculum development.

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Collaborative learning and Dialogue: Co-constructing knowledge in classrooms

This secondary research examined collaborative learning as an instructional strategy and classroom dialogue as approaches to co-constructing knowledge. Many classroom teaching and learning focus on the traditional "banking concept" method of instructional delivery. This instructional delivery method relies heavily on the use of textbooks and traditional face-to-face lectures. Teaching in these classrooms become the emphasis instead of learning. Thus, there is no dialogue in the classroom to stimulate open-mindedness and logical and critical consciousness among students. The research drew a theoretical and conceptual framework using pragmatism as the philosophical thought and social interdependence theory to emphasize the importance of the social context in the classroom learning process. A systematic literature review was conducted using scholarly articles and books to gather relevant data. Based on the literature reviewed, the researcher developed an annotated bibliography for easy identification of the similarities and differences in literature. After the researcher had identified the common themes, a literature synthesis was created to ensure the credibility and reliability of the findings. The research identified five key components (positive interdependence, promotive interaction, individual accountability, the appropriate use of social skills, and group processing) as the factors which promote classroom collaboration, dialogue, and co-construction of knowledge. The analysis also identified certain limitations of collaborative learning such as social loafing and student personality differences. The research further concluded that irrespective of these limitations, effective collaborative learning and classroom dialogue in the broader sense influence students' learning outcomes by enhancing their cognitive development and social skills and developing knowledge and understanding.

Joan Nkansah
University of West Florida

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Cognitive Dissonance: The bane of value systems

Cognitive dissonance is virtually the central mechanism by which we experience new differences in the world. The theory of cognitive dissonance has not been widely researched and fully implemented in a number of situations to develop basic practical ideas and various factors which may be important to change attitude. Today more than ever with social media, multiple 24-hour news, and the many social and political issues, we, as individuals, must decide what is true and valued. In these conditions it is easy to have cognitive dissonance affect our decision-making process. This presentation looks at cognitive dissonance and how it can affect each of us.

Charles Notar
Jacksonville State University

joesph Akpan
Jacksonville State University

Larry Beard
Jacksonville State University

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The Stratey of Temptation: The Foundation of Fake News

Today Fake News is all the rage in politics. The truth be known fake news is nothing new. It has been around for centuries. However, like many words or terms it has taken on another modern meaning. Fake news is based on the three principles of the Strategy of Temptation. This article shows how the Strategy of Temptation's three principles of Doubt, Lie/Lying/Deception, and a Promise … of good? have been applied to the news that has created so much consternation in everyday life. The article provides a history of fake news and how it is unfolds.

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On Students Critical Thinking Skills: A Content Analysis of Five States Standards of LearningOn Students Critical Thinking Skills: A Content Analysis of Five States Standards of Learning

The development and transfer of critical thinking skills are germane for young learners to successfully transverse academic life and beyond. State standards and its derivatives, shape teachers' work and decide whether students are controlled or helped to become critical thinkers who can question the basis of the curriculum authority itself (English, 1992). Young learners can develop critical thinking abilities and dispositions as early as elementary grades and social studies contribute most significantly to the process (Baron, 2001; Sunal & Haas, 2008). The unsatisfactory levels of critical thinking skills among young learners is still a challenge. We contend that pertinent to helping young learners develop critical thinking is knowing the authority's conception of critical thinking by examining the states' learning standards that define students learning expectations. We conceive the contents of the states' standards of learning as the tools for curriculum alignment, development, and essentially the driver of instruction and assessment (NCSS, 2010; English, 1992). We interrogate 3rd-grade students' social studies states' standards and contemplate whether sampled states' standards encourage students' critical thinking in a social context or whether they take distinctively different empirical approaches. Grounded in Newman, Webb, and Cochrane's (1994) model and as part of a larger research, this study conducts a content analysis of five state learning standards to determine the degree to which and specific areas that critical thinking is addressed within the standards (Note: methodology detail provided in the main manuscript). The findings indicate complexities and variations in the proportions of critical thinking in states' standards of learning. State standards broadly conceive cognitive skills, neglecting the subtle differences in the conceptions of critical thinking as a social interactional repertoire. The study highlights the influential roles of the teacher, teacher educators, and researchers in breaking the deadlocks in states' learning standards.

Oluseyi (Matthew) Odebiyi
The University of Alabama

Ashley Tickle Odebiyi
The University of Alabama

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Assessing Existential Authenticity: Validation of the Reflections on One's Life Questionnaire for Teachers/Adults

This study reports on the initial validation of the Reflection on One's Life Questionnaire (ROLQ), in a sociocultural dimension, with a general sample of 655 adults aged 25 and older. The ROLQ is a 9-item self-report instrument for assessing an individual's sense of purpose in relation to others through reflection on their own life. The Bartlett's test of sphericity for the nine items is significant ($p < .001$). The Kaiser-Meyer-Olkin Test (KMO) statistic is "middling" (.785), indicating the correlation matrix is suited for factor analysis. The anti-image values for individual measures of sampling adequacy (MSA) range from .736 for items $x3$ to .859 for $x4$. Like the KMO statistic, the individual MSAs are "middling" according to Keiser criteria. The DeCarlo's Macro normality test violates univariate normality with statistically significant univariate skew, kurtosis, and omnibus test of normality for all items (items $x1$ to $x9$). The results of the exploratory factor analyses to establish an initial construct validity suggests two factor solutions for ROLQ. The two subscales are operationalized, measuring inimical expression ($\alpha = 0.754$) and optimistic self-portrayal ($\alpha = 0.619$) as well as a composite scale ($\alpha = 0.754$) indicating an acceptable internal consistency. Thus, the subscale demonstrated convergent validity in self-reported reflection on their own life and a divergent validity in inimical expression and optimistic self-portrayal.

Oluseyi Matthew Odebiyi
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Factors That Promote Student Satisfaction in Technology-Mediated Learning Environment in Higher Education

Technology-Mediated Virtual Learning Environment (TVLE) has become an essential part of teaching and learning in higher education due to the rapid growth in the use of modern technology and the internet and TVLE's inherent advantages. However, research reveals students' dissatisfaction with TVLE attributable to the lack of interaction, feelings of isolation, lack of motivation and self-discipline, and increased need for personal assistance. This dissatisfaction has implications for students' motivation and academic success. The purpose of this research was to examine the factors that promote student satisfaction in TVLE in higher education using Maslow's theory of motivation as a theoretical model. The researcher utilized Maslow's theory because of the evidence that supports the applicability of the theory to the satisfaction and motivation of students in an online learning environment. Two questions guided the study: What are the factors that promote student satisfaction in a technology-mediated learning environment? What is the impact of the various levels of Maslow's hierarchy on students' satisfaction in a technology-mediated learning environment? This systematic literature review utilized the following sources of information: University of West Florida library One Search, databases, and google scholar to identify peer-reviewed journal articles and books for the review. The literature review indicated there is inadequate research on TVLE. It also revealed that teacher's knowledge of and ability to address students' basic needs enhance their satisfaction and motivation in TVLE. The extent to which a student's needs are met at one level impacts the extent to which the next higher level of needs can be met. Issues of dissatisfaction create challenges for student engagement and academic success in TVLE. Therefore, instructors need to identify and address students' needs in TVLE to promote student satisfaction. More research is needed on TVLE to address the needs of students and promote academic success in these environments.

Dorcas Oduro
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To Write or not to Write with Discipline?: Writing Error-Based Predictors of Editor's Decision of Manuscripts Submitted to Research in the Schools

Much has been written about the importance of writing with discipline in order to increase the publishability of manuscripts submitted to journals for consideration for publication. More specifically, empirical evidence has been provided that links American Psychological Association (APA) errors, citation errors, reference list errors, and grammatical errors to manuscript rejection by the editor. However, each of these 4 types of writing errors has been studied in isolation. To date, no researcher has examined these four sets of writing errors simultaneously—that is, within the same study. Thus, the purpose of this study was to determine what writing errors are the best predictors of whether or not a manuscript is rejected for publication by the editor. We examined 56 manuscripts submitted to Research in the Schools (RITS) over a 3-year period. These manuscripts represented approximately 50% of all manuscripts submitted to this journal over this time frame, which made these findings, at the very least, generalizable to the population of manuscripts submitted to RITS. The sample size of 56 was selected via an a priori statistical power analysis. Findings revealed that reference list errors yielded the highest prevalence rate, followed relatively closely by APA errors. Citation errors and grammatical errors had similar prevalence rates, with citation errors being approximately two fifths as prevalent as APA errors (39.0%) and reference list errors (43.8%), and grammatical errors being approximately one third as prevalent as APA errors (30.7%) and reference list errors (34.5%). Interestingly, the number of unique grammatical errors yielded the least variability. An All Possible Subsets canonical discriminant analysis revealed that all 4 writing error variables play a significant role in predicting manuscript disposition, with the number of reference list errors being the best predictor of manuscript disposition, followed by number of APA errors. Implications of these findings are discussed.

Anthony Onwuegbuzie
Sam Houston State University

Eunjin Hwang
Sam Houston State University

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Teachers' ability and confidence in data-based decision making

Problem Statement: Response to Intervention (RTI) should provide quality instruction and targeted intervention for at-risk students using data to make decisions. Debate regarding RTI's effectiveness for students continues. However, less research has been conducted at the teacher level, which is critical because they implement RTI. This presentation seeks to explain teachers' knowledge, training, and ability to use data to make educational decisions.

Summary: RTI uses data to inform educational decisions; however, doing so requires educators be trained and knowledgeable on data interpretation (Fuchs & Deshler, 2010). A 2015 Department of Education report questioned the effectiveness of RTI, with Fuchs and Fuchs (2017) responding that variation in teacher knowledge and confidence contributed to the ineffectiveness findings. Thus, the findings that RTI may not work might be due to improper implementation, which is influenced by teacher knowledge and training on RTI.

Methodology: A nationally representative sample of 450 teachers was surveyed. Questions pertained to several areas including training, confidence, and graph literacy (i.e., the ability to correctly interpret graphs and make data-based decisions). Latent confidence scores and total raw scores for graph literacy were used. Analyses included descriptives, correlations, and regression.

Results: Teachers had poor graph reading abilities (M = 5.7 out of 14). The relation of confidence to correctness was statistically significant but small (r = .145). Teachers with no training did as well as those with 10+ hours of training (p = .321); however, teachers with 10+ hours of training were statistically significantly more confident than those teachers with less training (p <. 001). More analyses were completed than reported here.

Conclusions: Teachers struggle with making data-based decisions, which can negatively impact student outcomes. Confidence is related to outcomes, but training is not. Implications are that training needs to be better for teachers to build confidence and critical knowledge.

Eric Oslund
Middle Tennessee State University

Amy Elleman
Middle Tennessee State University

Kelli Wallace
Middle Tennessee State University

Adam Rollins
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Impact of Computational Thinking on Students' Mathematics Achievement in Elementary Grade Classrooms

Computational thinking (CT) skills such as decomposition, abstraction, algorithmic thinking, and automation enable children to become expert problem solvers. Early, sustained exposure to CT skills can enhance students' problem solving/critical thinking skills, understanding of computer science concepts, ability to collect and analyze data, and programming skills. Current research has focused on the evolution, definition, and integration of CT skills; however, research regarding student learning, application, and transfer of CT skills has been limited. Therefore, this study investigated the difference between teachers trained in CT instructional methods and teachers not trained in CT instructional methods in terms of students' mathematical achievement. This study used an ex-post facto research design. Descriptive and inferential statistics were used to analyze students' mathematics scores. The researcher used convenience sampling based on access to archival data from Renaissance Star 360 mathematics scaled scores. The sample consisted for 240 students in Grades 2 through 5 at eight public schools located in a rural county school district in east central Alabama. For students in Grades 3 through 5, results of the study indicated a statistically significant difference between mathematics assessment scores of students taught by CT-Professional Learning Community (PLC) trained teachers and students taught by non-CT-PLC trained teachers: Grade 3 $t(58) = 2.27$, $p = .03$, $r = .29$; Grade 4 $t(58) = 2.01$, $p = .05$, $r = .26$; Grade 5 $t(58) = 2.44$, $p = .02$, $r = .31$. There was no statistically significant difference for second grade students, $t(58) = 1.20$, $p = .23$. The study recommended district reflection regarding future CT-PLC implementation and instructional support to ensure consistency of implementation. On a larger scale, the study informed the education field regarding the impact of CT instruction on academic achievement.

Vicky Ozment
Samford University

Monique Witherspoon
Samford University

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Building Awareness of and Capacity for the Qualities and Roles of Effective Teacher Leaders

In recent years many schools and districts have developed the position of Teacher-Leader in an effort to provide additional personnel to address administrative and leadership issues at both the grade and building level. These positions are usually filled by certified and experienced teachers who are not yet fully certified as administrators. Nevertheless, these individuals can serve as part of a leadership team to guide school improvement efforts. Though various districts, and some state departments of education, provide workshops or professional development seminars for practicing Teacher-Leaders, many teachers accept or are assigned the Teacher-Leader role with limited awareness of the qualities needed to be successful or a clear understanding of the multiple roles of a Teacher-Leader.

A review of the literature on Teacher-Leaders yielded 14 specific, personal qualities and 20 various leadership roles that have been shown to be indicative of success as a Teacher-Leader. From this review, a Likert Scale instrument was developed to measure teacher self awareness of these identified qualities and their perceived readiness to assume the role(s) of a Teacher-Leader. This study was conducted to determine changes in awareness of the qualities and roles of a Teacher-Leader by a group of potential Teacher-Leaders. Participants were students in their first two classes of a graduate level – Educational Leadership preparation program (n=26). All participants had 3 or more years of successful teaching experience and proficient or exemplary teacher evaluations for multiple years. Participants completed a pretest at the beginning of the term and a posttest at the end of the term in which they completed a graduate course in Teacher Leader Preparation. Data were analyzed with a dependent t-test with alpha at .05. Results showed significant increases in participant perceptions of their awareness of Teacher-Leader Qualities and their readiness to assume Teacher-Leader Roles with small and moderate Effect Sizes.

Randy Parker
Louisiana Tech University

George Noflin
Louisiana Tech University

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Strategies and Models for Integrating Response to Intervention Model in Mathematics in Middle and High Schools

How can we create an effective educational support program for our middle and high school students in today's schools? Middle schools and high schools are complex in structure and are challenged daily to provide strong, high quality, and effective Response to Intervention (RTI) models in their school settings. RTI must be handled very differently in a middle or high school as compared to an elementary setting, where most classes are self-contained and teachers have the luxury and ease of adjusting instructional minutes. Larger numbers of students, stricter time constraints, lack of resources, and larger academic gaps are among the typical obstacles secondary teachers face. However, there are models and strategies that will work including the Adolescent Mathematics Intervention Structure (AMIS), a focus on developing mindset, a focus on motivation, opportunities for academic discourse, cooperative learning, progress monitoring, and creating a positive mathematical classroom environment. Additionally, students thrive in a mathematical learning environment that includes a focus on multiple representations for the mathematics, manipulatives, and targeted learning centers designed specifically for middle and high school students. Using these models and interventions while focusing on improving students' learning outcomes, will provide the right formula for RTI success.

Lynn Patterson
Murray State University

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DIGITAL NATIVE AND DIGITAL IMMIGRANT PROFESSORS' SELF-ASSESSMENTS OF INSTRUCTIONAL TECHNOLOGY USAGE IN COLLEGE CLASSROOMS

This research examined the instructional technology use of tenured and tenure-track professors in the face-to-face classroom. 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). Commonly referred to as "digital natives," today's college student grew up around technology (Prensky 2001a, Schrader, 2008, & Renes et el. 2005). 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 instructional technology use in the classroom. However, often, professors display reluctance to utilize technology as a tool for teaching and learning. This dissertation research was a quantitative study that examined tenured and tenure-track faculty members' instructional technology use in the face-to-face classroom. The Technological Pedagogical and Content Knowledge (TPACK) framework guided the research. Literature on digital immigrants and digital natives has focused on digital immigrants as the instructor and digital natives as the student. This study examined digital natives as faculty members, with an original sample of 872 faculty members from a southeastern research university and 223 final participants. There was no significant difference in digital immigrants' instructional technology use and their digital native colleagues, except in one area. The results indicated a significant difference in digital immigrants' use of links to online resources and digital natives' use of links to online resources in the face-to-face classroom with digital immigrants using links to online resources more often. This could be a result of the digital immigrants' years of research experience and seeing the benefit external resources have on teaching and learning. Implications and recommendations for future research will also be shared in this session.

Katherine Penny
The University of Alabama

Vivian Wright
The University of Alabama

Margaret Rice
The University of Alabama

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Congruence between Student Learning Styles, Instructional Preferences, and Course Experiences

A sample of college students at a public university participated in a small-scale pilot study that explored college students' self-reported learning styles, preferred instructional formats and instructor characteristics, and level of congruence between their college courses and learning style and instructional preferences. Results indicated that: (1) most participants self-identified as visual learners, and 2)most reported a preference for mixed-format classes rather than classes that revolve around a single instructional format. This study also found that students: (1) prefer instructors who are more relational and approachable in style, and (2) would like to know more about their instructors as people. Some inconsistency was noted between students' self-reported learning styles and their preferred instructional methods.

Tommy Phillips
Mississippi State University

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Teacher Preparation in Times of Change: Preservice Teachers' Perceptions about Effective Mentorship during Clinical Experiences

The focus on teacher quality and consequently teacher preparation programs (TPPs) encountered a new rise in the 1990s and is consistently growing. Effective TPPs recognize importance of mentor teachers and their influence on teacher candidates well beyond emotional support (Feiman-Nemser, 2012). This qualitative study explored the perceptions of secondary preservice English teachers about their mentor teachers during field experiences (FEs). The main research question aimed to examine significance of mentorship during preservice teachers' placement in secondary schools. The study also intended to explore characteristics of an effective mentor and ways to create long-term relationships with the mentees.

The theoretical framework for this research is based on a narrative inquiry theory, which allows getting insights into the lived experiences through narratives – stories of the participants shared throughout the project. "These lived and told stories and the talk about the stories are one of the ways that we fill our world with meaning and enlist one another's assistance in building lives and communities" (Clandinin & Rosiek, 2007, p. 35). The nine participants – seven female and two male teacher candidates – provided the data in the form of individual and focus group interviews and researcher's observation notes during their semester-long field experiences in the local high school.

The data analysis employed a narrative inquiry methodology and thematic analysis. The findings indicated that the preservice teachers evaluated success of their FEs based on the mentor teacher with whom they worked during that experience. They emphasized the characteristics of effective mentors, declared a need for mentor teachers' training, and suggested developing more productive partnerships with secondary schools hosting preservice teachers. While the findings are not generalizable to the entire pre-service teachers' population, they enrich the body of research, aid understanding of FEs, importance of effective mentorship programs as well as continuing the research.

Leilya Pitre
Southeastern Louisiana University

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MISSISSIPPI MIDDLE GRADE TEACHERS' PERCEPTIONS OF STANDARDS-BASED GRADING PRACTICES

Standards-based grading practices seek to more effectively measure how well a student has mastered an established standard by eliminating non-academic factors like behavior, effort, and attendance from the grading process. This study first recounted a history of the grading process, followed by evidence for the effectiveness of standards-based practices. The purpose of this study was to determine to what extent Mississippi teachers in the middle grades use standards-based practices according to three categories: The teachers' school accountability level, grade level taught by the teachers, and years of teaching experience. The study used a survey instrument with 19 questions on a 5-point Likert-scale to determine the extent to which Mississippi teachers used standards-based practices. The research found that within all three categories, Mississippi teachers in the middle grades did not fully employ standards-based grading. The study discusses possible reasons for the outcome of the research. The study also presented suggestions for further research.

Michael Pope
Mississippi College

Tommye Henderson
Mississippi College

Bobby Franklin
Mississippi College

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A Comparison of Basic Subject Areas Content Exam Scores for Seventeen Consecutive Semesters

One of the requirements of CAEP is that preservice candidates demonstrate knowledge in basic subject areas-science, social studies, reading/language arts, mathematics, health education, the arts, and physical education. Therefore, the purpose of this study was to ascertain the percentages of correct answers for each of the seven areas being tested over a longitudinal time. A sample consisting of 346 candidates enrolled in undergraduate science methods courses were administered a content exam totaling 105 questions at the conclusion of each semester where data were analyzed using percentages. Across the 17 semesters, students scored higher in mathematics for 15 of the seventeen semesters with only Social Studies and Physical Education being higher for two semesters. These results indicated that candidates are well prepared in the area of mathematics facilitated by the six required courses they take; and, with the lowest percentages being in The Arts indicated more courses should be added as "suggested electives" in the degree plan. Since these conclusions suggested more research be conducted, the Content Exam has been administered to an online science methods course (15 candidates) and one semester of a graduate Math/Science course (16 candidates). These results showed math being the highest for both the online and graduate course and language arts and the arts being the lowest. Conclusive results are in line with the longitudinal study of seventeen semesters indicating consistency for both strong and weak areas of knowledge in basic subject content areas.

Ava Pugh
University of Louisiana Monroe

Rhnda Mann
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Sherlyn Powell
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Myra Lovett
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University of Louisiana Monroe

Shalanda Stanley
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Student perceptions of using assigned roles to increase social presence in online discussions

The development of social presence in online learning presents a challenge, especially in asynchronous environments where students may rarely have an opportunity to engage in sustained dialogue with one another. Online discussions are a primary strategy for encouraging student interactions. Two factors important to online discussion are the opportunity to connect socially and to share knowledge. As well, meaningful learning takes place when learners can talk about concepts and relationships between ideas in ways that generate new ways of thinking. In this manner, their interactions become an important aspect of online discussion because they impact the quality of the learning experience. However, students often participate in discussions in a perfunctory manner. Knowing how to engage in purposeful discussion activities such as sharing, and encouraging peers to share ideas and perspective, is an essential skill for contributing to quality online discussion. Accordingly, nurturing the development of social presence may be even more important online than in face-to-face settings. The development of social presence requires effort and it can be cultivated when students are provided with training in social presence interaction skills. Assigned roles are one way to introduce students to the required interaction skills. Assigned roles are sets of behaviors or schemas for performance defining specifications for how and when some group activities should be performed. This presentation is a report on students' perceptions of using assigned roles to accelerate the development of social presence in online discussions. Results indicated that students liked using assigned roles, however, there was no increased perception of social presence when using assigned roles. Explanations for lack of increases in social presence perception will be discussed, as well as implications for future use of assigned roles.

Angela Rand
University of South Alabama

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Self-Efficacy and Teacher Retention: Perception of Novice Teachers on Job Preparation, Job Support, and Job Satisfaction

The purpose of this qualitative study was to examine the perceptions of novice teachers in 1 school district regarding their professional experiences. Novice teacher was defined as someone with 5 years or fewer in the teaching profession. The study was of an emergent design using phenomenological qualitative methods that included face-to-face interviews, triangulation of information, and analyzation with specific adherence given to understanding the social phenomena of the lived experience from the participants' perspectives. Specifically, the study addressed possible relationships between novice teachers' experiences and perceptions of success and self-efficacy that contribute to their choice of continuing in the profession of teaching. Participants in this study ranged from 23-55 years of age, represented male and female gender, encompassed all levels of grade configuration within the school district (elementary, middle, high school), and covered experiences within each of the 5 years of defined novice work. Information was collected through individual one-on-one interviews covering preparatory programs, individual school sites, district induction programs, and the relationships developed within each spiraled experience. This study identified reasons for retention in the population of novice teachers and possible obstacles that might cause a novice teacher to leave the profession during or at the end of the 5 year apprenticeship. Information collected revealed that age, timing of entrance into a teaching career and preparatory programs had an effect on novice efficacy and job success. In addition data suggested that job support, job fulfillment, as well as future career choice were influenced by experiences a novice lived through within a school culture including type of administrative support, peer mentoring, collegial socialization, district expectations, and induction involvement.

Suzanne Redman
Kingsport City Schools

Virginia Foley
East Tennessee State University

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Choosing a Career in Special Education

The chronic shortage of special education teachers continues to pose significant challenges for schools across the United States. According to the United States Department of Education (2017), 43 states (86%) reported teacher shortages in special education during the 2016–2017 school year and 46 states (92%) reported anticipated shortages for the 2017–2018 school year. The lack of qualified special educators directly impacts the quality of the education students with disabilities are entitled to receive. While the majority of the research thus far has identified a variety of factors contributing to the shortage of certified special educators, there has been limited research examining factors related to why individuals enter the field of special education. Understanding the variables related to choosing a career in special education may provide valuable information to recruit more individuals to the field. This display will highlight the results of a preliminary study surveying twenty-one graduate students enrolled in a master's degree program in special education to examine factors that influenced their decision to pursue careers in special education. The instrument consisted of 11 questions. The first four questions asked for demographic information about the participants and the remaining questions consisted of 3 closed-ended and 4 open-ended questions asking about career influences in their decision to become special educators. Results revealed that all of the participants reported prior experience with an individual with a disability as an influential factor related to choosing to become a special educator. The implications of this study and recommendations for future research will also be presented.

Linda Reeves
University of South Alabama

Erin Williams
University of South Alabama

Lila Smith
University of South Alabama

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Frameworks in Educational Research: Why the Transtheoretical Model Should be Considered

The Transtheoretical Model (TTM) has been applied in behavior change areas (e.g., smoking cessation, safe sex practices and alcohol abuse), but in only a few educational studies. The TTM offers an integrative framework for understanding human intentional behavior change and would be appropriate in a variety of educational research studies (i.e., determining whether an educator will try a new educational method). This display session offers a synopsis of educational and other studies using the TTM and offers suggestions for how the TTM could be applied in the educational arena. The TTM determines where individuals are in their readiness to change and consists of five stages: precontemplation (behavior change is not considered), contemplation (awareness of a need for change is considered, but no action taken), preparation (intention to take action), action (action is initiated to modify behavior), and maintenance (behavior change is maintained for a period of time) (Prochaska, DiClemente, & Norcross, 1992; Prochaska et al., 2005). Precontemplators have no intentions of changing or are in denial of needed change. When ready to accept a need to change, pre-contemplators need to know why the change would be worthwhile. Contemplators are considering change and would benefit from discussing how to achieve the change and what it would require. In the preparation stage, there is an intention to take action for behavior change (Prochaska, DiClemente, & Norcross, 1992; Prochaska et al., 2005). Individuals in this stage benefit by mapping out how the change will look and what steps they need to take. In the action stage, individuals are fully engaged in changing the behavior. Maintainers have successfully changed behavior, maintaining it for more than six months (Prochaska et al., 2005). By understanding an individual's current stage of change, different intervention strategies could be employed to bring about needed change (i.e., using classroom technology).

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The University of Alabama

Juanita McMath
The University of Alabama

Vivian Wright
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Developing Teachers for Teaching Math to English Learners

English learners (ELs) lag behind in math achievement scores when compared to native English-speaking peers. To close this gap, ELs need effective teachers. Effective math teachers must know both content and instructional practices. Teacher knowledge predicts student achievement (Baumert et al., 2010; Hill, Rowan, & Ball, 2005) while mathematics-specific instructional practices have positive effects on student achievement in math (Author, 2016). This study examined teachers' response to professional development (PD) that provided participants with instruction and practice in (a) mathematics content knowledge, (b) pedagogical content knowledge, (c) characteristics and instructional needs of ELs, and (d) instructional practices for teaching math to ELs. Participants included 16 teachers, one paraprofessional, and one school principal from schools that served ELs. Data sources consisted of (a) teachers' reflective journals, (b) the Culturally Responsive Mathematics Teaching Lesson Analysis Tool (CRMT-TM); (c) individual and group Practices Reflection, and (d) focus group interviews. For all data sources, participants' entries were analyzed for practices teachers already used or planned to use after the PD. Practices were tallied and grouped into categories, and percentages were calculated for each practice. Participants reported using 19 practices before the PD as compared to 24 practices they planned to use after the PD. New concepts or instructional strategies participants planned to use included mindset, social versus academic language of ELs, using manipulatives to enhance understanding, and encouraging multiple solution paths. Participants also expressed the intention to modify their implementation of familiar practices to make them more effective. Participants' comments suggested that including the concept of mindset as part of the PD positively influenced their willingness to try different practices. Likewise, using activities that required participants to experience instruction from a student's perspective seemed to facilitate participants' understanding of practices and to encourage buy-in.

Maria Isolina Ruiz
University of Louisiana at Lafayette

Melissa Gallagher
University of Louisiana at Lafayette

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Project InTac: Research & Mentoring on Tennesee's Drive to 55 Initiative

Following up on The Tennessee Board of Regents (TBR) alignment of strategic priorities to increase the number of Tennesseans with a college degree or certificate by 2025, this research initiative, entitled Project InTAC, Informing Teens About College was an interdepartmental collaborative effort among senior and junior faculty in the Martha Dickerson Eriksson College of Education at Austin Peay State University. The purpose of this study was to gain a better understanding of the factors beyond standardized test scores and grade point average that influence student success and engagement in their academic pursuits, goal attainment, and gaps in post-secondary matriculation and graduation. The investigative team conducting the research consisted of senior, tenured faculty serving as mentors to junior, tenure-track faculty. A mixed-methods design was employed to distribute surveys and hold focus group interviews with junior and senior high school students enrolled in state identified focus high schools located in 16 counties across Tennessee. Twenty-three high schools were the focus population for this study. Participants were an ethnically diverse group of underrepresented high school juniors and seniors for a total of one focus group consisting of 10-12 students in each high school. On the day focus groups were conducted, a demographic data form, parental signed consent form (where applicable), student signed consent form giving permission for participation, and a survey form were collected from each participant. Researchers traveled in teams of 2-3 facilitated the focus groups by following an established protocol asking open-ended questions, taking notes, and documenting the research by video-taping and audio taping each session. For this presentation, the quantitative data, implications, and recommendations will be presented.

Anthony Sanders
Austin Peay State University

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Using Book Clubs to Encourage Middle School Reading Interest: A Qualitative Case Study

Problem Statement: Research has shown that reading both fiction and non-fiction can help students develop critical thinking and problem-solving skills (Chittooran, 2015), with fiction particularly helping develop empathy (Bal & Veltkamp, 2013). While some recent research has shown an increased level of reading enjoyment among younger students, this same research has shown that reading pleasure decreases as students move through middle school, as previously held positive attitudes begin to fade (McKenna, Conradi, Lawrence, Jang, & Meyer, 2012). Giving students reading choice has been shown to increase interest (Phytian-Sence & Clark, 2008), as has forming book clubs (Heard, 2015). Theoretical Grounding This study will be built using a student-centered design, a type constructionist theory that holds that experiences serve as building blocks for learning (Lee & Hannafin, 2016). Constructivism was heavily influenced by John Dewey, who encouraged adopting a system in which students were able to consider evidence and form conclusions for themselves (Jonas, 2011). Piaget (1953) and Vygotsky (1986) contributed theories as to how learning is constructed. Methodology Partnering with a Huntington, West Virginia, area middle school, a book club consisting of six to eight seventh-grade students will be recruited. Language Arts teachers will assist in recruiting students. Brief interviews with the participants will be conducted and recorded at the beginning of the meetings. Clubs will meet once a week for a total of six weeks. The first meeting will be dedicated to the students themselves choosing a book. Subsequent meetings will be driven by the students' reactions to the reading. I will act as a facilitator, while the students themselves will determine the direction of the meetings. The final meeting will be followed by individual interviews, and the research compiled. This research is currently in the beginning stage.

(Note: This may have already been submitted, but I couldn't find a record of this, so I'm sending another copy.)

Marc Shoemaker
Marshall University

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EFFECTS OF SCHOOL LUNCH ELIGIBILITY AND SCHOOL SIZE ON THE LITERACY ACHIEVEMENT OF AFRICAN AMERICAN MALES

EFFECTS OF SCHOOL LUNCH ELIGIBILITY AND SCHOOL SIZE ON THE LITERACY ACHIEVEMENT OF AFRICAN AMERICAN MALES

Problem Statement: This study explored the effects of poverty and school size, specifically as they relate to the achievement of Arkansan African American males in the area of literacy. Null hypotheses associated with Grades 4, 6 and 8 were addressed: No significant difference will exist by school lunch eligibility, between African American male students in small schools compared to large schools on literacy achievement measured by the Arkansas Augmented Benchmark Exam scores.

Theoretical Grounding from Relevant Literature: Though many researchers theorize that the origin of the literary academic struggles of African American males is rooted in low-income settings (Aikens & Barbarin, 2008; Ghosh, 2013; Reform Support Network, 2015), there is a shortage of research concerning the literacy achievement of African American males and school size. Nevertheless, discussions concerning the academic performance of African American males are not original. However, the approach of examining their literacy achievement by comparing them to one another based on lunch eligibility and school size is inimitable. Although there is a deficit of research comparing African American males to each other, research that compares them to their remaining peers is plentiful. Waldfogel (2012) asserted that an achievement gap exists between African American males and their counterparts before they enter school. She also maintained that because of these differences in reading levels, it is imperative that research includes out-of-school explanations for the literacy deficit including, but not limited to, socioeconomic status (as determined by school lunch eligibility), ethnicity, and race. Rickard (2005) provided an Arkansas report as evidence that the discrepancy continues to grow once they enter kindergarten and exists throughout high school. As revealed in Fantuzzo's (2009) study of third-grade students in Philadelphia, not only is there an academic disparity between African American students and Euro-American students, there is also documented disparity between the literacy achievement of African-American males and African American females (Fantuzzo, 2009). A report written in support of community libraries (Hughes-Hassell et al., 2012) indicated that, based on national testing, African-American girls score six percentage points higher than African American boys. This suggests that there is some underlying factor disproportionately impacting the achievement of African American males and that further research is needed to identify these causal factors.

Conceptual Framework: Two areas of research regarding the literacy achievement of African American males informed this study: school lunch eligibility (poverty) and school size. Significant research was available concerning the existing disparity between the levels of proficiency of African American students when contrasted to their counterparts, especially as it relates to household income, reported on school free and reduced-cost lunch applications. There are also studies that address the literacy achievement of African-American males compared to females. There is little, if any, research comparing the achievement of African-American male students who qualify to receive free or reduced-cost school lunches versus African American male students who do not receive free or reduced-cost school lunches. The researcher wondered if the documented literacy struggles of African American males were based on race and heritage or do they stem from the fact that the majority of African American males are born into homes of poverty and are smaller school settings beneficial to this group of students?

Methodology, Including Description of Data Collection, Instrumentation, Analysis, and Sampling: The causal-comparative, non-experimental method was used for this research. The data for this study included Arkansas Augmented Benchmark Exam, literacy scores, for African American males in Grades 4, 6, and 8 in public schools in Arkansas. The Arkansas Department of Education provided data based on school size and scores were randomly selected for each data category. A General Linear Model (GLM) of 2 x 2 factorial ANOVAs was used. The independent variables for each test were school lunch eligibility and school size, and the dependent variable was literacy achievement.

Results: The findings of this research indicate poverty as an overall significant factor in the low achievement of African American males in the area of literacy. With regard to Grade 4, the interaction effect of school lunch eligibility and school size was significant. African American males who were not eligible for free or reduced-cost lunches and who attended schools of fewer than 600 students, as a group scored significantly higher than those who were eligible for free or reduced-cost lunches in large schools. Additionally, there was a main effect for lunch eligibility, those who qualified for free or reduced-cost lunches scored significantly lower, as a group, than those who did not qualify. However, here was no main effect for school size. The analyses of data for Grades 6 and 8 yielded no interactions between lunch eligibility and school size, but in each instance, there was a similar main effect from lunch eligibility. Those qualifying scored significantly lower than those who did not qualify.

Conclusions/Implications of the Study: This research indicates that the literacy achievement of African American males is fundamentally a reflection of economic status rather than race or the size of schools they attend. Thus, with respect to superficial judgements based on race, all African American males should not be observed as struggling learners in the area of literacy acquisition. Neither should it be assumed that all African American males are living in poverty. However, research does indicate that those who are raised in homes where income is insufficient, almost always struggle (Noguera 2012). Therefore, educators must reflect on non-stereotypical practices for differentiating services for African American males (Noguera 2008; Steele 1997). In this endeavor, academic leaders must reflect on the root cause of the myriad of African American males living in poverty, which in turn should lead to advocating changes in policies and practices. Relative to policy, legislating change based on research is pivotal in facilitating systematic transformations. Among researchers, Tatum (2005) and Noguera (2008) specifically addressed the empowerment of African American males by way of teacher development and changes in curriculum. Teachers must understand the educational disadvantages of poverty and how to effectively address them. As for changes in practices, the employment of both educational and social interventions for children of poverty beginning at an early age may yield positive results associated with literacy achievement. Such interventions include ensuring early childhood education of high quality for those from homes of low income and structured mentoring for African American males of poverty during middle grades and high school years.

Sandra Kay Smith
Wynne High School

Lynette Busceme
Harding University

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School Transformation: Teachers as Change-Agents

Public schooling is the most prevalent socializing agent responsible to teach and model the skills, knowledge, norms, and values to ensure individuals become competent and contributing citizens. Since the onset of formal education in the United States, public schools experienced many types of reform (Fullan, 2005). In spite of societal advances in medicine, technology, and astronomy, schools continues to follow a traditional transmission model. Originating with Horace Mann in the 1820's, the school as factory metaphor perceives children as empty vessels to be filled with grade level information. Today, accountability with respect to state standards, published grade-level curriculum, and prescriptive and rote instruction continue to maintain a two hundred year old system.

"Is passing the test synonymous with genuine learning?" "Is grade –level curriculum meeting all diverse children's needs and abilities?" And, "is the traditional lesson plan, targeting whole group instruction, effectively meeting the range of children differences currently represented in public schools?" In order to maximize learning for all children, support communities and families, and maintain a just and equitable society, the premise for this research project is schools need to change.

Findings describing the need to change the ways in which teachers instruct and the ways in which students learn are abundant (McDermott, 2017; Stone). The need to transform schooling to accommodate the range of children's differences is critical in ensuring children's successful learning (Banks (1995). Research findings described the need for learning spaces that are nurturing, caring, and socially just and equitable for all children (McDermott; 2017). In considering school change, "Is such a holistic vision of public schools even possible?" "Where and how could such a transformation occur?" "Where is the leadership for such change?"

Education is supposed to support students' successful entry into society (Saul, 1995). Yet, in this pluralistic nation, there remains a threat to democracy if an achievement gap exists between the "haves" and the "have nots." Coleman (1990) suggested that schools citizens who possess the commitment, skills, and dispositions to foster norms of civility, compassion, fairness, trust, and collaborative engagement. Additionally, Coleman recommends schooling develop students' intellectual capital, problem solving skills in a technological world are integral in order for all students to learn. This understanding is congruent with McDermott (2017) who describes the need to change wording from "achievement gap" to "opportunity gap." For genuine and long lasting change to occur, classroom teachers must exhibit "buy in." "Do classroom teachers believe schools need to change?" "If change is needed, what changes do teachers believe important and how would this transformation occur?" "Do teachers perceive themselves as leader in this change process?' "How can classroom teachers lead, facilitate, and evaluate toward transformation?" Toward genuine transformation, it is critical to understand that it is the classroom teacher who is daily with children; teachers daily implement, monitor, and assess ongoing learning and development.

The underlying tenet for this study is school change is not effective if it is top-down, genuine transformation occurs only when classroom teachers are involved and assume responsibilities for leadership and implementation. This means, teachers as change-agents must also change. Tradition transmission practices regarding children and how children learn are inappropriate; research clearly describes how children learn most effectively when instruction is integrated, holistic, and relevant (Stone, in press; Stone, 2004b; Stone, 1994/1995).

Theoretical Background The theoretical background for this study is embedded in the role expectation theory. The role expectation is based on the Getzels & Guba (1957) systems model of school operation (published by The University of Chicago Press in 2010). This system implies that there is an overall role expectation for each person in terms of activities, tasks, behaviors, and decisions that they are to perform.

Bandura (2001) & Van der Heijden (2015) state that to be an agent and individual must intentionally act in order to make something happen. Teachers who are actively involved in the achievement of something new is an agent of change. Teachers who are open to change have to become self-conscious of the complexity of

change processes. The literature describes that teachers need to see themselves as change agents. In this study, change agent is define as someone driven to initiate change in their professional setting (Hattie, 2012).

Purpose and Method The primary purpose for this mixed method investigation is to explore whether or not teachers believe there is a need to transform existing public schooling. "What do teachers identify as needing change"? Then, the study examines where or not teachers possess the pre-requisite knowledge required to make radical changes in education. This mixed method study used a 31 item survey to determine whether or not teachers believed there is a need for school change and further, identify what these changes should be (N=200). Participants included both licensed teachers and preservice teacher candidates in grades Pre K through eight. Additionally, data described how teachers believe they could support such changes. "What knowledge, dispositions, or skills do teachers possess to facilitate school transformation?" Finally, the survey includes an open-ended opportunity for participants to provide rich description of how teachers believe they may serve as change agents on behalf of all children. Surveys were distributed in a large urban area in the Southeast. Data were collected at a large university as well as city and county schools in the Southeast.

Implications: Public schooling continues to be revised. Each year, teachers are confronted with new published curriculum, different instructional strategies, and a variety of evaluation alternatives. Yet, more we change, the less change. Recommendations for school change originate from federal and state legislators, private interests, and district management. It is however, the classroom teacher who is trained and prepared to interact on behalf of children. This initial study explores whether or not classroom teachers and teacher candidates believe, in fact, that public schools do need to change and further, whether they believe teachers are able to lead this transformation. Teaching and learning will not change without the ongoing commitment of teachers who perceive themselves as "change agents."

Donald Snead
Middle Tennessee State University

Kathleen Burriss
Middle Tennessee State University

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Primary Students' Engagement in Read Alouds

Schools frequently implement read alouds to involve young children in literacy experiences. Generally, the primary students are engaged and attentive during read alouds when teachers and paraprofessionals read published works by renowned authors. However, it is not known whether the same level of engagement will occur if read alouds are performed by high school students who read books they have authored themselves. Thus, this study sought to investigate the level of primary students' engagement in read alouds that are performed by high school students who authored the works. Since teaching and learning involve social interactions, social learning theory informed this research. As posited by Albert Bandura, individuals learn by observing the behaviors of others. Therefore, this qualitative study was designed to investigate the social interactions of primary students and high school authors and co-authors during read alouds. All of the participants (44 kindergartners, 39 first graders, and 17 eleventh and twelfth graders) attended the same school district in the Southeast. The primary students were divided into groups and were read a unique story by the high school student or students who authored it. All of the stories highlighted the theme of community. The primary students transitioned from group to group and listened to a total of 11 unique read alouds. Each read aloud lasted approximately 6 minutes. The primary students' level of engagement was recorded using a researcher-created observation checklist that noted behaviors which indicated engagement or disengagement. Each behavior type was marked with a tally. The tallies were totaled at the end of all read aloud sessions and were disaggregated by session and story title. The data indicated primary students are engaged in read alouds performed by high school authors at a high level. Thus, such interactions in schools can positively impact the literacy skills of primary students.

Corlis Snow
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Carolyn Casale
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MENTORING: WHO REALLY GROWS? AN EXAMINATION OF THE RECIPROCITY BETWEEN A MENTOR AND A NEW TEACHER

Problem Statement The focus of this study is to determine the reciprocity within a mentoring relationship between a mentor and a mentee. Mentoring programs are critical when teachers are leaving the profession as quickly as they are entering. Research Current studies including new teacher mentoring, induction programs, as well as national and local teacher retention data were used for this study. The survey created for this study was comprised of items from three previous studies. Methodology 12 participating public school districts within Southeastern Louisiana participated within this study. The sample size of 153 participants included 102 mentors and 51 mentees. This mixed methods study included collection and triangulation of the data. Descriptive statistics were utilized to determine the frequencies, means, and standard deviations of responses by survey item. Results This study provides evidence that of the five levels of the Hierarchy of Teachers' Needs, mentors and mentees scored highest in "self-actualized." Of the Area of Reciprocity within a Mentoring Exchange, both mentors and mentees scored highest in "challenge." Mentors still described reflection to be the area most important to them while mentees named growth as more of a factor for them within a mentoring relationship.

Implications Mentoring programs that engage both veteran and new teachers could create relationships that provide support and guidance necessary for new teachers, further engage veteran teachers in their profession, improve teacher retention in both parties, and increase intrinsic motivation. Intrinsically motivating mentors and mentees; specifically, in areas of reflection, growth and challenge, could improve job satisfaction. Improving job satisfaction could be the driving force behind both new and veteran teacher retention. Fostering mentoring programs within districts and encouraging supportive, mentoring relationships within the school buildings could be a start to increasing intrinsic motivation while improving both new and veteran teacher retention.

Stefanie Sorbet
University of Central Arkansas

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Pre-Service Teachers' Use of Instructional Strategies When Comprehending and Instructing using Contextually Challenging Text

The problem present in teacher education programs is the lack of research on process that occurs when pre-service teachers' explore contextually challenging texts, in a literacy methods course, and their subsequent implementation of comprehension instruction. Cognitive Load Theory (CLT) will be used to analyze the design of literacy method course comprehension instruction and the influence it has on pre-service teachers personal and instructional practices in this study. CLT is documented a psychological theory. "Psychological theories are concerned with the possible relationships among psychological constructs or between a psychological construct and an observable phenomenon of practical consequence" (Moreno & Park, 2010, p. 9). This theory is used to evaluate the demands and characteristics of a task on a person and its effect on learning. This study will investigate the influence of contextually challenging texts on pre-service teachers personal and instructional practices. The study will use the Gradual Release of Responsibility (GRR) (Pearson & Gallagher, 1983) model, in an elementary education literacy methods course, to explore contextually challenging texts. The Metacognitive Awareness of Reading Strategy Inventory (MARSI) (Mokhtari & Reichard, 2002) will be administered, to the pre-service teachers, on week one and week eight of the study. Additional pre- and post-comprehension questions will be administered prior to and following exploration of each of the texts in the literacy methods course. Journal entries will be collected at the end of each of the methods course instructional weeks of the study. During the initial three weeks of the study, the two weeks of instruction in the literacy methods course, and the remaining three weeks of the study, the researcher will evaluate the long-term influence of coursework on pre-service teachers' instructional practices by continuing to evaluate lesson plans and observations of tutoring lessons and debriefing for an additional two weeks following the literacy methods course instruction on comprehension. A portion of this eight-week evaluation will occur when the researcher analyzes the pre-service teachers' reflections and lesson plans. Additional analysis will occur, when the research debriefs with the a select number of pre-service teachers, about their tutoring lesson, during the eight-week study. Data from all of the data sources will be used to examine the process that occurs when pre-service teachers explore contextually challenging texts, in coursework, and the subsequent personal and instructional practices that ensue. At this current point in time, results, conclusion/implications of the study are not yet available.

Hannah Szatkowski
Auburn University

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Statistical Techniques Used in the Journal of Educational Psychology From 2013 - 2017

Educational psychologists/researchers are either producers or consumers of research. And, educational/psychological research depends on statistical techniques to test a given hypothesis. Thus, it is imperative for educational psychologists/researchers to be well versed in the realm of statistics. Therefore, it is necessary, from time to time, to check the "fit" between the statistical courses being taught in graduate level statistics courses and the statistical techniques being used in the literature.

Previous research (e.g., Goodwin, L.D. & Goodwin, W.L. 1985; Willson, V.L. 1980)) has indicated that factorial analysis of variance has been the most commonly used statistical method, followed by Pearson correlation. Amongst the least frequently used techniques were path analysis, canonical analysis and other non-parametric techniques.

All published articles between 2013 and 2017 were reviewed checking for statistical techniques being used in the JEP. In all there were 384 articles reviewed for a total of 864 occurrences of statistical techniques being used. Statistical techniques were categorized as basic, intermediate, or advanced.

Of all the statistical techniques used in the JEP, during the given time-frame, multiple linear regression (15.06%) was the most often used, followed by one-way analysis of variance (10.31%). The least utilized techniques were discriminant analysis, repeated measures MANOVA with 0.14% of occurrence. Cluster analysis came in next with 0.41of occurrence each.

Intermediate and advanced statistical techniques account for most of the techniques being used in JEP, yet only a handful of the reviewed textbooks present such techniques. These findings suggest that some of the JEP readers might find it difficult to comprehend and digest the research findings. Thus, it is highly recommended that textbook authors align their course coverings to what is being used in the JEP. Another suggestion would be to do a formal survey of courses taught in research and statistics courses in educational psychology programs.

Jesus Tanguma
Walden University

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The Effects of Pictionary and Traditional Vocabulary Strategies on Student Performance in a 9th Grade ELA Classroom

Abstract The purpose of this study was to examine the effects of Pictionary and traditional vocabulary strategies on student performance in a 9th grade English Language Arts classroom. There is a prevalent problem in the United States as student comprehension levels are on the descent. This, of course, is because of the decline in student vocabulary levels. The national vocabulary predictor tests indicated that at grade 4, scores were lower in 2011 than in 2009 for higher-performing students at the 75th and 90th percentiles, and Eighth-graders at the 75th and 90th percentiles scored lower in 2011 than in 2009 (NAEP, 2011). The sample consisted of 30 ninth grade honor students who were randomly assigned to an experimental and control group. Each group had 15 participants. Data were collected using teacher made tests. The experimental group and control group was administered a pretest on a set of vocabulary words. After the pretest, the experimental group was taught vocabulary using Pictionary strategy while the control group was taught vocabulary using traditional methods. At the end of instruction, a posttest was administered. Data were analyzed using independent and paired t-test. The results indicated a significant difference between Pictionary and traditional vocabulary instruction ($t(28)=2.346$, $p=.026$, ES= 0.856). Similarly, there was a significant difference between students pretest and posttest when they were taught using the Pictionary strategy (($t(29)= -6.509$. P= .001, ES=1.533. The results suggest that Pictionary is an effective instruction strategy on student vocabulary. Keywords: Pictionary, Traditional vocabulary instruction, Vocabulary strategies

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Milligan College

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An Analysis of Educator Professional Knowledge of Title IX Based on Gender and Years of Experience

An extensive review of literature revealed misconceptions about Title IX compliance still persist. Although Title IX is most commonly associated with athletics, the law behind this amendment encompasses other areas such as bullying, sexual harassment, pregnant and parenting teens, access to higher learning, vocational education, and learning environment. As school leaders make daily decisions in respect of Title IX violations, limited training for these decision-makers increases the possibility of noncompliance and inaccurately applying the law. Substantial literature addresses Title IX and intercollegiate sports; however, compliance at the high school level has not been described as thoroughly. The purpose of this study was to analyze the effects high school administrators' gender and years of administrative experience regarding their level of knowledge of Title IX. The researcher used a survey research design and convenience sample of 13 school systems with 283 site level school administrators. Surveys were emailed to school administrators and the response rate was 46%. The survey results were analyzed using descriptive and inferential statistics. A factorial ANOVA resulted in no significant difference between administrators' gender and years of administrative experience on their level of knowledge of Title IX, $F(15, 115) = 1.47$, $p = .13$. Descriptive statistics found common strengths and deficiencies in administrators' knowledge of Title IX. Conclusions drawn from the study may have an impact on future training for school administrators.

Al Temple
Samford University

Leslie Ennis
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Peggy Connell
Samford University

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Increasing the Impact of Early Childhood Research: Changing Paradigms for Research Communication

Legislators and other policymakers have a great deal of control over the bottom line for early childhood education: whether programs exist, who has access to them, and whether they can be sustained across changing economic and political circumstances. Because the decisions made by these individuals have such serious repercussions on young children and the adults who work with them, it is crucial that those decisions are guided by the most recent evidence from research in areas such as child development, education, psychology, neuroscience, and economics.

However, the vast majority of what should be highly influential research for this audience either does not reach them or is disregarded due to its impenetrability. In short, the very researchers whose work could influence these critical decisions rarely share this information beyond their typical channels, nor do they tailor that information to different groups. This paper makes the case that effective communication of research findings to varying audiences is a critical task for researchers, particularly in areas with great societal impact, such as early childhood education. Focusing on preschool teacher compensation as a central example, the author shows how the existing research has failed to have a significant influence on the decisions of policymakers. The study offers a detailed analysis of recent compensation research and how it has been presented in both the academic literature and in more public forums, and suggests that the way that researchers communicate complicated ideas acts as a barrier to the potential effects of this information. The study then demonstrates how new and innovative ways to frame and present research data about preschool teacher compensation to policymakers could allow that data to make a stronger impact. Finally, the author provides recommendations for better research communication, both for early childhood researchers and education researchers in general.

Bridget Thomas
Quality Information Partners, Inc.

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MAT TEACHER CANDIDATES' PERCEPTIONS OF BALANCED LITERACY AND STUDENT LEARNING: INFLUENCES OF TRANSFORMATIVE LEARNING EXPERIENCES

An alarming number of people cannot read or are only functionally literate, particularly in Arkansas. Reading is an essential skill for health, well-being, and and economic advancement of individuals and families. Literacy is a lifelong gateway to knowledge, and with knowledge comes power. To increase functional literacy, classroom reading instruction must be improved; therefore, educator preparation programs must be improved. Embedding clinical field experiences into literacy courses to provide quality literacy instruction especially for struggling readers can offer transformative experiences benefiting teacher candidates preparing to become classroom teacher and future school leaders. Five research questions guided this mixed-methods research study framed by balanced literacy, Kolb's experiential learning theory, transformative learning theory, and the Human Development Index. Data were collected in two different settings with each setting divided into two phases. First, quantitative and qualitative data were collected via surveys, digital journals, and focus groups with 37 teacher candidates during the on-campus literacy courses with an embedded clinical field experience (ECFE). Second, approximately eight months later, quantitative and qualitative data were collected via observations and semi-structured interviews in five teacher candidates' literacy classrooms (TCLC). Data analyses indicated the ECFE was effective and the teacher candidates in literacy classrooms demonstrated transfer of learning and promise. The recommendation is the model created from this research study will improve literacy instruction in educator preparation programs; additionally, further research should compare the on-campus, instructor facilitated experience to embedded clinical field experiences conducted within school settings.

Amy Thompson
University of Central Arkansas

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Role of Informal Use of Digital Technologies in Doctoral Student's Learning and Socialization Experience.

Socialization of doctoral students occurs as social networks, informal and formal interactions with peers, faculty, and others positively influence students' experiences as they seek to develop and enhance their academic and research skills. Yet doctoral students can face unique challenges in their development as scholars and these can often be attributed to a lack of support in the area of socialization. Whereas the literature identifies many of these challenges and suggests that technology can be used to enhance students' experiences, it rarely considers the role that digital technologies outside the classroom might play in mitigating these socialization challenges. The current study investigated doctoral students' attitudes and use of digital technologies outside the classroom to support learning and socialization. Vygotsky's socio-cultural and Bandura's social learning theories provided a lens for understanding how digital technology may support learning in social contexts. Additionally, learning environment research provided support for students' attitudes and beliefs about their socialization experience in a digital learning environment. The study employed the survey method to gather data from doctoral students in education and psychology at a Carnegie R2 institution in the southeast. A questionnaire was developed from literature. Data collected included demographics as well as type and frequency of digital technology use, students' reported learning, learning effectiveness, and sense of community using digital technologies. Descriptives, ANOVA, and other analyses were conducted. It was found that students most frequently used digital tools to conduct research, retrieve, organize, and store information, and collaborate with others. Overall, regarding digital technologies, the majority of students reported positive attitudes about their experiences, with high positive ratings on aspects related to learning (77%), effectiveness (77%), and sense of community (66%). The findings provide implications for doctoral programs in supporting students' socialization by incorporating opportunities for informal learning in digital environments.

Zita Tiamuh
The University of Southern Mississippi

MSERA 2018 Annual Meeting

Recycling for Science Literacy

Science literacy has been defined as "the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity" (NSES, 1996). The biological sciences play an integral role in understanding many challenges that face today's society (AAAS, 2011). It has been estimated that 90% of Americans are scientifically illiterate (Maienschein, 1998). This research introduced a recycling project aimed to increase science literacy of freshman college students at a large university. Observations of local landfills revealed impacts of recycling, or lack thereof, in their local community. Data collected by students provided an opportunity for students to work through the scientific process. Student reflections expressed a lack of understanding of how important role science literacy plays in their own community. Data and reflections will be presented along with how to modify the project to fit varying environments and grade levels.

Angelique Troelstrup
Motlow State Community College

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Technology Across the Curriculum: Strengthening its Effectiveness

Technology Across the Curriculum: Strengthening its Effectiveness

The presence of technology in education is certainly not new; however, it is an ever changing variable. No longer is it the sole responsibility of the "computer teacher" to cover this domain as a separate "subject." Technology is now viewed as an essential component across curriculum and certainly not limited to computers. It can no longer be "assumed" that because of policies, teachers are making an effective, concerted effort to create this most crucial shift in the absence of more deliberate and appropriate guidance. Both digital natives, and, to an even greater extent, digital immigrants struggle to effectively incorporate the use of technology in the most advantageous ways for student learning. This problem can no longer be ignored and should be addressed strategically. in this paper, we acknowledge the perspective of classroom teachers, who have long found their identity in being the purveyor of knowledge at the front of the room, and recognize the benefits of targeted professional development and on-going support to effectively infuse technology into the curriculum. We provide a review of the literature on effective use of technology in 21st century classrooms and identify professional development needs of educators in order to help them use technologies effectively. Assistance with the selection of appropriate technology and subsequent support with respect to implementation will assist all stakeholders in flourishing in this shift in thinking and best practices. It is acknowledged that this shift in perspective is difficult and removes many educators, especially older and more experienced ones, from their professional comfort zone. With appropriate professional development, educators can be guided to see the benefit of such concepts as Makerspace, and the myriad of technologies couched therein, and can lead learners to develop skills essential to a 21st century education while maintaining the integrity of curricular goals.

Shaunna Uzat
not applicable

Larry Daniel
Zucker Family School of Education, The Citadel

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What We Learned from Teaching International Students

Our experience teaching international students was surprising and enlightening. College professors from two different institutions will share their insights, concerns, and epiphanies based on their experiences teaching students from Saudia Arabia and China. We invite other professors to share their experiences during this symposium also.

Minadene Waldrop
Mississippi College

Bobby Franklin
Mississippi College

Kimberly Walker McAlister
Gallaspy College of Education & Human Development, Dan and Lilly Chase Endowed Professor, Northwestern State University

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Preparing Generalist Early Childhood Teachers to Work with Exceptional Children Who Are Culturally and Linguistically Diverse

Institutions of Higher Education (IHE) have the responsibility to prepare teachers to work with exceptional children. The number of students with exceptionalities that are serviced in inclusive classrooms is increasing and as a result our preservice teachers will be responsible for their social, behavior, and academic performance. The exceptional child has a learning or behavior problem, physical disability or sensory impairment, is intellectually gifted, or has a special talent. Children who are culturally and linguistically diverse (CLD) can also be exceptional learners. The preservice teacher may not fully understand the unique circumstances involving children who are both CLD and exceptional learners which include understanding family values, beliefs, and traditions and they may not be able to communicate in the family's primary language. Previous research has explored the perception of preservice general education teachers regarding preparedness to teach students with special needs in the general education setting; the challenges facing IHEs in providing field experience with young children that come from diverse family backgrounds, cultures, and communities; and preservice teachers knowledge and skills regards to policies, procedures, and instructional strategies. The purpose of this study is to investigate how teacher preparation programs train preservice teachers to work with CLD children who have special needs. Participants from IHEs in Texas, Louisiana, and Mississippi are asked to complete a survey indicating the number of required or elective courses focused on exceptional children, field experiences in inclusive classrooms, and opportunities to interact with local agencies supporting CLD children who have special needs. Understanding teachers' perception of their preservice preparation and their confidence level on meeting the needs of these children is also a purpose of this study. From this data, recommendations will be made to IHE to improve their programs and take an active role in preparing preservice teachers.

Karen Walker
Northwestern State University

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Adolescents' Math Attitudes in a Global Context

Statement of the problem: Prior studies examined the reliability and validity of the instruments to measure the subscales of attitudes toward math were, typically, involved in participants from either Western or Asian educational setting only.

Brief description: The primary objectives of the current cross-cultural comparison study aimed to (1) test measurement invariance of a three-factor model of math attitudes and (2) evaluate the latent mean differences across two Asian (China and Singapore) and two European countries (Austria and Hungary). The proposed conceptual model illustrates that math attitudes comprise with Affective, Behavioral, and Cognitive factors.

Methods: The sample data for the four countries (N = 20,288) was drawn from the 2012 Programme of International Student Assessment (PISA). All participants in the 2012 PISA were 15-year old students. Within the Structural Equation Modeling (SEM) framework, Multigroup Confirmatory Factor Analysis (MGCFA) was conducted to analyze the data using M-Plus 7.

Results: The results of MGCFA confirmed that the three factors of math attitudes were equivalent in configural, weak (metric), and strong (scalar) invariance level in all four countries. Additionally, the mean scores of Affective and Behavioral factors were much higher in China and Singapore than in Austria and Hungary, while the mean scores of Cognitive were similar across all four countries.

Implications: The results provided meaningful cultural differences between Asian and European countries regarding math attitudes in a global scale. Asian students are sometimes viewed as having negative attitudes toward math despite their high achievement scores in math and science from TIMSS and PISA. However, the present study findings suggest that Asian students (1) exhibit stronger interests in what they learn in math and (2) appear to invest more times and efforts in their math-related work when compared to their counterparts in European countries.

Key Words: Math Attitudes, Factor Means, PISA, Cross-Cultural

Soung Hwa Walker
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Factors of Math Attitudes on Math Achievement between Asian and Non-Asian Countries

Statement of the problem: Although many studies have reported strong relations between math attitudes and math outcomes, limited research has examined the predictive power of the sub-components of math attitudes (i.e., Affective, Behavioral, and Cognitive factors) as latent variables in regard to math achievement.

Brief description: Thus, the present study aimed to investigate how each sub-domain math attitudinal factor would be associated with math achievement between Asian (i.e., Taiwan and Korea) and non-Asian countries (i.e., Austria and USA).

Methods: The sample datasets (N = 20,812) from the 2012 Programme of International Student Assessment (PISA) were utilized for the current cultural comparison research. Within the Structural Equation Modeling (SEM) framework using M-Plus 7, Multigroup Regression Analysis (MGRA) was conducted to analyze the data.

Results: Results yielded that the regression weights of all three factors of math attitudes were significant in Asian countries (βs = .13 - .25, ps < .001), but not in non-Asian countries. More specifically, only the affective factor was significant in Austria (β = .17, p < .001) while the affective (β = .07) and cognitive (β = .20) components of math attitudes were significant in USA (ps < .001). The MGRA results also revealed that 17%, 19%, 8%, and 3% of the variance in math achievement could be explained by the three-factor model of math attitudes in Taiwan, Korea, USA, and Austria, respectively.

Implications: Discussions included potential interventions to increase math attitudes as well as the need for further investigation to replicate the results to different group members (e.g., age or sex).

Keywords: Math Attitudes, Math Achievement, Asian, Non-Asian, Multigroup Regression Analysis (MGRA)

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Teachers' knowledge and implementation of Response to Intervention practices: Graph literacy and data-based decision making

Problem Statement: A key component of the Response to Intervention (RTI) model includes the purposeful use of data to determine student responsiveness to intervention. Despite this emphasis on data-based decision making, little is known about educators' ability to interpret and make appropriate educational decisions based on student data. In this study, the following questions are addressed: (1) Do teachers report adequate amounts and quality of training to use data to inform instruction? (2) Are there differences in graph literacy among teachers with different amounts and perceived quality of professional development?

Brief description of the research: Despite more than a decade of research and implementation, debate continues as to the effectiveness of RTI as currently practiced. While quality instruction is essential for the model to be effective, some experts contend progress monitoring and data analysis are the most important component for RTI to be successful. Unfortunately, many teachers express a lack of training, impacting their ability and confidence with interpreting data to make informed educational decisions. Additionally, prior studies show teachers struggle in their ability to interpret graphs containing students' data.

Summary of the methodology: A survey was sent to 400 elementary school teachers across the U.S. Participants were asked questions regarding their knowledge, implementation, and perceptions of RTI; in addition, participants were asked to interpret a sample of student graphs. Individual responses will be analyzed through the use of p-values (i.e., percent of correct responses), difficulty, and discrimination values from item response theory (IRT). ANOVAs will be conducted to determine whether the amount and perceived quality of professional development influence the teachers' ability to correctly answer graph-literacy questions using IRT theta scores.

Results and Conclusions/Implications—To come

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Middle Tennessee State University

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Improving the Comprehension of Struggling 3rd Grade Readers

For 5 years, we have been working on developing a comprehensive intervention to improve the nonfiction comprehension of intermediate students. The results for 4th and 5th grade students have been encouraging, but 3rd grade has proven more challenging. The purpose of this paper is to present the methods and results of the latest iteration of our intervention specifically targeting 3rd grade students and to discuss the potential implications. 78 students at risk for comprehension deficits were selected for this study from 14 schools in the Metro Nashville Public School district. Selected students were randomly assigned to treatment or BAU control. Students assigned to the treatment condition were then assigned to pairs. Tutored pairs received 42, 45-minute sessions of instruction with trained graduate students. Tutors used explicit instruction principals to teach students comprehension strategies. Students practiced these strategies on a variety of nonfiction texts. Instructional procedures were embedded in the program to promote transfer, improve engagement, and support positive behavior. At pre- and post-, students were assessed on measures designed to assess various degrees of instructional transfer. Data for each outcome measure were analyzed using cross-classified hierarchical linear models. Hedge's g effect sizes were calculated using regression coefficients. Students in the treatment group significantly outperformed controls on measures of knowledge and strategy acquisition ($g=2.58$ and $g=1.01$). Results on a researcher created near-transfer measure ($g=.37$) and the expository passages from the Gates MacGinite form T ($g=.46$) approached significance. Unfortunately, treatment students did not outperform controls on a standardized far transfer measure of reading comprehension (Gates MacGinite, (full) Form S; $g=-.09$). Results suggest that our instructional program has the ability to improve 3rd graders content knowledge, strategy mastery, and nonfiction text comprehension, but not overall comprehension ability. This highlights the need for a stronger emphasis on transfer instruction and continued program development.

Meagan Walsh
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The Exploration of Educational Opportunity and Social Mobility

The Exploration of Educational Opportunity and Social Mobility Formal education is considered the primary pathway for social mobility in both developed and aspiring societies (Jia & Ericson, 2016). Moreover, educational equality is the key to achieving economic growth and social cohesion (Duru-Bellat, 2012). Schools inevitably play important roles in achieving social justice, increasing social mobility and bridging the socioeconomic gaps in society. Gaining access to education is essentially important to achieve universal education (Chung & Mason, 2012). However, scholars argue that more education does not always result in more social mobility (Duru-Bellat, 2012). Social disparities in access to education and the imbalanced quality of schools often lead to larger socioeconomic gaps when students complete or leave school. In China, the educational achievement gap between rural and urban students remains deep as urban residents have more access to educational institutions of better quality (Yang, Huang, & Liu, 2014). More than 60% of students in rural China drop out before high school and only 5% of rural students attend college (Project Partner, 2018). The inequalities in educational opportunities among rural and urban residents create intergenerational poverty and institutional barriers to social mobility (Lei & Shen, 2015). The proposed research project is to explore the relationship between access to educational opportunities and social mobility in rural China. The following research questions may be used to investigate the above-mentioned problem: 1. What are the educational experiences of the students in a rural village in central China? 2. What is the relationship between educational opportunity and social mobility for rural students in China? Methodology: To address the above-mentioned research questions, I would like to adopt a qualitative grounded theory approach. The cohort who graduated from 5th grade in 2000 at Dawang Elementary School, located in a rural village in Henan Province, China, will be chosen to participate in the study. The project is intended to present the cohort's families' education background, their educational experiences, career paths and their current socioeconomic status in terms of annual income and number of work days and paid-leave days every year. The cohort of 2000 was chosen because of the dramatic number of students who didn't complete high school. Among the 48 students who finished 5th grade in 2000, 20 of them finished junior high school, 7 out of the 20 graduated from senior high school, and one out of the seven went to a four-year university. The data collection methods for the proposed study will be a combination of in-depth interviews with the cohort and their parents and document analysis on relevant educational policies and school curriculum. The first round of interviews will be conducted among as many available members of the cohort as possible. Interview questions will focus on their general academic experiences, the educational opportunities available to them, and their current career paths. Based on the themes and patterns found in the interview data, purposive sampling will be used to identify a few members from the cohort who represent different educational stories and life paths (Johnson & Christensen, 2014). The second round of interviews on the identified members of the cohort will explore in-depth their experiences while attending school, their decision-making process of continuing or leaving school, and the relationship between their level of education and their current career choices. Additionally, the parents of these members will be interviewed about their educational background, the educational opportunities they had access to, and their opinions on their children's schooling. The educational policies and school curriculum during the schooling time of the cohort will be analyzed in conjunction with the interviews.

Contributions The findings of the research on how access to educational opportunity transforms or does not transform to upward social mobility for rural residents in China, will provide insight on the systematic reasons of the alarmingly high dropout rate, and the intergenerational poverty in rural China. The impact of class and socioeconomic status on one's educational experiences will be discussed and indicated in this research study. Results of the study will provide implications for policymakers when calling for educational reform, and implementing policies to bridge the educational inequality gap between rural and urban areas. Suggestions will also be made for school leaders and administrators to consider in order to provide an effective, safe, and equal learning environment for all students.

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Item Structure of the CCSS-Based 6th Grade English Language and Arts Test: Application of Unidimensional and Multidimensional IRT Methods

It has been known that the Common Core State Standards (CCSS)-based English Language Arts (ELA) test for 6th graders is composed of four categories: writing, literature, information and language. However, few empirical evidences on the actual structure of the test items have been reported. The premise of unidimensional item response theory (UIRT) is that a single proficiency trait was able to describe a person's characteristics during the interaction between a person and test items, while multidimensional item response theory (MIRT) conceived that more than one construct was required to determine the correct response. A large data set (n = 3180) was obtained from the 6th grade ELA test scores across 11 states in the United States, and the structure of the test items will be investigated. The test consisted of 34 dichotomous multiple-choice items. After computing basic descriptive statistics and Cronbach's α, the future analysis plan may include UIRT and MIRT model tests in order to discern which model would better fit the data. The results will be evaluated utilizing some absolute and relative fit indices including χ^2-test, χ^2/df, comparative fit index (CFI), normed fit index (NFI), Tucker-Lewis Index (TLI), and root mean square approximation (RMSEA). Implications from this study can be made to assist educators and teachers for specific intervention determination for general literacy education.

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Relationship Between English Language Arts Skills and Mathematics Achievement among Third-Grade Students

English language arts (ELA) and mathematics are two main disciplines in any educational setting, serving as the criteria of students' academic achievement and accountability. The interdisciplinary connections between ELA and mathematics achievement along with the comorbidity of difficulties in reading and in mathematics have been widely studied by researchers in the past few decades. Mathematics attainment turned out to be robustly related to the proficiency of ELA skills. Nevertheless, the majority of current literature put focus on the relationship between individual ELA skills and mathematics performance with few studies investigating the relationship between several different ELA skills and mathematics achievement simultaneously. The purpose of this study is to examine the third graders' overall relationship between ELA skills and mathematics achievement and also to document how each specific subskill of ELA (reading, foundation, writing, and language skill under the Common Core State Standards (CCSS) framework) impacts the overall mathematics achievement. Data in this study were drawn from a testing company for mathematics and ELA test scores of 1684 third graders from 15 states. The sample was constrained to those students who completed all phases of both mathematics and ELA tests at four different time points. Basic descriptive statistics were computed for each variable. Data analysis plan may include Trend Analysis to discern the shape of score changes during the transition from the beginning to the end of third grade. Latent Growth Curve Analysis (LGCA) and Logistic Regression will also be applied to investigate the dynamic relationship between the starting point (Intercept) and the change rate (Slope) of the test scores of ELA and Mathematics performance on both latent traits and manifest variables. The particular importance and educational implications will be discussed such as adjusting ELA teaching strategies in order to eventually enhance ELA skills and mathematics achievement of students.

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Close the Achievement Gap with Professional Development

For the past two decades a highly researched and talked about topic is how to improve K-12 students' reading achievement. The authors of this study examined the effectiveness of teacher professional development training to improve teaching quality as means of closing the reading achievement gap for students of rural areas. Over 61% of the sixth-grade students in the targeted rural area do not meet the state's reading performance expectations (compared to the state average of 40.3%). Twenty-one teachers from the heart of Mississippi Delta participated in a 20-day-long reading institute at a university in northwest Mississippi to improve the quality of teaching. The goal of this professional development program was to equip teachers with the knowledge and skills necessary to improve the quality of their teaching in reading. Professional development is one of the most meaningful and direct means of improving teacher quality (Dennis & Horn, 2014; Skourdoumbis, 2014; Skourdoumbis & Gale, 2013; Thurlings & den Brok, 2017). We collected quantitative and qualitative data to examine program effectiveness. The results indicated the program's professional development activities improved the quality of participating teachers' knowledge and skills in reading ($t = 23.717$, $df = 20$, $p = \leq .000$). Teacher participants rated the programs' effectiveness in improving their competencies to teach reading at 91.4% (4.57 on a scale of 5). Their views on the institutes' materials and books was lower, at 80%, suggesting an area for improvement. The participants shared their rich learning experiences and stories in focus interview sessions providing qualitative evidence supporting their overall growth and development as a result of participating in the institute's program. The results suggest that well-designed professional development activities not only improve a teacher's knowledge and skills to teach reading, but also their sense of self efficacy as a reading teacher.

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Investigating the Reciprocality of Parental Expectations and Children's Mathematics Achievement

Since the emergence of Bandura's (1977, 1986) social cognitive theory, educational researchers have directed their attention at finding sociocultural and socio-cognitive factors to account for individuals' learning and achievement. In STEM (science, technology, engineering, mathematics) education, stereotypes favoring male students persist. While contemporary researchers agree on the critical role of parents and other socializers' attitudes and expectations on children's academic self-efficacy and achievement (Eccles et al., 1983; Wigfield & Eccles, 2000), very few studies have allowed for strong causal inferences between parental expectations and children's academic achievement. Arguably, parents may also constantly adjust their expectations to match the children's past achievement, rendering such a relationship reciprocal. The purpose of the present study was twofold: (a) to investigate the reciprocal relationship between parental expectation and children's mathematics achievement using longitudinal modeling; (b) to determine the role of a child's gender in the foresaid relationship. Using a nationally-representative sample of elementary aged students (valid n = 17,763, % of girls = 48.8%) drawn from the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), we fit a cross-lagged panel model (CLPM) to the data collected in three consecutive semesters (i.e., first grade Fall, second grade Spring, and second grade Fall) in Mplus v.7. The CLPM fit the full sample (i.e., boys and girls combined) data well, CFI = 0.98, TLI = 0.93, RMSEA = 0.08, 90%CI [0.08, 0.09], SRMR = 0.03, and support the hypothesized reciprocality with all cross-lagged and stability coefficients being significant ($p < .0001$). In the meantime, the stability coefficients between waves of mathematics achievement measures ($\beta = .79$ and .76, respectively) appear to be higher than those between parental expectation measures ($\beta = .23$ and .27), indicating that parents may adjust their expectations according to factors other than children's past achievement. On the other hand, comparisons of the cross-lagged coefficients reveal that parental expectations predict children's achievement with a lesser strength ($\beta = .07$ and .07, respectively), as versus achievement predicting parental expectations ($\beta = .23$ and .22). To explore possible perceptual bias according to the child's sex, gender was included in the CLPM as a moderator. The moderating effect was shown to be non-significant, suggesting that boys and girls share a same pattern in terms of the interplay between parental expectations and achievement. Nonetheless, results of multi-group CLPM show that the two variables of interest are more strongly correlated among boys. We conclude that (a) there is a reciprocal relationship between parental expectation and children's mathematics achievement; (b) parental expectations appear to be less stable across time and may be explained by a variety of factors other than children's achievement; (c) the foresaid reciprocal relationship appears to be uniform among boys and girls, which is, no parental perceptual bias based on child's sex is observed.

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A Meta-Analysis of the Impact of Academic Emotions on Achievement Motivation

In academic settings, motivation can influence what, when, and how we learn. Being cognitive in nature, contemporary motivational theories concentrate on what people think and believe may affect their motivation, but largely neglect their affective experiences in this process. The purpose of this meta-analysis study was to aggregate results of previous studies to approximate an accurate measure of the relationship between academic emotions and achievement motivation. A total of 58 studies yielding 94 independent effect sizes (N = 33,584) were analyzed. In the analysis, we divided academic emotions into positive emotions and negative emotions. The results indicate a significant, direct relationship between positive emotions and achievement motivation with a medium-to-large effect size ($r = +.34$, $p < .0001$) and a significant, inverse effect of negative emotions to a small-to-medium degree ($r = -.22$, $p < .0001$). Heterogeneity was detected in the effect sizes and the results of study feature analyses reveal that student age (i.e., K-12 vs. college students), motivational indicator (i.e., indexing motivation with approach goals vs. other indicators), and measures (i.e., using Pekrun's Academic Emotions Questionnaire [AEQ] vs. other measures) may moderate the strength of association between academic emotion and motivation. The findings emphasize the importance of fostering positive emotions for enhancing students' motivation and achievement, as well as provide suggestions for future studies on academic emotions. Limitations of this study include (a) a relatively small pool of studies analyzed, (b) not revealing the relation of a specific emotion (e.g., hope vs. enjoyment) to motivation, (c) little causal inference, and (d) limited information on the time interval for emotion and motivation measures.

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Using Story Grammar to Scaffold Young Children's Personal Narratives in Digital Storytelling

Problem Statement Given the changing nature of literacy, there is an increasing attention for discussions about the implications for "new literacy" of practices surrounding digital technologies in classrooms. In that vein, Athanases & de Oliveira (2014) address the importance of "scaffolding" in disciplinary literacy. However, little research has examined the story grammar as a scaffold to bolster youth digital literacy development, particularly narrative literacy, at elementary school level.

Perspectives Athanases and de Oliveira (2014) address the means of scaffolding include planned supports and interactional work using oral discourse to prompt elaboration, build academic literacy, and move discourse forward. Past research indicated that William Labov's influential work on narrative of personal experience (1972) demonstrated a "fully developed" narrative. Liu, Wu, Chen, Tsai and Lin (2014) suggest story grammar can scaffold young children's digital story production process.

Research Method A quantitative research design with one experimental group (n=26) and one control group (n=26) was employed. We purposefully chose the second grade classrooms in an urban school of Louisiana as the research sample. The duration of this study is 15 weeks. We designed and implemented specific lesson plans. Fifty-two story writing samples, voice recordings, digital story products and narrative knowledge pre- and post-test scores were sequentially collected and analyzed. Statistical techniques include chi-square test of independence, independent samples t-test and paired samples t-test.

Results In general, the implementation of story grammar scaffolding in the experimental group effectively improved students' story writing skills, particularly in the aspect of story elaboration and coherency.

Conclusion This study highlights the importance of William Labov's story grammar in developing children's well-organized, sophisticated narratives during the story creation process. Relying on this strategy, elementary school teachers can design explicit literacy instruction for supporting youth's growth in written and oral communication through story grammar scaffolds in digital storytelling.

Xue Wen
Our Lady of the Lake Regional Medical Center

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Personal Factors Influencing University Women Leaders' Career Paths and Presidential Aspirations

The influence of family relationships on university women leaders' career choices has been understudied and even fewer studies have addressed the influence of women's spouses (Madsen, 2008; Marshall, 2009; Steinke, 2006; Switzer, 2006). There is a particular need for research that examines how personal factors (e.g., child-rearing, spousal relationships, etc.) influence women's career paths and presidential aspirations (Bornstein, 2009; Madsen, 2008; Marshall, 2009; Steinke, 2006; Woolen, 2016).

Thus, the aim of this research, grounded in a postmodern feminist theoretical framework, was to qualitatively explore and describe how women in administrative positions leading to the presidency (e.g., academic deans, vice presidents, and provosts) perceived the influence of personal life factors in shaping their career paths and leadership aspirations.

Using a basic interpretive qualitative design, the primary technique for data collection involved 12 in-depth, semi-structured interviews with a purposive sample of university women administrators employed at universities located across the Southeastern region of the United States. The data analysis process was "inductive and comparative" using a constant comparative method to generate "common themes or patterns or codes that cut across data" (Merriam, 2009, p. 169).

The data analysis revealed four major themes related to participants'(a) age and stage of life, (b) work-life balance issues, (c) the influence of family relationships and priorities (childrearing, marital relationships), and (d) geographical mobility. The overall findings of this study provide deeper insights into how personal factors influence university women leaders' career paths and presidential aspirations.

Celeste Wheat
University of West Alabama

Lilian Hill
University of Southern Mississippi

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Administrators' Perceptions Regarding the Effectiveness of the Teacher Observation Evaluation System

This phenomenological narrative study was designed to explore public school administrators' perceptions regarding Louisiana's Compass teacher observation evaluation system as a method for assessing teacher performance. Participants were administrators with at least two years of experience as a public school administrator at the secondary level, and who had at least one year of experience working with the Compass teacher observation and evaluation system. Using the phenomenological narrative approach, individual interviews were conducted with ten administrators who successfully met the criteria of this study. The participants included two females and eight males. Significant information regarding their perceptions of the Compass teacher observation evaluation system as a method for assessing teacher performance as well as a description of the systems' implementation, quality, and impact is discussed.

Kathleen Williams
McNeese State University

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Implementing Effective Student Recruitment Measures in the Department of Education: Geaux Teach

This presentation will share the results of practices from our inaugural Geaux Teach recruitment event for high school students interested in becoming future teachers. Youth from local rural and high-need schools were brought to the university campus and to participate in sessions related to technology/social media tools, differentiation, innovation, as well as recruitment. Geaux Teach was created to support CAEP Standard 3 by inviting, engaging, and continuing recruitment efforts for diverse participants using innovative social media tools. Geaux Teach has a direct link to recruitment research. Colleges must market themselves in order to vie for student interest and enrollment. Colleges market their programs, athletic programs, opportunities, professors, academic achievements, and overall school culture (Johnson, Jubenville, & Goss, 2009). Due to college recruitment efforts, there is now more emphasis on introducing college options to students while they are still in high school. Moreover, colleges have focused on this marketing strategy by providing college choice activities and open-campus invitations to prospective students. These strategies encourage these young adults to commit and apply to their college prior to graduation (Neinhusser, 2013). Take-a-ways from the session will include Geaux Teach recruitment practices, protocol for mentoring youth post-event, as well as innovative ideas for social media applications. In addition, artifacts presented will include our participant tracking system, examples of social media/technology engagement, and exemplars of participants' work as well as ideas for next steps. You can follow this journey at #MSUGeauxTeach on social media.

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MSERA 2018 Annual Meeting

Cultivating the Roots of STEM: Investigating the Impact of a STEM Program on Adolescents

The newest science standards and national economy demand a committed emphasis to STEM integration in K-12 education. The need for STEM programs in K-12 education continues to grow, specifically in the formative adolescent years. In response, one large school district pursued and was awarded a grant to implement a STEM program. This research study is an investigation into the impact of this program on both students and teachers throughout the school district.

Michelle Wilson
University of Alabama

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Writing a dissertation: The things I wish I had known when I wrote mine!

This workshop/training session is intended for those who are preparing to undertake the dissertation process or who are currently working on theirs and are not making a great deal of progress. The dissertation process is perhaps the most feared part of a doctoral program. Some of the fear may be warranted but a great deal is due to the fact that the process is just not understood. Additionally, the process is often undertaken without a clear plan in place. Regardless of the reason, many dissertations are never finished and the hereto successful doctoral student journeys through the rest of life wearing the letters of ABD!

Randal Wilson
Murray State University

Teresa Clark
Murray State University

Landon Clark
Murray State University

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Academic Boredom among Graduate Students: A Qualitative Exploration of Contributors, Attributional Styles, and Coping Strategies

While the experience of academic boredom among students is universal, little ground has been gained in understanding boredom with graduate students. Three areas of particular concern are as follows: 1) how sources of motivation (intrinsic versus extrinsic) influence the experience of boredom, 2) how attributional style relates to coping with boredom, 3) the discrepancy between combating boredom during classroom instruction and out of classroom while doing research and assignment. Considering the complexity of academic boredom as an individual's affective experience, a qualitative study was conducted by recruiting 10 graduate students through purposive sampling based on age and student level. Triangulation was accomplished through story-telling, interview, and focus group. Results showed that the onset of boredom is influenced both by environmental factors (e.g., long hours, instructional quality, and a lack of autonomy) and personal factors (e.g., interest, perceived value and control, and boredom proneness), regardless of the sources of motivation. Additionally, students who argue that the teacher should hold more responsibility for boredom in class tend to take avoidance coping as their primary strategy (e.g., doodling). By comparison, students who opt to approach the problem positively (e.g., taking notes) are prone to attribute the onset of boredom internally. Despite the discrepancies (avoidance versus approach) in coping with boredom during instruction, all students approach rather than avoid boredom while doing research or assignment via emotion regulation, be it cognitive reappraisal (e.g., "I can always learn something out of it.") or expressive suppression (e.g., "I need this credit to graduate."). Implications and recommendations for future research are discussed.

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Tianlan Wei
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Jonathan Lobsenz
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Moral Development and Sports Participation in Adolescents: A Cross-Sectional Study

The purpose of this research was to investigate attitudes toward sports participation, sports aggression and unethical behavior in students at the middle school and collegiate levels. These studies build on previous research with U.S. and Italian high school students. This research was based on the theoretical frameworks of social cognitive theory (Bandura, 1991), social identity theory (Tajfel & Turner, 1986) and biofunctional theory (Iran-Nejad, 1990, 1994). The following research questions guided the study: 1) Is there a relationship between playing sports and moral disengagement? 2) What is the effect of playing sports on positive or negative affect? 3) To what degree does playing sports predict moral disengagement? Participants completed the following surveys: (1) the Attitudes on Moral Decision-making in Youth Sport Questionnaire; (2) the Scale of Moral Disengagement; (c) the General Aggression Scale; and (d) the Positive Affect and Negative Affect Scale. Results indicated that for middle school students, the effect of playing at a higher level of competition on positive affect was significant (Wilks' λ $F(2, 11)$ = 8.958, p = .005, partial eta squared = .62, observed power = .916). However, there was no relationship between sports participation and moral disengagement ($R2$ = .231, p = .07). For university students, age, gender, and years playing sports significantly predicted moral disengagement ($R2$=.285, $F(3, 32)$=4.25, p<.01). In addition, years playing sports significantly predicted moral disengagement (β = -1.156, p= .016). For both groups, males were more likely to use moral disengagement strategies to explain the use of cheating or unethical tactics to win a competition. However, playing more years was related to positive affect in middle school and less use of moral disengagement strategies among university students.

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Teaching ELLs: The Missing Piece of Teacher Preparation Jigsaw

While the U.S. is becoming rapidly globalized, such growth places considerable demands on schools. Teachers are often unprepared to accommodate appropriately for a diverse student body. English language learners (ELLs) are increasingly placed in classes with mainstream teachers lacking training and experiences to teach diverse populations. Rural areas are being characterized by growing numbers of ELLs, challenges to attract and retain qualified educators, and budgetary constraints. One solution to this quandary is to provide all teachers with ELL-related knowledge and skills prior to certification. This poster will describe how one rural teacher education program included experiences to guide teacher candidates in exploring issues related to teaching ELLs. The purpose of this study was to explore the experiences of secondary preservice teachers across a variety of disciplines as they learned about and implemented strategies for differentiating ELL instructions. Using Teacher Development Frameworks (Bunch, 2013; Cho, Rios, Trent, & Mayfield, 2012; Coady & de Jong, 2015; Faltis, 2008; Fillmore & Snow, 2000; Lucas & Villegas, 2013), the study sought to examine if a simulation experience contributed toward an inclusive view of teaching ELLs and if preservice teachers were able to apply learned strategies to lesson planning and reflection activities. Participants (n = 41) were actively engaged in candid discussions, hands-on experiences, critical reflections, and lesson-building activities based on the Sheltered Instruction Observation Protocol model. By studying how these experiences impact future teachers, this study attempts to contribute to improving teacher education that ultimately leads to a better educational experience for all learners. The findings revealed teacher candidates' frustration with their teacher program, empathy for ELLs, and willingness to make accommodations for ELLs. Further discussions and pedagogical implications for restructuring teacher education programs in rural areas underscored the provision of authentic rather than theoretical experiences and a proactive attitude to address student diversity.

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Designing Effective Instruction for the 5-E Learning Cycle

Best practices in P12 science teaching promotes students as scientists. The student-centered, constructivist 5-E Learning Cycle teaching strategy encourages the student-scientist (National Science Teachers Association, 2018; Windschitl & Barton, 2016). Instead of the traditional gradual release lesson, 5-E is inquiry-based and the teacher acts as facilitator rather than dispenser of knowledge. Teacher candidates should learn best teaching practices in their methods courses, but sometimes have to overcome preconceived ideas about teaching science brought from their P12 experience. Additionally, mentor classroom teachers may not model science education best practices or encourage inquiry-based teaching practice if they have a strong preference for the gradual release model. Thus, methods courses need to be highly-effective in the strategies used to teach the 5-E Learning Cycle. The researcher attempted to measure understanding of the 5-E Learning Cycle in a convenience sample of teacher candidates in her capstone science methods course. Teacher candidates were pretested, experienced interventions about the 5-E Learning Cycle, and then were posttested. The pre and posttests each contained two descriptive scenarios for lessons, one scenario of a gradual release lesson and one of a 5-E lesson. Teacher candidates had to recognize the lesson format, and identify and explain parts of the lesson. The researcher compared pre-test and posttest scores for each participant. Results showed a slight, but insignificant increase in knowledge of the 5-E Learning Cycle. However, the semester data was collected had several factors that may have influenced data. The scenarios have been used as an assessment in other semesters, and results for the semester data was collected were not typical of how teacher candidates generally perform. The implication is that there needs to be more done to control variables, and other interventions should be tried to see if they produce better results.

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Bloom's Taxonomy: One Semester Is Not Enough

In the researcher's senior methods course, teacher candidates either believe they have mastered Bloom's Taxonomy or they are still uncomfortable and unsure of it. Typically, the researcher finds that all of the teacher candidates have a limited mastery of Bloom's Taxonomy. Undergraduates are introduced to the framework early in their professional courses during their lesson planning course. A design-based research format was used with a convenience sample of undergraduate teacher candidates during a senior science methods course. The sample, n=12, were all female and were placed in elementary classrooms in grade 1-5 for 80% of the school week and a reduced presence on-campus as part of a pilot program. A pretest and posttest included a classroom scenario, sample questions requiring identification of Bloom's levels, creation of new questions at different levels, and then participants had to identify the level of the new question. The teacher candidates' pretest averaged 57% mastery of Bloom's Taxonomy. Intervention lessons increased teacher candidates' knowledge and familiarity with Bloom's Taxonomy. Learning tasks included cooperative work using Bloom's Taxonomy and activities designed to scaffold understanding. On the posttest teacher candidates demonstrated 75% mastery of Bloom's Taxonomy. Teacher candidates also voiced their opinions that the learning task of cooperatively creating questions about the same content at different levels of Bloom's Taxonomy was particularly helpful for them to understand and feel more confident about using Bloom's Taxonomy. There was also increased use of vocabulary related to Bloom's Taxonomy on lesson plans following the interventions. The conclusion is that teacher candidates need practice and planned instruction in Bloom's Taxonomy for multiple semesters. Cooperative learning tasks can help candidates scaffold each other's understanding of Bloom's Taxonomy. Further research with additional and larger samples to verify the results and further fine-tune the interventions that are the most impactful are needed.

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